

**SAN JOSÉ STATE UNIVERSITY**  
**Justice Studies 150**  
**Gender and Crime (online)—SUMMER ONE 2019**

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**Location:** Washington, D.C.  
**Office Hours:** by email

**Course Description**

This course focuses on why women engage in criminal behavior, what types of crimes they commit and their roles in these events, as well as their experiences in the criminal justice system. Students will also learn about women as victims of violence and the policies which impact women's arrest and imprisonment.

Course Learning Objectives (CLO) are as follows:

Upon completion of this course, students should be able to:

CLO 1. Understand how policy initiatives impact rates of females' crime and punishment

CLO 2. Know what it means to be "gender-responsive" in the criminal justice system

CLO 3. Describe the role of victimization in women's lives

CLO 4. Apply criminological theories to women as victims and as offenders

**Required Materials**

Mallicoat, S.L. (2019). *Women, gender and crime: Core Concepts* (1<sup>st</sup> edition). Thousand Oaks, CA: Sage Publications.

Internet access to Canvas learning management system as well as Microsoft Office products, specifically Word and PowerPoint

**MYSJSU Messaging**

You are responsible for regularly checking with the messaging system through MySJSU. Course materials can be found on the Canvas website.

**Library Liaison**

Nyle Craig Monday, MLK Librarian (408) 808-2041 or [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

**Course Format**

As an accelerated summer course, this course is heavy on required weekly reading material. Each week will cover multiple chapters so it is important to stay on top of the work; it is expected you take notes throughout the reading, so you can absorb the material and use your notes during the weekly exams. Please check the Course Schedule and plan your time accordingly.

This is a fully online course and is designed to emphasize critical thinking to the weekly readings. The class will focus on weekly online discussion boards, multiple-choice exams, and end with a written final exam. Weekly readings and assignments can be found in the syllabus, as

well as the Modules tab on Canvas. All assignments become available on Monday at 12:00am and are due by Sunday at 11:59pm of their respective week (see course schedule below). Discussion board original responses are due mid-week on Wednesday by 11:59pm. Late assignments will not be accepted.

Students are expected to log onto Canvas 2-3 times per week, or if possible log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

### **Detailed Introduction Post**

This assignment is meant for the class and the instructor, to get acquainted with you. In approximately one page, please tell us (1) your name and where you are from, (2) your major and why you chose to take this class, (3) how familiar you are with the topic of Gender and Crime, (4) how important you think it is to understand the role women play in our criminal justice system, and (5) a fun fact about yourself. This assignment will be due before the end of the first week of class (see Course Schedule).

### **Discussion Boards**

You are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with me and other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic **by Wednesday at 11:59pm**. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to *two* other student's original posts, as well as any questions I may ask regarding their post **by Sunday at 11:59pm**, when the weekly topic will close. These posts should be approximately ½ page. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by the author. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an “A”) will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an “A” is defined as “exceptional quality work.”

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe the criminal justice system is a “system” a “process,” or neither? Defend your answer using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

I believe that the criminal justice system is a “process.” According to Peak (2016), the criminal justice process is “the decisions and actions by an institution, offender, victim, or society that influence the offender’s movement into, through, or out of the justice system” (p. 5). Figure 1-1 depicts the criminal justice process very well. The criminal justice process begins when police make an arrest. The criminal makes their way through the police “process,” determining accusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process of the criminal justice system. He states, “The suspect is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed, punished, and/or rehabilitated by correctional agencies” (Louthan, 1974, p. 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies within the process are working toward a common goal. “As a process, the justice system cannot reduce crime by itself nor can any of the component parts afford to be insensitive to the needs and problems of the other parts” (Peak, 2016, p. 7). I don’t believe that fragmentation among the criminal justice system is caused because the criminal justice system is a non-system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

Because I believe that the criminal justice system is a “process,” I think that police, courts, and correctional agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as “entities of two or more people who cooperate to achieve an objective” (p. 22). Each component within the criminal justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends

criminals through these organizations, police, courts, and corrections, who each have their own set agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete the next set of objectives of the next organization, until all organization's objectives are met. Once all the objectives are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. What Louthan doesn't describe clearly in his description is the concept of filtering. Some criminals won't advance to the next step in the criminal process because they are filtered, or screened out (Appalachian State University, 2016). Peak's (2016) Figure 1.1, shows the different ways that criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). *The criminal justice process*. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). *Relationships among police, court, and correctional agencies*. (30-37).

