

Add Course Request

Submitted on: 2013-04-16 08:40:56

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| 1. COURSE SUBJECT | SOCI/WGSS |
| 2. COURSE NUMBER (OR PROPOSED NUMBER) | 3363(W) |
| 3. COURSE TITLE | Women and Crime |
| 4. INITIATING DEPARTMENT or UNIT | SOCI |
| 5. NAME OF SUBMITTER | Lynne Goodstein |
| 6. PHONE of SUBMITTER | Phone: +1 860 486 4184 |
| 7. EMAIL of SUBMITTER | Email: lynne.goodstein@uconn.edu |
| 8. CONTACT PERSON | Lynne Goodstein |
| 9. UNIT NUMBER of CONTACT PERSON (U-BOX) | 1068 |
| 10. PHONE of contact person | Phone: 814 441 3533 |
| 11. EMAIL of of contact person | Email: lynne.goodstein@uconn.edu |
| 12. Departmental Approval Date | 11/7/2012 |
| 13. School/College Approval Date | 11/14/2012 |
| 14. Names and Dates of additional Department and School/College approvals | WGSS, 10/10/2012 SOCI 11/7/2012 CLAS C and CC 11/14/2012 |
| 15. Proposed Implementation Date | Term: Spring, Year: 2014 |
| 16. Offered before next printed catalog is distributed? | No |
| 17. General Education Content Area | |
| 18. General Education Skill Code (W/Q). Any non-W section? | W |
| 19. Terms Offered | Semester: Spring Year: Every_Year |
| 20. Sections | Sections Taught: 2 |
| 21. Student Number | Students/Sections: 19W/25 |
| 22. Clarification: 1 W section of 19 students; 1 non-W section with Honors grading basis of 25 students | |
| 23. Number of Credits | 3 if VAR Min: Max: credits each term |
| 24. INSTRUCTIONAL PATTERN | Two class periods per week, 75 minutes, per period. |

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| 25. Will this course be taught in a language other than English? | No If yes, then name the language: |
| 26. Please list any prerequisites, recommended preparation or suggested preparation: Open to juniors or higher; ENGL 1010 or 1011 or 2011 or 3800 for the W version | |
| 27. Is Instructor, Dept. Head or Unit Consent Required ? | No |
| 28. Permissions and Exclusions: Open only to Juniors or higher | |
| 29. Is this course repeatable for credit ? | No If yes, total credits allowed: Allow multiple enrollments in same term? |
| 30. Grading Basis | Graded |
| 31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : | |
| 32. Will the course or any sections of the course be taught as Honors? One section will be taught as Honors. The curriculum for this section will be enhanced to conform to Honors Program guidelines (e.g. more and more challenging reading, exposure to research in the discipline, active and participatory learning, focus on critical thinking, teamwork). | |
| 33. Additional Details: | |
| 34. Special Attributes: | |
| 35. REGIONAL CAMPUS AVAILABILITY: Course could be taught at one or more regional campuses if there is instructor availability and interest. | |
| 36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: | |
| <p>Obligatory Items</p> <ol style="list-style-type: none"> 1. Standard abbreviation for Department or Program (see Note O): SOCI/WGSS 2. Course Number (see Note B): 3363 If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? __ Yes <input checked="" type="checkbox"/> No; 3. Skill code: W 4. Course Title: Women and Crime 5. Semester offered (see Note C): Either 6. Number of Credits (see Note D): 3 7. Instructional patterns: two 75-minute classes per week (instructor led, face to face) 8. Course language if other than English: N/A 9. Prerequisites, if applicable (see Note F): open to juniors or higher; ENGL 1010 or 1011 or 2011 or 3800 for W variant 10. Consent of instructor: N/A 11. Recommended Preparation, if applicable (see Note G): N/A 12. Exclusions, if applicable (see Note H): N/A 13. Repetition for credit, if applicable (see Note I): N/A | |

14. Grading: conventional; honors grading basis for H course
15. Instructor name: N/A
16. Complete course description (second paragraph of catalog entry -- see Note K):
Three credits. Prerequisite: open to juniors or higher.
Women as offenders, victims and practitioners in the criminal justice system.

