

**San José State University
CASA/Justice Studies**

**JS288, Seminar in Special Topics: Women, Crime and Criminal Justice, 01,
Spring, 2016**

Instructor:	Veronica Herrera
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Office Hours:	Tues 2-4pm
Class Days/Time:	Wednesday 4:30-7:15pm
Classroom:	MQH 526

Course Description

The interplay between gender, crime, and criminal justice received very little attention in the sociological and criminological literatures prior to the 1980s. Women's involvement in crime has been historically overlooked in theory, research, and programming. Indeed, one of the key points made by feminist theorists and gender researchers studying crime is that females and gender have been either neglected, or female behavior has been explained using traditional theoretical approaches based on male behavior, rather than considering the unique ways that gender may affect crime and criminal justice experiences. This course is designed to explore the important and under-studied intersection between gender/women and crime. We will be looking at such topics as gender differences in offending, theoretical explanations for female offending, the overlap between women's victimization and crime, women's experiences with prison and the criminal justice system, the impact of women's incarceration on their children and families, and women working in law enforcement.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Goals and Student Learning Objectives

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

SLO1: Learn, analyze, and apply key theories, concepts, and terms to the study of gender and crime.

SLO2: Demonstrate an understanding of the links between women's experiences as victims and offenders of crime.

SLO3: Demonstrate an understanding of women's experiences with the criminal justice system, as offenders, victims, and workers.

SLO4: Develop critical thinking skills to analyze, evaluate, and make decisions concerning solutions addressing the needs of girls and women involved in the criminal justice system.

SLO5: Enhance their communication skills, both orally and written and demonstrate their ability to present scholarly work to an audience of their peers.

Required Texts/Readings

Textbook

Chesney-Lind, M., & Pasko, L. (2013). The Female Offender. Girls, Women, and Crime. Sage. (ISBN:1412996694)

Cullen, F.T., Wilcox, P., Lux, J.L., & Jonson, C.L. (2014). Sisters In Crime Revisited: Bringing Gender into Criminology. Oxford University Press (ISBN: 0199311188).

Kerman, P. (2011). Orange is the New Black. My Year in a Woman's Prison. Spiegel & Grau (ISBN: 0385523394)

Siegel, J. A. (2011). Disrupted Childhoods. Children of Women in Prison. Rutgers University Press (ISBN: 0813550114).

Canvas

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

Library Liaison

Below is the link to the Justice Studies library resource web page: <http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Silke Higgins is the SJSU Justice Studies Subject Specialist Librarian. She is more than happy to answer questions and meet with students one on one. She can be reached by email at silke.higgins@sjsu.edu.

Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to within 24-48 hours. **Please contact me via the Canvas e-mail link and address all correspondence to Dr. Herrera.** Please note: all communication regarding assignment and grades must be conducted in person and *not* via email.

Classroom Protocol

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. This course is designed as a seminar. In a seminar, students meet regularly to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. As a scholar, you should approach this course with the mentality that the group has the responsibility of educating itself. Since participation is a key element in this class, I would advise not taking this course if you anticipate missing various days. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed or if you missed anything important!).

Electronic Devices: If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Reduce your temptation by turning off your phone. Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. It may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting. Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful. Lastly, the use of ear buds to listen to music or checking/using your cell phones during exams is also prohibited. These behaviors may be misinterpreted as cheating.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Students are responsible for all material listed in the *Course Schedule* (see below). In order to receive a grade for this course, all course requirements must be met and every assignment must be completed or it will receive a 0. ***Late assignments will not be accepted.*** Plagiarism will not be tolerated on any piece of assessment, under any circumstances. Students found to be guilty of plagiarism will receive an F for that assignment and may be referred to the University’s Honor Council. Plagiarism includes, but is not limited to misquoting (such as omitting page numbers or quotation marks) and handing in work that is not your own and that is not correctly cited.

Class Participation (CLO #5) (20% of final grade)

Class participation involves (1) presenting your analyses of the readings to the class, (2) responding to your peer’s comments, (3) participating in in-class activities, and (4) leading class discussions. I expect everyone to attend class regularly and to prepare for and participate actively in class discussions. Merely attending class is not enough, you must participate. You will earn points per class for participation. Full points will be awarded to students who participate fully each week. "Moderate" participation (a few comments or questions made) will be awarded partial points. "Minimal" participation (a single comment or question, or students who participate considerably but arrive more than 15 minutes late or leave more than 15 minutes early) will be awarded one point. Students who are completely silent or are absent will receive no participation points, and students who fail to participate the entire semester can’t earn a course grade of "A." If you are someone who has difficulty speaking in class, I will be happy to call on you to prompt your participation. The culture of the class room is expected to be civil, respectful of others’ contributions and encouraging/valuing of participation by all. Students are asked to self-monitor that they don’t dominate discussions disproportionately. The atmosphere of the classroom will be egalitarian – students are encouraged to address comments and ideas to me as they would any other class member. Constructive, intellectual exchange of ideas is invited and desired.