Peak, K. (Ed.) (2016). *Justice administration: Police, courts, and corrections management*, 8<sup>th</sup> edition. Hoboken, New Jersey: Pearson.




Response to another student's post:

I too thought that the criminal justice system acts like a process. Like how you framed the criminal justice system as a "process within a system." The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). *Justice administration: Police, courts, and corrections management*, 8<sup>th</sup> edition. Hoboken, New Jersey: Pearson.

Please see the sample rubric below (note that the point scale may differ for this course):

Discussion Board Rubric				  
You've already rated students with this rubric. Any major changes could affect their assessment results.				
Criteria	Ratings			Pts
Quality of Original Post	<b>4.0 to &gt;3.0 pts</b> <b>Partial/Full Credit</b> The student understands significant ideas relevant to the issue under discussion. The student elaborates statements with accurate explanations, reasons, and supported reading material.	<b>3.0 to &gt;1.0 pts</b> <b>Partial Credit</b> Ideas are reasonably clear, but some guesses as to what the student meant need to be made. Some vocabulary and concepts are used correctly and some are not. Support with reading material is lacking.	<b>1.0 to &gt;0 pts</b> <b>Partial/No Credit</b> The student uses foundational knowledge or terminology incorrectly. Ideas are extremely limited or hard to understand. Or, post is not completed.	4.0 pts
APA format	<b>1.0 pts</b> <b>Full Credit</b> In-text citations and references follow APA guidelines	<b>0.0 pts</b> <b>No Marks</b> In-text citations and references do not follow APA guidelines.		1.0 pts
Responses to Others' Original Posts	<b>3.0 pts</b> <b>Full Credit</b> The student responds to two other students' original posts. He or she initiates the dialogue with thoughtful and reflective comments and questions. The interactions is appropriate and he or she acknowledges the statements of others in a way that builds a consecutive interchange between participants. Reading material is used to support and/or refute arguments.	<b>2.0 pts</b> <b>Partial Credit</b> The student responds to two other students' original posts, but contributes little new knowledge or ideas, or arguments are not supported with reading material. Or, the student responds to only one other students' original post.	<b>0.0 pts</b> <b>No Credit</b> The student does not respond to other students' original posts, or responses are lacking consist of a lack of detail and thoughtfulness (e.g., "I agree").	3.0 pts
Response to Follow-up Question and Comments from Other Students	<b>2.0 to &gt;1.0 pts</b> <b>Partial/Full Credit</b> Student replies to the follow-up question asked by the instructor with accurate explanations and supported reading material. The student responds to those who commented on their posts with thoughtful discussion.	<b>1.0 to &gt;0 pts</b> <b>Partial/No Credit</b> The students does not reply to the follow-up question posed by the instructor or the response is lacking detail and supported reading material. The students does not respond to those who commented on his or her post.		2.0 pts
				Total Points: 10.0

## Weekly Exams

There are 4 Weekly Exams in this course that cover each week's reading and discussion material. Each exam will be taken through the online Canvas system. Each exam consists of 25 multiple-choice questions. Exams will open every Monday and are due by the end of each week on Sunday at 11:59pm (See Course Schedule); it is suggested you begin your exam no later than 11:00pm on Sunday to give yourself enough time before the exam closes. You will only have one opportunity to complete the exam in a period of **35 minutes**. Once 35 minutes is up, or you have reached the close of the week on Sunday at 11:59pm, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available on Monday after the due date has passed and will be available to view until Wednesday at 11:59pm of the respective week. It is recommended that you take notes on all of the readings ahead of time; there will not be time to search all the chapters for answers. Because the exam is open the entire week, no make-up exams are allowed.

