

CJUS 5800 sec. 400: Women and Crime

Instructor Contact

Name: Dr. Cherly Furdge

Term: Spring 2026

Office Location: Online

Office Hours: Wednesdays 12:30- 2:00 or by Appointment

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Communication Expectations:

Email expectations: It is preferred that all emails are sent through Canvas. This helps the instructor identify what class you are in. However, if you decide to send an email from your UNT email, please put the COURSE ID (CJUS 4650) in the email. Only emails sent from your UNT email account (username@my.unt.edu) or Canvas will receive a response. Emails will be responded to within 24 hours during the weekdays. Emails sent over the weekend will be answered on Monday.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

This course examines theoretical explanations of female offending and the experiences of women in the criminal justice system.

Course Structure

This course will take place completely online through Canvas. The course is composed of 15 modules. Each module contains the relevant chapter outlines as well as other supplementary material as needed. Note not all modules will contain supplementary materials or require extra reading beyond the textbook. The students will also participate in five (5) discussions through Canvas during the course. The students will submit one (1) midterm and (1) final project.

Course Prerequisites or Other Restrictions

There are no prerequisites for this course.

Course Objectives

Students who successfully complete this course will be able to:

1. Apply criminological theories to women in the criminal justice system.

2. Discuss issues related to trauma, female victimization, and offending.
3. Identify and understand the intersection of gender, race, social class, sexuality in female offending.
4. Examine the position of women as professionals in the criminal justice system.

Materials

1. Waldman, A., & Levi, R. (Eds.). (2017). *Inside this place, not of it: Narratives from women's prisons*. Verso Books. ISBN: 978-1786632289.
2. Morris, M. (2018). *Pushout: The criminalization of black girls in schools*. The New Press. ISBN: 978-1620973424.
3. Various journal articles posted on Canvas and listed on the course schedule.

Note: In addition to the required text, journal articles, documentaries, and other sources of reference **may** be used to further enhance students' learning and will be made available on Canvas.

Teaching Philosophy

My teaching philosophy is that students interact with course materials and one another using critical thinking skills. Students should engage with each other throughout the course through the class discussions. At the beginning of each week, the student should refer to the course schedule (see below) for their reading assignment for that week.

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats (.doc, .pdf)
- Downloading and installing software

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected.

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type. See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Course Requirements

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives.

Assignment	Points Possible
Discussions Forums	<i>100 points</i>
Midterm Exam	<i>100 points</i>
Reading Reflection	<i>100 points</i>
Final Project	<i>200 points</i>
Total Points Possible	<i>500 points</i>

Note: You will notice there is no assignment for some weeks. Though there are readings, please use that time to also start working on your final project.

Discussions Forums (100 points total):

There will be a total of 5 Canvas discussions throughout the course of the semester. Combined, these discussions are worth a total of 100 points towards your final grade (20 points each). These discussions are utilized in this class to provide students an opportunity to consider, comment, and discuss the material presented in this course.

To receive full points, students must provide a minimum 500-word thoughtful post and reply to at least 1 student with a thoughtful response (minimum 250 words). A thoughtful response is one that includes using examples from reading material to support your point and/or providing citations to other relevant outside sources. The grading rubric for each discussion board can be reviewed on Canvas.

Reading Reflection (100 points total)

You will have 5 reading reflections. Each reflection is worth 20 points each. To receive full points, students must provide a minimum 300-word thoughtful words about the reading for that week and upload them to the assignment link. There is no format for this assignment. The sole purpose is to assess your understanding and thoughts about what you read.

Midterm Take Exam (100 points):

Students will take a mid-term exam that will consist of essay style questions for which students will be required to choose a specific number of questions to answer (I may also opt to choose the question for you to answer). The mid-term will cover all reading and lecture material up to the time of that exam.

Exams should be organized based upon the question, with clear headings and subheadings to organize your answer. Citations should be in APA format. Exam grades are based on:

1. Addressing all parts of the question(s): 30 points
2. Proper organization of the answer(s): 10 points
3. Accurate and sufficient explanation/application of appropriate perspectives to the question(s): 50 points
4. Spelling/grammar/proper citations: 10 points

The mid-term question(s) will be given to students one week prior to the due date. The mid-term exam will be **due by Sunday 3/8 at 11:59 PM**. Completed exams will be uploaded through Canvas. Late exams will not be accepted.