Discussion Leadership (SLO #7 & #8) (5% of final grade)

During the first meeting, students will be assigned a lecture for which they will assume primary responsibility for leading class discussion. This will require some prep work on your part in order to enhance and stimulate the flow of the discussion. Discussion leaders are expected to summarize key themes and issues from the readings in a manner that stimulates in-depth discussion. Students are to conduct additional research on any topic related to the readings/theme of the day and present their findings for ~20 minutes. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the readings for the day. Feel free to use handouts, overheads, power point, video clips, case studies, current events etc. in facilitating the discussion process. In additions, students are expected to generate a set of discussion questions that highlight critical themes or issues associated with the assigned readings and are intended to facilitate the discussion for the day.

Analysis of the Readings (CLO #1 – #4) (20% of final grade)

Each student will submit a weekly analysis of the readings. Each analysis should be at least 2-3 pages (typed, double spaced) and must be submitted to Canvas as well as a hard copy in class. To receive full credit, a hard copy must be submitted in class. These assignments are not meant to be summaries of the readings; rather they are designed to get you to reflect on and critically analyze what you have read. Think about how the articles/chapters fit in together (or conflict w/ each other), any points of interest, issues, &/or questions that were raised as you read. Students will submit 1-2 discussion questions in response to the readings assigned that week. These questions will be used to help stimulate class discussion. You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.)

General structure of grading for written assignments:

- ✓ + Excellent – Ties in all the readings and thoughtfully analyzes the issues raised
- ✓ Fair – Ties some of the readings and analyzes the issues raised
- ✓ - Bad – Provides a summary of the readings but little or no analysis or does not complete the readings.

In Class Assignments (SLO #1) (10% of final grade)

There will be several in-class exercises &/or essays in which you will be asked to respond to questions relating to the material covered in class to date. The essays will be open-book and open-note, but you are advised to be familiar with the key points of the readings so that you do not waste all your writing time looking for information. The questions will ask you to compare, contrast and apply concepts, issues and arguments in these readings, in order to assess your understanding of the material and your critical thinking skills. There will be no make-ups for students who miss these classes.

Book Analyses (CLO #3) (5% of final grade)

Students will complete a critical analysis of the memoir *Orange is the New Black* by Piper Kerman using key concepts covered in the course. A detailed description of the assignment will be provided on Canvas.

Final Project: Presentation and Paper (CLO #4 – #5) (40% of final grade)

As we discuss theories and risk factors associated with female crime and delinquency, and examine and critique current research on the topic of women in the criminal justice system, it is imperative that we consider how the theories and knowledge gained from research can make sense in practice. Each student in this course will participate in a collaborative group project that focuses on a specific population of girls or women impacted by the criminal justice system. Each group must select a different topic to present. Groups will examine and utilize the themes, questions, research and theory from the course in the development of their project. The project must include a review of the relevant literature, summarize and analyze the state of knowledge in the area, describe and debate any controversies, and provide recommendations for future research and policy and/or programs (intervention/prevention/or treatment). During the last week of class, groups will give an oral presentation to the class on their topic (approximately 20 minutes with 5 minutes Q&A). Prepare a PowerPoint or Prezi presentation and be sure to practice/time your talk. Groups will also submit a collaboratively written paper (15-20 pages). Papers will be graded on their clarity, coherence and creativity. All topics must be approved by the instructor by Week 4. Groups will meet with the instructor during Week 9 to discuss the project. Groups will submit a 2-3 page proposal (with at least 5 references) at this meeting. A detailed description of the assignment will be provided on Canvas.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without the instructor's approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without my consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain my permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at

the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Website: <http://www.sjsu.edu/writingcenter/>

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

JS 288 / Women, Crime, and Criminal Justice, Spring 2016, Course Schedule

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule is subject to change. I'm comfortable with that, as you should be – the point in a course like this one should be the quality of the learning experience, not the quantity of material consumed. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional. It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed and bring the readings to class for discussion.