37. RATIONALE FOR ACTION REQUESTED

a) reason for adding the course

SOCI 3363/W / WGSS 3363/W will fill a critical gap in students' understanding of crime and criminal justice. Women as offenders, victims and employees and professionals in the legal system receive relatively little attention in traditional criminology and criminal justice courses.

In part, this is because most crime statistics reflect quite significant gender imbalances.

Sociology is a popular major in the university—ca. 300 at last count—and Women's, Gender and Sexuality Studies also draws an enthusiastic undergraduate base. There is a strong interest among the students from both of these departments, as well as students from other majors, in the criminology/criminal justice field. At present there are only two undergraduate courses in sociology offered in this area, Criminology (SOCI 2301/W) and Juvenile Delinquency (SOCI 3315/W). (See below for related classes offered by WGSS.)

Exposure to this scholarship will provide students of sociology, women's studies and other fields with a stronger and more grounded background in the field of women and crime than can currently be obtained from existing courses. Over the past several decades scholars have focused on gender and its intersection with race and class in their attempts to further understand the causes and consequences of criminal behavior. The role that women have played as practitioners in the criminal justice system has also been the subject of considerable research over the past several decades. This research shows that women's employment still lags in comparison to other fields and that criminal justice occupations are still heavily male dominated in organizational and cultural orientation. It is important for students interested in careers in criminal justice to understand gender dynamics of these organizations

b) why course is appropriate for inclusion at 1000 or 2000 level N/A

c) justification for enrollment restrictions N/A

d) effect on other departments None

e) amount of overlap with existing courses

Existing courses that cover similar material: WGSS 2263, Women and Violence, WGSS 3271 and 3272, Seminar on Rape Education and Awareness, I and II. The overlap is minimal and the proposed course will complement these courses by offering the material from a sociological and research perspective.

f) other departments consulted

Consultation has occurred with the Women, Gender and Sexuality Studies Program.

g) effects on regional campuses No effect. Course could be taught at one or more regional campuses if there is instructor availability and interest.

h) specific costs approved by dean N/A

i) if course is to be cross listed supply reason for cross-listing
SOC 3363/WGSS 3363 will be of interest to students majoring in WGSS; course content will complement their other course material.

j) if course is to be offered as an experimental course provide reason. N/A

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/lyg02001-1366116056-Women and Crime syllabus april 16 2013.doc)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. A brief (2-3 sentences) course description that includes course goals and learning objectives.
Course goals:

This course will examine a range of experiences women have with crime and criminal justice.
Students will be able to:

- Advance their knowledge of issues pertaining to gender and the criminal justice system at the national and international level
- Explain changes over time and across cultures in women's criminality and victimization
- Explain the interrelationships between gender, race, and class in understanding women's criminality and victimization
- Apply a range of theories to studying women's and men's involvement in crime
- Make connections between women's criminality and victimization to students' own lives
- Knowledgeably discuss the status of women in criminal justice professions
- Develop critical thinking skills

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Mid term and final-- (short answer and short essay)

Weekly reading assignments-- 2 -4 journal articles or 2 - 3 textbook chapters

Scholarly paper and group presentation (non-W section)

3 Scholarly essays (5 - 10 pp. each depending on the assignment; two papers (10 pp. and 5 - 7 pp.) must be revised and resubmitted after receiving instructor feedback (W section); third paper will be revised after consultation with peer but will only be submitted to instructor once.

c. List the major themes, issues, topics, etc., to be covered.

Week 1: Foundations for understanding women's crime

Week 2: Who are women offenders? What crimes do they commit? Do women and men commit crime for the same reasons?

Week 3: Women in the arms of the law: The space between apprehension and conviction

Week 4: Women in the arms of the law: After conviction

Week 5: Women offenders and the community: Alternatives to traditional corrections and reentry

Week 6: Foundations for understanding women's victimization

Week 7: Sexual victimization

Week 8: Intimate partner violence

Week 9: Legal controls over women's reproduction

Week 10: Victimization enabled by technology and globalization

Week 11: Women and law enforcement

Chapter 12: Women in the courts

Week 13: Women working with offenders post-conviction: corrections, probation, and the community

Week 14: Wrap up

d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

N/A (If this course is not being proposed for a content area, please skip this question and proceed to the next section.)