Final Project: Infographic & Research Brief (200 points):

For your final project in this course, you will create an infographic and brief research brief (5-8 pages) on a topic related to **gender and the legal system**. Imagine you are presenting this infographic and report to someone who has little to no background in criminal justice. You may choose from the following topics (if you would like to cover a different topic, please see me for approval):

- Intimate partner violence
- Sexual assault
- Sex work
- The school to prison pipeline
- Juvenile delinquency
- Incarceration
- Reentry

Detailed instructions/rubric for the final project are posted on Canvas. Final infographics are **due no later than Sunday, 5/3 at 11:59 PM**.

Grading

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT Evaluations are available from Weeks 13-15 in the long semesters.

Course Policies

Late Work

There are absolutely no make-up for assignments turned in late unless authorized because of university related absence or through prior consultation and approval by me. Make-up assignments because of authorized absences must be turned in within 3 days of returning from the authorized absence. To be excused, any authorized absence must take place over the entire submission window. That is, if a student has an authorized absence for 1 day of a 3-day submission window for an exam or any other assignment, then they will not be excused and will

not be able to take a make-up. I strongly recommend *not* waiting until the last day to complete an assessment in case this occurs.

Attendance Policy

Attendance is tracking by completing assignments.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Canvas to monitor student activity. Students are also required to participate in all class activities such as the discussion board.

Syllabus Change Policy

I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that it must be modified. In the case that it needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class. It is the student's responsibility to check announcements/email so that all changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements/email does not constitute a defense against a missed Reading, test date, or other applicable changes.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Artificial Intelligence (AI) Policy

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to

consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](#).

Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.

- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

ACADEMIC CALENDAR

Read the assigned reading for each day prior to coming to class; additional readings may be added, and these will be announced in class and on Canvas.

DATE: WEEK	TOPIC, READING ASSIGNMENTS, AND DUE DATES
Week 1 1/12-1/18	Topic: Course Overview/Syllabus Review Readings: <ul style="list-style-type: none"> • None Assignments: <ul style="list-style-type: none"> • Introduction Post
Week 2 1/20-1/25	Topic: Theories of Female Offending Readings: <ul style="list-style-type: none"> • Kruttschnitt, C. (2013). Gender and crime. <i>Annual Review of Sociology</i>, 39, 291-308. • <i>Inside This Place Not of It</i>: Foreword & Introduction; Olivia Hamilton Assignments: <ul style="list-style-type: none"> • Discussion #1 Due
Week 3 1/26-2/1	Topic: Women and Victimization: Rape & Sexual Assault <ul style="list-style-type: none"> • Blackburn, A. G., Mullings, J. L., & Marquart, J. W. (2008). Sexual assault in prison and beyond: Toward an understanding of lifetime sexual assault among incarcerated women. <i>The Prison Journal</i>, 88(3), 351-377. • <i>Inside This Place, Not of It</i>: Maria Taylor • <i>Submit Reflecting Reading Assignment 1</i>
Week 4 2/2-2/8	Topic: Women and Victimization: Intimate Partner Violence Readings: <ul style="list-style-type: none"> • Henning, K., Renauer, B., & Holdford, R. (2006). Victim or offender? Heterogeneity among women arrested for intimate partner violence. <i>Journal of Family Violence</i>, 21(6), 351-368. • <i>Inside This Place, Not of It</i>: Sheri Dwight & Sarah Chase • <i>Submit Reflective Reading Assignment 2</i>
Week 5 2/9-2/15	Topic: Women and Victimization: Human Trafficking & Sex Work Readings: <ul style="list-style-type: none"> • Kulig, T. C., & Butler, L. C. (2019). From “whores” to “victims”: The rise and status of sex trafficking courts. <i>Victims & Offenders</i>, 14(3), 299-321. • Nadal, K. L., Davidoff, K. C., & Fujii-Doe, W. (2014). Transgender women and the sex work industry: Roots in systemic, institutional,

