

THE WOMEN'S COLLEGE OF THE UNIVERSITY OF DENVER
GWST 3700 / LAS 3650 Women & Crime
Spring 2015 A Hybrid/Blended Class

Class Meetings: Saturdays 1:30-4:30 p.m. (3/28, 4/11, 4/25, 5/9, 5/30)
Additional on-line work in between class meetings
(See class schedule for dates and assignments)

Prerequisites: None

Instructors: Susan J.Tyburski, J.D.	Email: stybursk@du.edu
Office Hours: By appointment	Phone: 720-317-9880

Course Description: This interdisciplinary course will explore the experiences of women in the criminal justice system as victims, as offenders, and as agents of change. The criminal justice system is a powerful institution of social control that is shaped, in part, by pervasive stereotypes of gender, race/ethnicity and class. In critically examining this system from the perspectives of women, we will explore the following big question: How might our criminal justice system be transformed to better serve the needs of women, of families and of society as a whole?

This course will involve critical reading of legal memoirs, a novel, and scholarly articles and studies; critical viewing of films and documentaries; interactive discussions between the professor, guest speakers and your classmates; short reflective essays; and a final presentation and paper that synthesizes what you have learned. You will develop skills in active, critical reading; organizing your ideas into written and oral responses; and engaging in dialogue within a supportive classroom community. You will leave this course with a broad, interdisciplinary perspective of women and the criminal justice system.

Learning Outcomes: At the completion of this course, students will be able to:

- Describe key issues in our criminal justice system through the lens of gender
- Interpret and evaluate quantitative and qualitative social science data concerning sociolegal issues
- Articulate recommendations for productive changes in our criminal justice system
- Demonstrate leadership, advocacy and policy development skills in order to become active community participants and leaders in sociolegal arenas.

Required Texts:

Alice Sebold, *Lucky*. (New York: Little, Brown & Co. 2002). ISBN 0-316-

09619-9

Frances Washburn, *Elsie's Business*. (Lincoln: University of Nebraska Press 2006). ISBN-13: 978-0803298651

Sister Helen Prejean, *Dead Man Walking*. (Vintage; 1st Vintage Books edition 1994). ISBN-13: 978-0679751311

Additional readings will be posted on Blackboard.

Requirements for the First Class (Sat. 3/28): Read Lawrence M. Friedman's historical essay "Gender & Justice" (on Blackboard). Also read at least the first 7 chapters of Alice Sebold's *Lucky* (through page 113). As you read, start an **informal reading journal**. Note anything you find confusing, shocking or inspiring. Write down any questions or reactions you have. Bring your reading journal to our first class meeting and be prepared to share your questions and reactions in our discussion.

Academic Integrity: The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty – including plagiarism, cheating, and falsification of data and research – is in violation of the Code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

Course Requirements: A total of 100 points may be earned for your work in this class:

- **Reflective Essays (10 points each, for a total of 40 points):** Throughout the quarter, you will draft and post 4 short reflection essays (400-600 words each) in our online Virtual Classroom. More information about this assignment will be forthcoming. See the class schedule for due dates.
- **Participation in Online Dialogue (3 points per substantive reply, for a total of 21 points):** Our work in this course will be a community effort. You will have the opportunity to explore the assigned readings in depth outside of class, participate in discussions in our Virtual Classroom, and come to class prepared to participate in additional face-to-face discussions about these readings. In our online discussions, you will be required to read and substantively respond to at least 2 of your classmates' reflective essays in each of the 4 online modules. You may freely draw upon these discussions, as well as the materials we explore, as you prepare your final presentation and paper. More information about this assignment will be forthcoming. See the class schedule for due dates.

- **Final Presentation (14 points) and Paper (25 points):** You will prepare and present a final paper (8-9 pages) exploring what you have learned this quarter about women and the criminal justice system, synthesizing and analyzing the assigned materials, and addressing our big question: How might our criminal justice system be transformed to better serve the needs of women, of families and of society as a whole? More information about this assignment will be forthcoming. See the class schedule for due dates.

Grades will be awarded as follows:

A	95-100	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Less than 60

A grade of incomplete will not be granted under any circumstances.

<http://www.du.edu/registrar/records/incompletepolicy.html>

Attendance and Class Participation: This course will involve collaborative learning. Attendance and active participation in both face-to-face and online discussions are mandatory. Your absence will not only impact your own grade, but will affect the quality of our class dialogue.

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A word about Plagiarism: The University will not tolerate plagiarism for any reason, and no excuse that it was "unintended" will be accepted. Plagiarism is the use of another writer's words and/or ideas without using proper documentation to credit the other writer.

Appropriate documentation includes citing in your text the following:

- another writer's influence on your writing or your ideas;
- another writer's words which you have copied directly and put within quotation marks;
- another writer's words which you have paraphrased.

Plagiarism **of any kind** will result in an automatic failure of the assignment and possible failure of the course.