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

a. **Arts and Humanities:**

b. **Social Sciences:**

c. **Science and Technology:**

i. **Laboratory:**

d. **Diversity and Multiculturalism:**

43. **International:**

e. **Q course:**

f. **W course:**

Describe how the writing assignments will enable and enhance learning the content of the course: The content of the writing assignments will be directly related to the course content. The writing assignments will be used as vehicles for students' learning of course material. They will also reinforce course learning objectives including critical thinking, problem solving, and active learning. Here are brief versions of two sample writing assignments: 1. Create a fictional "biography" of a woman offender. Based upon what you have learned in class, cover demographics, factors and facts that led to the commission of the crime, nature of crime committed and details of offense, police response, and aftermath for the offender. 2. Select an offense for which girls or women are the primary victims, review the topics discussed about that offense and propose a specific topic for your paper to be approved by the professor. Conduct a review of what is known in the social science literature about that topic and write a 7 - 10 pp. paper, using at least 10 excellent refereed journal references. Paper will be completed in sections, starting with bibliographic search. Feedback on each section should prompt revision for next submission.

Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade: SOCI 3363 W course writing assignments include weekly in-class responses, short journal entries, and three scholarly essays (5 - 10 pp. each) two of which must be revised and resubmitted.

Describe the primary modes of writing instruction in the course (e.g. individual conferences, written commentary, formal instruction to the class, and so on.): Modes of writing instruction will include: clear instructions regarding academic writing to be provided by the instructor during class time; library visits to instruct students in research skills; workshops of writing during and outside of class time, with students reading fellow students' work and providing written feedback; "chunking" assignments into smaller bits and instructor providing written feedback on each portion of the work; individual conferences with instructor.

Explain how opportunities for revision will be structured into the writing assignments in the course: Deadlines will be given for "chunks" of assignments. Instructor will provide timely feedback. Students will have two or more deadlines for the two major assignments: this may include statement of problem to be addressed; selection of references; draft 1; final draft. Instructor will provide written feedback on the assignment following the first deadline and students will be expected to revise work by second deadline.

State that the syllabus will inform students that they must pass the "W" component of the course in order to pass the course. (Failure to include this clause will result in a request for revisions on your proposal.): The syllabus states that students must pass the "W" component of the course to pass the course.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

The course is highly writing intensive. The premise of the course is that students will learn the material through the process of writing. Also, the course is structured to help students develop the skills (e.g. revision, giving and receiving feedback, development of arguments, etc.) and knowledge (e.g. correct citation systems, knowing how to obtain information from the library, differentiating good from poor sources) to be effective writers and thinkers.

ADMIN COMMENT:

Senate approved W 10.14.13. SenCCApprv_09/18/13kcp. GEOC/WAppr_041713KCP.
RevisedSyllabus_041613KCP. NewW_0408213KCP.

SOCI 3363/W

Women and Crime

Fall semester, 2013

Instructor: Dr. Lynne Goodstein

Office: 325 Manchester Hall

Phone/email: 860-486-4184/ lynne.goodstein@uconn.edu

Class Time and Location: TBA

Introduction

Why a course on women and crime? What is so distinctive about women as offenders, victims, and even professionals who work within the criminal justice system that demands a separate course to complement criminology courses that already exist? The simple response is that, until quite recently, women's stories and experiences have been mostly omitted from the criminological and criminal justice record. The lack of focus on women's criminality in criminological textbooks has led to an inadequate understanding of the experiences of women in committing or being victims of crime. In addition, the role that women have played as practitioners in the criminal justice system has been the subject of considerable research over the past several decades. This research shows that women's employment still lags in comparison to other fields and that criminal justice occupations are still heavily male dominated in organizational and philosophical orientation. Since some of the students enrolled in this course have aspirations of working in the criminal justice system, focusing on women in the field of criminal justice may provide you with valuable background for your future work.