Week	Date	Topics, Readings, Assignments, Deadlines
1		First day of instruction Thurs 1/28
2	Wed 2/3	<p>Introduction & Course Overview</p> <p><i>Readings:</i> Text: <u>Sisters in Crime</u> Ch 1, 2, 13 Canvas: Burgess-Proctor, A. (2006). Intersections of race, class, gender, and crime. Future directions for feminist criminology. <i>Feminist Criminology, 1</i>, 27-47.</p>
3	Wed 2/10	<p>Development of Female Offending</p> <p><i>Readings:</i> Text: <u>Sisters in Crime</u> Ch 3, 4, 5, 6, 12 Canvas: Wattanaporn, K.A. & Holtfreter, K. (2014). The impact of feminist pathway research on gender-responsive policy and practice. <i>Feminist Criminology, 14</i>, 191-207.</p> <p><i>Assignments:</i> Reading Reflection 1</p>
4	Wed 2/17	<p>Documentary: Girlhood / In-class Assignment</p> <p><i>Readings:</i> Text: <u>The Female Offender</u> Ch 1 Text: <u>Sisters in Crime</u> Ch 8 Canvas: Belknap J. & Holsinger, K. (2006). The gendered nature of risk factors for delinquency. <i>Feminist Criminology, 1</i>, 48-71. Canvas: Schaffner, L. (2006). Ch 2. Injury, gender, and trouble. In <u>Girls in Trouble with the Law</u>, pp. 57-76. Canvas: Giordano, Deines, & Cernkovich (2006). Ch 1. In and out of crime. A life course perspective on girls' delinquency. Canvas: Shaffer et al (2007). From urban girls to resilient women. Studying adaptation across development in the context of adversity. In <i>Child welfare and child well-being: New perspectives from the National Survey of Child and Adolescent Well-Being</i> (pp. 83-106). Oxford, UK: Oxford University Press.</p> <p><i>Assignments:</i> Reading Reflection 2</p>

5	Wed 2/24	<p>Violence Against Women (***)Discussion Leader)</p> <p>Readings: Canvas: Belknap, J. (2007). Ch 6 The image of the female victim. In <i>The Invisible Woman</i>, pp. 237-259. Text: <u>Sisters in Crime</u> Ch 10 & 11 Canvas: Potter, H. (2006). An Argument for Black Feminist Criminology: Understanding African American Women’s Experiences with Intimate Partner Abuse Using an Integrated Approach. <i>Feminist Criminology 1</i>, 106 - 124. Canvas: Erez, E., Adelman, M., & Gregory, C. (2008). Intersections of immigration and domestic violence: Voices of battered immigrant women. <i>Feminist criminology, 4</i>, 32-56. Canvas: Wesely, J. K. (2006). Considering the context of women’s violence gender, lived experiences, and cumulative victimization. <i>Feminist Criminology, 1</i>, 303-328.</p> <p>Assignments: Reading Reflection 3</p>
6	Wed 3/2	<p>Girls, Women and Violent Offending (***)Discussion Leader)</p> <p>Readings: Text: <u>The Female Offender</u> Ch 3 Text: <u>Sisters in Crime</u> Ch 7 Canvas: Freidman, S.H. (2015). Realistic consideration of women and violence is critical. <i>Journal of American Academy Psychiatry Law, 43</i>, 273–76. Canvas: Schaffner, L. (2006). Ch 4. Gender, violence, and trouble. In <u>Girls in Trouble with the Law</u>, pp. 117-146. Canvas: Schwartz, J., Conover-Williams, M., & Clemons, K. (2015). Thirty years of sex stratification in violent crime partnerships and groups. <i>Feminist Criminology, 10</i>, 60-91. Canvas: Mckee, G.R. & Dwyer, R.G. (2015) Ch 7. Physically and sexually violent females. In <i>Violent Offenders: Understanding and Assessment</i>. Oxford University Press.</p> <p>Assignments: Reading Reflection 4</p>
7	Wed 3/9	<p>Documentary: Captivated: The trials of Pamela Smart / In-class Assignment</p> <p>Readings: Canvas: Easteal, P., Bartels, L., Nelson, N., Holland, K. (2015). How are women who kill portrayed in newspaper media? Connections with social values and the legal system. <i>Women’s Studies International Forum, 51</i>, 31-41. Canvas: Brennan, P. K., Chesney-Lind, M., Vandenberg, A. L., & Wulf-Ludden, T. (2015). The saved and the damned: Racial/ethnic differences in media constructions of female drug offenders. <i>Radical Criminology, (5)</i>, 47-98. Canvas: Cecil, D. K. (2007). Dramatic portrayals of violent women: Female offenders on prime time crime dramas. <i>Journal of Criminal Justice and Popular Culture, 14(3)</i>, 243-258</p>