	<p>and interpersonal discrimination. <i>Journal of Trauma & Dissociation</i>, 15(2), 169-183.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion #2
<p>Week 6 2/16-2/22</p>	<p>Topic: Girls and Juvenile Delinquency</p> <p>Readings:</p> <ul style="list-style-type: none"> • Ehrmann, S., Hyland, N., & Puzzanchera, C. (2019). <i>Girls in the Juvenile Justice System</i>. U.S. Department of Justice: Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. • Moore, L. D., & Padavic, I. (2010). Racial and ethnic disparities in girls' sentencing in the juvenile justice system. <i>Feminist Criminology</i>, 5(3), 263-285. • <i>Inside This Place, Not of It</i>: Teri Hancock & Emily Madison • <i>Pushout</i>: Introduction- Chapter 4
<p>Week 7 2/23-3/1</p>	<p>Topic: Girls and Juvenile Delinquency</p> <p>Readings:</p> <ul style="list-style-type: none"> • Zahn, M. A., Day, J. C., Mihalic, S. F., & Tichavsky, L. (2009). Determining what works for girls in the juvenile justice system: A summary of evaluation evidence. <i>Crime & Delinquency</i>, 55(2), 266-293. • <i>Pushout</i>: Chapter 5-Appendix B
<p>Week 8 3/2-3/8</p>	<p>Midterm Due by 11:59 PM</p>
<p>3/9-3/15</p>	<p>No Assignments-Spring Break</p>
<p>Week 9 3/16-3/22</p>	<p>Topic: Women and Crime Types</p> <p>Readings:</p> <ul style="list-style-type: none"> • Harmon, M. G., & Boppre, B. (2018). Women of color and the war on crime: An explanation for the rise in Black female imprisonment. <i>Journal of Ethnicity in Criminal Justice</i>, 16(4), 309-332. • Leigey, M. E., & Reed, K. L. (2010). A woman's life before serving life: examining the negative pre-incarceration life events of female life-sentenced inmates. <i>Women & Criminal Justice</i>, 20(4), 302-322 • Anna Jacobs, Francesca Salavieri, & Marilyn Sanderson: <i>Inside This Place, Not of It</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion #3 Due

<p>Week 10 3/23-3/29</p>	<p>Topic: Processing and Sentencing Women Readings:</p> <ul style="list-style-type: none"> • Bontrager, S., Barrick, K., & Stupi, E. (2013). Gender and sentencing: A meta-analysis of contemporary research. <i>Journal of Gender Race & Justice</i>, 16, 349. • <i>Inside This Place, Not of It</i>: Tasie Baldwin
<p>Week 11 3/30-4/5</p>	<p>Topic: Sexual/Gender Minorities in the Criminal Justice System Readings:</p> <ul style="list-style-type: none"> • Routh, D., Abess, G., Makin, D., Stohr, M. K., Hemmens, C., & Yoo, J. (2017). Transgender inmates in prisons: A review of applicable statutes and policies. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 61(6), 645-666. • Visualizing the unequal treatment of LGBTQ people in the criminal justice system • <i>Inside This Place, Not of It</i>: Charlie Morningstar
<p>Week 12 4/6-4/12:</p>	<p>Topic: Incarceration Readings:</p> <ul style="list-style-type: none"> • Heimer, K., Malone, S. E., & De Coster, S. (2023). Trends in women's incarceration rates in US prisons and jails: A tale of inequalities. <i>Annual Review of Criminology</i>, 6(1), 85-106. • Mothers in Prison • <i>Inside of This Place, Not of It</i>: Victoria Sanchez & Theresa Martinez <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion #4 Due
<p>Week 13 4/13-4/19</p>	<p>Topic: Reentry Readings:</p> <ul style="list-style-type: none"> • Miller, H. V. (2021). Female re-entry and gender-responsive programming. <i>Corrections Today</i>, 13, 12-19. • Reentry Considerations for Justice Involved Women
<p>Week 14 4/20-4/26</p>	<p>Topic: Women and Work in the Criminal Justice System Readings:</p> <ul style="list-style-type: none"> • 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. • Helfgott, J. B., Gunnison, E., Murtagh, A., & Navejar, B. (2018). BADASSES: The rise of women in criminal justice. <i>Women & Criminal Justice</i>, 28(4), 235-261. • Wells, T., Colbert, S., & Slate, R. N. (2006). Gender matters: Differences in state probation officer stress. <i>Journal of Contemporary Criminal Justice</i>, 22(1), 63-79.

	Assignments: <ul style="list-style-type: none">• <i>Discussion #5 Due</i>
Week 15 4/27-5/3	Work on Final Project
Week 16 5-4 to 5-6	Final Project Due