SOCI 3363 is based on the perspective that criminal acts and victimization and ways of responding to such behaviors and experiences are both socially constructed and socially produced. The goal of the course is to introduce students to the ways in which crime and victimization intersect with how people's lives are played out across societies and cultures and to the central role of gender in determining these life courses. The course is designed to encourage students to engage with the subject matter through inductive reasoning. Through the structuring of course material, assignments and readings, the course will challenge students to engage in critical thinking about women and crime rather than simply provide a resource for the enumeration of research findings.

This course represents an effort to extend the curriculum available to sociology and other majors in the area of criminology and criminal justice. SOCI 3363 will fill a critical gap in students' understanding of

crime and criminal justice. Women as offenders, victims and practitioners receive relatively little attention in traditional criminology and criminal justice courses. In part, this is because most crime statistics reflect quite significant gender imbalances. Over the past several decades scholars have focused on gender, and its intersection with race and class, in their attempts to further understand the causes and consequences of criminal behavior. Exposure to this scholarship will provide students of criminal justice, sociology, women's studies and other fields with a stronger and more grounded background. The role that women have played as practitioners in the criminal justice system has also been the subject of considerable research over the past several decades. This research shows that women's employment still lags in comparison to other fields and that criminal justice occupations are still heavily male dominated in organizational and cultural orientation. It is important for students interested in careers in criminal justice to understand gender dynamics of these organizations.

The structure of the course will follow conventions established by other instructors of similar courses at other universities in that there will be three major sections that will address specific topics in each section through the lens of gender: crime, victimization and the criminal justice workplace. The course will explicitly integrate coverage of race and class throughout. The course will also approach gender and crime from a global perspective, showing how culture shapes understandings of what behaviors are considered criminal and what experiences are defined as victimization and how gender is implicated in these decisions and definitions. The course will eschew the tendency to present a compendium of facts and reviews of research and will incorporate ethnographic and narrative accounts to provide accessible content to engage student readers and promote critical thinking and deep learning.

Race and Class. Race and class, two essential sociological constructs associated with social, political, cultural, and economic life in all cultures, are inextricably linked to crime and victimization. Therefore, the understanding of the relationship between gender and crime/victimization/occupations is incomplete without considering the interactive impact of race and class. Rather than separate "diversity" into one class period, the proposed course will integrate references to race and class into all aspects. For example, the course will address issues of the disproportionate representation of racial and ethnic minorities among perpetrators and victims of certain offenses and how this trend plays out for women offenders and victims. But it also will cover criminality perpetrated at the other end of the race and class spectrum to dispel myths of crime only enacted by the poor and ethnic minorities.

Global Perspective. The definition of actions defined as "crime" and "victimization" varies dramatically by culture and geographic region. In our increasingly globalized world, it is important for students to develop cultural competence and sensitivity through being exposed to the customs, practices and laws of other cultures and nations. The focus of the course on a number of criminal acts and types of victimization will be especially effective in helping them develop an appreciation for the nuance of culture. For instance, the enforcement of headscarf bans in some nations will be contrasted with the

requirement to wear them in others. Other types of criminal behavior, such as sex trafficking, disproportionately affect girls and women and frequently involve multiple countries. These topics are timely, and their coverage will challenge students to think beyond national borders.

Focus on Narratives and Ethnographies. Research on teaching and learning has shown that students integrate and retain information far more efficiently and effectively if they can be provided with examples to complement dry statistics and abstract theory. Ethnography, narrative, and other qualitative approaches enable students to apply their statistical and theoretical knowledge within the context of human lives. Students exposed to this type of material develop a deeper understanding of the lived experience of criminal behavior and victimization. Such “thick descriptions” engage students more actively and provide the instructor with material suitable to elicit active and participatory learning during class time. The course will draw upon statistical analysis when appropriate and will present these data in accessible formats. The goal of including narrative and ethnographic texts, however, is to draw students into the problem under study and encourage them to integrate the theory and statistical findings to promote retention and application to other classroom situations and future careers.