Digital Devices in the Classroom: In order to create and maintain an optimal learning environment in the classroom, students should refrain from using cell

phones, laptops or other devices unless specifically directed to do so by the instructor. Work done on laptops that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants. Such distractions can build barriers to that sense of physical and intellectual community so important in DU classrooms.

ADA Accommodations: Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder our ability to accommodate accordingly. Students with learning disabilities should also notify the instructor and may contact the Disability Services Program at DU (www.du.edu/disability). University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

Observation of Religious Holidays: Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU’s Center for Religious Services (<http://www.du.edu/crs/>).

Inclusive Excellence: CWC is committed to fostering a diverse learning community that is inclusive and respectful. We encourage and appreciate expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could be potentially divisive instead turn into opportunities for intellectual and personal growth. Respecting what others say, their right to say it, and listening to each other are the ways that we all can further thoughtful and enlightening dialogue.

Class Schedule

Dates & Topics to be Explored	Assigned Readings/Viewings	Topics Covered & Assignments Due
<p>1st Class Meeting: Saturday 3/28</p> <p>Introduction to the Criminal Justice System</p> <p>Women as Victims</p>	<p>Before class, read the first 7 chapters of Alice Sebold’s <i>Lucky</i>.</p> <p>Read Lawrence M. Friedman, “Gender & Justice” (on Blackboard)</p>	<p>Review of syllabus & Introduction to Course</p> <p>Lecture/Discussion: Overview of the Criminal Justice System</p> <p>Alice Sebold’s <i>Lucky</i></p>

<p>Online Module 1 3/29 – 4/10</p>	<p>Finish <i>Lucky</i>. Also read Susan Estrich's "Rape" and <i>Rusk v. Maryland</i> (on Blackboard) Watch <i>The Accused</i>.</p>	<p>Reflective Essay #1 due in Virtual Classroom by 11:59 p.m. Sun. 4/5.</p> <p>Read & substantively respond to at least 2 of your classmates' reflective essays by 11:59 p.m. Fri. 4/10.</p>
<p>2nd Class Meeting: Saturday April 11</p> <p>Women as Victims, Women as Offenders</p>		<p>Guest speaker(s) TBD</p> <p>Discussion of Readings & Speaker(s)</p>
<p>Online Module 2 4/12 – 4/24</p>	<p>Read <i>Elsie's Business</i>. Read Sally Engle Merry, "Rights Talk and the Experience of Law" (on Bb) Video TBD.</p> <p>Read "Women in the Criminal Justice System" Briefing Sheet; Lisa Pasko, "Damaged Daughters: The History of Girls' Sexuality and the Juvenile Justice System."</p>	<p>Reflective Essay #2 due in Virtual Classroom by 11:59 p.m. Sun. 4/19.</p> <p>Read & substantively respond to at least 2 of your classmates' reflective essays by 11:59 p.m. Fri. 4/24.</p>
<p>3rd Class Meeting: Saturday April 25</p> <p>Women in Prison (& Beyond)</p>		<p>Guest speaker(s) TBD</p> <p>Discussion of Readings & Speaker(s)</p>
<p>Online Module 3 4/26 – 5/8</p>	<p>Read Stephanie Covington, "A Woman's Journey Home: Challenges for Female Offenders and Their</p>	<p>Reflective Essay #3 due in Virtual Classroom by 11:59 p.m. Sun. 5/3.</p>

	<p>Children.”</p> <p>Watch <i>What I Want My Words to Do to You</i>.</p> <p>Read the first 4 chapters of Sister Helen Prejean’s <i>Dead Man Walking</i> (through p. 95).</p>	<p>Read & substantively respond to at least 2 of your classmates’ reflective essays by 11:59 p.m. Fri. 5/8.</p>
<p>4th Class Meeting: Saturday May 9</p> <p>Women & the Death Penalty</p>		<p>Guest speaker(s) TBD</p> <p>Discussion of Readings & Speaker(s)</p>
<p>Online Module 4 5/9 – 5/22</p> <p>(Reading Week: Work on your final presentation & paper 5/23 – 5/29)</p>	<p>Finish Sister Helen Prejean’s <i>Dead Man Walking</i>.</p> <p>Watch <i>Dead Man Walking</i>.</p> <p>Read Andrea Shapiro, “Unequal Before the Law: Men, Women & the Death Penalty.”</p>	<p>Reflective Essay #4 due in Virtual Classroom by 11:59 p.m. Sun. 5/17.</p> <p>Read & substantively respond to at least 2 of your classmates’ reflective essays by 11:59 p.m. Fri. 5/22.</p>
<p>5th Class Meeting: Saturday 5/30</p> <p>Women as Agents of Change</p>		<p>Student Presentations</p> <p>Synthesis Papers due to stybursk@du.edu by 11:59 p.m. Mon. 6/1</p>