8	Wed 3/16	<p>Women and Drugs (***)Discussion Leader)</p> <p>Readings: Canvas: Stuart, van Wormer, & Bartollas (2014). Ch 5. Women, substance use, and criminal justice. In <i>Women in the Criminal Justice System</i>, pp 92-124. Canvas: Mo, A. (2006). Women, drugs and crime. <i>Criminal Justice Studies</i>, 19, 337-352. Canvas: Anderson (2013). Ch. 11 Dimensions of women’s power in the illicit drug economy. In <i>Girls, Women, and Crime 2nd ed</i>, pp. 155-17. Canvas: Ryder & Brisgone (2013). Cracked perspectives: Reflections of women and girls in the aftermath of the crack cocaine era. <i>Feminist Criminology</i>, 8, 40–62. Web: Flavin, J. & Paltrow, L.M. (2010) Punishing pregnant drug-using women: Defying law, medicine, and common sense. <i>Journal of Addictive Diseases</i>, 29, 231-244.</p> <p>Assignments: Reading Reflection 5</p>
9	Wed 3/23	<p>Schedule meeting with Professor to discuss project/paper.</p> <p>Assignments: Group proposal due</p>
10	Wed 3/30	<p>Spring Break</p>
11	Wed 4/6	<p>Girls & Women in Institutions (***)Discussion Leader)</p> <p>Readings: Text: <u>The Female Offender</u> Ch 4 & 6 Text: <u>Sisters in Crime</u> Ch 16 & 17 Canvas: Belknap, J. (2007). Ch 5. Incarcerating, punishing, and “treating” offending women and girls. In <i>The Invisible Woman</i>, pp. 177-236.</p> <p>Assignments: Reading Reflection 6</p>
12	Wed 4/13	<p>Girls & Women in Institutions continued/ Meet with Group to work on Project</p> <p>Readings: Text: <u>Orange is the New Black</u></p> <p>Assignments: Book analysis</p>

13	Wed 4/20	<p>Rehabilitation and Reentry (***)Discussion Leader)</p> <p>Readings: Text: <u>The Female Offender</u> Ch 7 & 8 Text: <u>Sisters in Crime</u> Ch 18 Canvas: Opsal, T. (2015). “It’s their world, so you’ve just got to get through”: Women’s experiences of parole governance. <i>Feminist Criminology</i>, 10, 188-207. Canvas: Hackett, C. (2013). Transformative Visions Governing Through Alternative Practices and Therapeutic Interventions at a Women’s Reentry Center. <i>Feminist Criminology</i>, 8(3), 221-242. Canvas: Kelley, M.S. (2003). Ch 9 The state-of-the-art in substance abuse programs for women in prison. In <i>The Incarcerated Woman. Rehabilitative Programming for Woman in Prison</i>, pp 119-148.</p> <p>Assignments: Reading Reflection 7</p>
14	Wed 4/27	<p>Children of Women in Prison (***)Discussion Leader)</p> <p>Readings: Text: <u>Disrupted Childhoods</u> (read entire book)</p> <p>Assignments: Reading Reflection 8</p>
15	Wed 5/4	Documentary / In-class Assignment
16	Wed 5/11	<p>Women Working in the Criminal Justice System / Guest Speakers</p> <p>Readings: Canvas: Belknap, J. (2007). Ch 9. Women working in prisons and jails. In <i>The Invisible Woman</i>, pp. 375-406. Canvas: Archbold, C. A., & Schulz, D. M. (2012). Research on women in policing: A look at the past, present and future. <i>Sociology Compass</i>, 6(9), 694-706. Canvas: Yu, H. H. (2015). An examination of women in federal law enforcement: An exploratory analysis of the challenges they face in the work environment. <i>Feminist Criminology</i>, 10, 259-278. Canvas: Schuck, A. M. (2014). Gender differences in policing: Testing hypotheses from the performance and disruption perspectives. <i>Feminist Criminology</i>, 9, 160-185</p> <p>Assignments: Reading Reflection 9</p>
Final Exam	Wed 5/18	Presentations