Learning Objectives

Students will be able to:

- Advance their knowledge of issues pertaining to gender and the criminal justice system at the national and international level
- Explain changes over time and across cultures in women’s criminality and victimization
- Explain the interrelationships between gender, race, and class in understanding women’s criminality and victimization
- Apply a range of theories to studying women’s and men’s involvement in crime
- Make connections between women’s criminality and victimization to students’ own lives
- Knowledgeably discuss the status of women in criminal justice professions
- Develop critical thinking skills

Class attendance

Because this is a participatory class, attendance in SOCI 3363 is very important. Part of your grade will be determined by your participation in class activities and exercises, so you are urged to come to class regularly, and to be on time. While class attendance per se is not factored into your grade, it is impossible to get the most from this class if you do not attend. **You may be absent—for no reason--from two class periods without having it affect your participation grade; after that the grade will be affected.** If you are unable to come to class due to sickness or an emergency, please let me know as close to the sickness or emergency as possible.

Accommodations and Religious Observances

If you have a need for any type of accommodation, feel free to contact me by email or in person.

Students anticipating an absence due to religious observances should inform me in writing within the first three weeks of the semester and we will work out arrangements for any missed work.

Academic Ethics

You are in college now, and you are expected to hold to the highest ethical standards. These include ensuring that: your work is your own, you do not plagiarize, you contribute actively and equitably when you are involved in group work, and that you do not engage in cheating. To quote the University of Connecticut Student Code, A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. (*Section VI*).

It is YOUR responsibility to understand the definitions and examples of plagiarism and academic dishonesty. There are resources at UConn to help you do this. Here are links to some of these:

http://irc.uconn.edu/PlagiarismModule/intro_m.htm (Plagiarism on-line module)

<http://www.lib.uconn.edu/instruction/PlagFac.htm> (Plagiarism library resources)

If you plagiarize, regardless of whether it is two sentences of the entire paper, the minimum penalty will be to receive a ZERO on the assignment. More egregious instances can be punished more severely, including receipt of an F for the course. Ignorance of what constitutes plagiarism is NO EXCUSE!

Our Use of Husky CT

There is a Husky CT site devoted to this class that will be helpful to us in a number of ways. I will post any assigned readings that are not part of our textbooks to our site for ease of access. There will also be a place on the site where students will be able to post their own readings that they have found to be of interest. Students will also be expected, as part of participation in the class, to post comments to the site. The site is to be used for:

- Discussing material covered in class
- Posing questions not covered in class
- Clarifying issues that are unclear
- Integrating information from the news and current events with topics being discussed in class and

- Sharing your opinions and ideas on course material.

You are expected to actively participate in on-line discussion in an intellectual, thoughtful and respectful manner. The ideal is for this vehicle to enable students to speak with one another and not with me. I will monitor the site and incorporate your activity on the site into your participation grade. You should plan to post to the site at least once every other week throughout the semester (not just at the end!).

The “W” Factor: Women and crime may be taught as a non-W or a writing intensive course. If you are enrolled in this course for “W” credit, a major component of the course will be a focus on developing your writing skills in the context of the course material. In a W course, the point of departure is the doubled assumption that not only does our thinking shape our writing, but also our writing shapes our thinking. With this in mind, the more we extend and develop our writing skills, the more effective we become as critical, analytical thinkers. Our course requirements are as follows: In order to pass the class you must pass its writing component. There will be at least fifteen pages of writing, with revision built into the writing process. Please note: when you submit a revision, be sure to include the original graded version of your essay. The course will offer regular work on writing issues—e.g., grammar, punctuation, essay structure, argumentation, and revision—throughout the semester. There will be a research component attached to all of the papers.

Grading: NOTE different components for Non-W and W sections

You are expected to come to class having fully read the assigned readings and prepared to discuss the material.

NON-W section:

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|---|-----------|
| Mid-term and final: (15 points@) | 30 points |
| Case presentations: (2 per student) | 20 points |
| Scholarly paper and group presentation: | 35 points |
| Class participation: | 15 points |

W section: (Please note that in order to pass the class offered as a “W” class, students must successfully complete the written assignments.)

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|----------------|-----------|
| Final exam: | 15 points |
| Mid term exam: | 10 points |

Three scholarly essays (5 – 10 pp. each): two papers (the 10 pp. and one of the 5 – 7 pp.) must be revised and resubmitted: 10 pp. - 25% ; 5 – 7 with resubmission- 20%; 5 – 7 pp. with revision from student feedback – 15%) 60 points

Class participation: 15 points

Required Reading (sample of possible assigned books)

Belknap, Joanne. *The invisible woman*. New York: Wadsworth Cengage Learning.

Odem, Mary E. 1995. *Protecting and policing adolescent female sexuality in the United States, 1885-1920*. Chapel Hill, NC: University of North Carolina Press.

Simon, R. 2005. *Crimes women commit and the punishments they receive*. Lanham, MD: Rowman and Littlefield.

Muraskin, R. 2012. *Women and justice: It's a crime*. New York: Prentice Hall.

Sample journal articles to be assigned using HuskyCT

Belknap, J. and K. Holsinger. 2006. The gendered nature of risk factors for delinquency. *Feminist Criminology* 1:48-71.

Clay-Warner, J. and C. Harbin Burt. 2005. Rape reporting after reforms: Have times really changed? *Violence Against Women* 11: 150-176.

Luke, K. 2002. Mitigating the ill effects of maternal incarceration on women in prison and their children. *Child Welfare* 81: 929-948.

Chesney Lind, M. and V. Paramore. 2002. Are girls getting more violent? Exploring juvenile robbery trends. *Journal of Contemporary Criminal Justice*. 17(2): 142-166.

Gilbert, P. Discours of female violence and societal gender stereotypes. *Violence Against Women*. 3:3–20.

Bettio, F. and Nandi, T.K. 2009. Evidence on women trafficked for sexual exploitation: A rights based analysis. *European Journal of Law and Economics*.

Fischer, M. B. Geiger and M. Hughes. 2007. Female recidivists speak about their experience iin drug court while engaging in appreciative inquiry. *International Journal of Offender Therapy and Comparative Criminology*. 51(6): 703-722.

Course outline

Section I: Women as offenders

Week 1: Foundations for understanding women’s crime

Defining crime

How do we decide what is a crime?

Is crime universal or culturally specific?

How do culture, region, nationality affect definition of crime?

Do legal and social definitions of crime change over time?

Differences between women’s and men’s patterns of criminal behavior

What are the reasons for these differences?

Distinction between sex and gender

Differences between the sexes: Biological differences between men and women

Gender and societal roles across cultures

Other societal factors affecting crime—race, class, culture

How these issues affect our understanding of female criminality

Importance of gender in criminology and criminal justice

Women's roles—past and current

The feminist movement in Western countries

The feminist movement world-wide

Week 2: Who are women offenders? What crimes do they commit?

Case studies of women offenders

Characteristics of women offenders—behavioral, sociological, personality, situational

Measuring crime and making gender comparisons

Participation of men and women across crime types—gender gap

Relationship of race/ethnicity, SES, age to crime rates

Exploring crimes women commit in higher proportion—homicide, gangs, property crime, prostitution, white collar crime, drug related crime, domestic crimes, etc.

Global similarities and/or differences

Week 3: Why do people commit crime? Do women and men commit crime for the same reasons?

Traditional theories of crime

Biological and biosocial

Strain and subcultural theory

Differential association

Labeling

Power/Control

Social control

Lifecourse

What do these traditional theories have to say about women's crime?

Are there better theories for explaining women's crime?

Feminist theories applied to Western women's crime

Connections between victimization and criminality

Explanations for women's crime in non-Western cultures

Week 4: Women in the arms of the law: The space between apprehension and conviction

Case presentation of apprehension and sentencing of female offender(s)

What is case processing?

Do laws treat women and men the same?

Criminalization of women's behavior in other countries (e.g. Afghan Women Being held in jail for moral crimes; laws regarding wearing of headscarves; imprisonment of women for anti-government speech in Russia, etc.)

Are women and men treated similarly for the same crimes by police and the courts?

Chivalry and paternalism

In what circumstances are women disadvantaged?

In what circumstances are women privileged?

Women as defendants in court

Sentencing of women

Week 5: Women in the arms of the law: After conviction

Case presentation of life of an incarcerated woman

What does the criminal justice system intend to accomplish through sanctions of women offenders? Are these intentions different than for men?

Purposes of sanctions

Women and the probation system

History of corrections for women offenders

Life of women prison inmates

Description of women's prisons

Experiments with co-corrections

What programs and services are especially important for women offenders?

Special issues in the handling of transgendered offenders

The death penalty and women offenders

Week 6: Women offenders and the community: Alternatives to traditional corrections and reentry

Case presentation of woman in community treatment program

Community corrections for women

Special issues in community programming for women offenders

Restorative justice

Reentry of women offenders

Section II: Women as Victims of Crime

Week 7: Foundations for understanding women's victimization

Case presentation of three women abuse victims (wealthy, low income, from other country)

Gender comparisons of victimization rates

Theories of differences in victimization rates between men and women

Cultural differences in definitions of women's victimization

Societal changes in definitions of women's victimization

Race/ethnicity and women's victimization

Global issues in defining women's victimization

Week 8: Sexual victimization

Case presentation of a victimization that is "not rape" but could be considered to a sexual violation

Definitions

Historical changes in definitions of women's sexual victimization

How prevalent is sexual victimization of women?

Why are women sexually victimized? Theories of sexual victimization

Who are the victims?

Rape (stranger, acquaintance, marital)

Who are the offenders?

New laws to deal with sexual victimizations

Child sexual victimization (female and male victims)

Sexual harassment

Global issues of rape and sexual violence (use of rape as an instrument of war)

Sexual victimization and the criminal justice system-- police and court responses

Efforts to improve law and procedures to assist victims

Week 9: Intimate partner violence

Case presentation of teen dating violence

Definition of domestic violence

Who are the victims?

Who are the offenders?

How prevalent is domestic violence against women?

Why are women predominantly the victims of domestic violence?

Gender comparisons of victimization for domestic violence

How is domestic violence perpetrated?

Examples from cultures from across the globe (e.g. techniques used by abusers in developed countries; bride burning in India and Pakistan; stoning for violating norms in Muslim cultures)

Why do women stay in abusive relationships?

Impact on children

Domestic violence and the criminal justice system—police and court responses

Efforts to improve law and procedures to assist victims

Week 10: Legal controls over women's reproduction

Case presentation—women searching for abortion services across the decades

Abortion

History of abortion law in United States

National debate over abortion

Impact of changes to abortion law on women

Status and use of abortion in other countries

Legal controls over child bearing around the world

Eugenics – theory and history in U.S. and Europe

Global issues—one child laws in China

Immigrant & Native-American Sterilization

Week 11: Victimization enabled by technology and globalization

Case presentation on cyberstalking victimization

What are new methods of victimizing females through use of technology?

Who are the victims? And who are the offenders?

Cyber attacks of women

Stalking and cyber stalking

Child pornography

What are the new methods of victimizing females globally?

Who are the victims? And, who are the offenders?

Sex trafficking

Labor trafficking

Problems with international law and domestic law

Jurisdiction

Definitions of crime

Efforts to improve law and procedures to assist victims

Section III: Women as Criminal Justice Practitioners

Week 12: Women and law enforcement

Case presentation on women police officers in early 20th century

History of women in law enforcement in the U.S.

Comparisons of women in police work in other countries

How prevalent are women in police work?

Police culture and women's strategies for success

How well do women fit in?

Laws and procedures to support women in police work

How do women and men compare in effectiveness in police work?

Portrayal of women in law enforcement by the media

Chapter 13: Women in the courts

Case presentation on a woman judge

History of women as lawyers and jurists in the U.S.

Is the law "gendered?" What does that mean for women attorneys?

Status of women in the legal system in other countries

Statistics on involvement of women in the judicial system, past and present

Challenges in achieving success as a woman attorney or jurist

What do women attorneys and jurists do?

How do men and women compare in effectiveness in different practice areas?

Judicial decision making—would we expect there to be differences? Are there differences?

Impact of women in the legal system.

Week 14: Women working with offenders post-conviction: corrections, probation, and the community

Case presentation on a woman working in a male prison

History of women as correctional officers

Prevalence of women as correctional officers in probation, prisons and jails

Changes in women's roles in corrections—impact of feminist movement; court cases; legal challenges

What do women do in these roles?

Women working in women's jails and prisons

Women working in jails and prisons for men—special challenges

Effectiveness of women versus men working in prisons and jails

Women's involvement in alternatives to incarceration— probation; restorative justice; community corrections