## Written Final Exam

In the final week of this course you will complete a written final exam. More details will be provided on Canvas the week of the exam. See Course Schedule below.

### **Grading Rubric for Written Assignments**

“A” An “A” assignment is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (single spaced, page limit, etc.) is correct.

“B” A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These assignments typically convey less mastery of a topic or study, as evidenced by not clearly or completely addressing the topic/question. Coverage of the assignment is generally complete and mostly accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. This paper often appears as if it needs minor to moderate revision and/or proofreading, digresses slightly off topic, or does not fully address the posed question(s). Citations are somewhat lacking, inappropriate, or not cited correctly. The paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort. Students generally used accurate and appropriate references to topics covered in the paper, but additional or more relevant citations should have been used, and/or the citations were not correctly formatted/referenced. The full range and scope of the topic are not addressed fully. The paper format (single spaced, page limit, etc.) is mostly correct.

“C” A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper often appears as if it needs moderate to significant revision and/or proofreading. The paper barely meets minimum expectations and is below average. It is unclear if the student read all readings necessary to answer the posed question, or the student does not sufficiently/clearly address the question. Its quality suggests that the student did not take the assignment seriously and rushed through it with little thought or attention to detail. Students generally do not use accurate or appropriate references to topics covered in the paper, need additional or more relevant citations, and/or the citations are not formatted correctly.

“D/F” A “D/F” assignment lacks clarity and organization as well as relevant substance. Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. This paper often appears as if it needs significant revision and/or proofreading. The paper does not meet the minimum expectations and is significantly below average. It does not appear that the student read all of the material necessary to answer the posed question, or did not address the posed question. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought. Students generally use very few or inappropriate references, the citations were not formatted correctly, and the clarity/organization of the paper is low.

### **Grading**

Your grade in the class will be based on the following:

Introduction Post	10 points
Discussion Boards (4 posts)	40 points (10 each)
Weekly Exams on Canvas	100 points (25 each)
Written Final Exam	50 points
<b>Total</b>	<b>200 points</b>

Percentages are obtained by dividing the total points you earn by the total points possible in the course.

A plus = 98 to 100%	A = 93 to 97.9%	A minus = 90 to 92.9%
B plus = 88 to 89.9%	B = 83 to 87.9%	B minus = 80 to 82.9%
C plus = 78 to 79.9%	C = 73 to 77.9%	C minus = 70 to 72.9%
D plus = 68 to 69.9%	D = 63 to 67.9%	D minus = 63 to 67.9%
F = 0-62.9%		

### **Justice Studies Department 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 (i.e., reading and writing) 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.

### **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 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, 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.

### ***Dropping and Adding***

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### ***Academic integrity***

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

### ***Campus Policy in Compliance with the American Disabilities Act***

If you need course adaptations or accommodations because of a disability, please email me to discuss as soon as possible. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### ***Student Technology Resources***

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students



Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### ***Learning Assistance Resource Center***

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### ***SJSU Peer Connections***

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### ***SJSU Writing Center***

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### ***SJSU Counseling Services***

The SJSU, Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

**Penalties for academic dishonesty include but are not limited to the following:** Resubmission of the written work or assigning additional work, assigning an F on the assignment or exam where cheating occurred, assigning an F for the course, or suspension or expulsion from the University.

### Course Schedule

**\*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.**

Date	Topic	Course Assignments and Due Dates
<b>Week 1: 6/3-6/9</b>	<b>Module 1: Introduction</b> Women and Crime: Introduction Theories of Victimization	Read Chapters 1-2 Introduction Post Discussion Board #1 Exam 1 due Sunday
<b>Week 2: 6/10-6/16</b>	<b>Module 2: Victimization of Women</b> Women and Victimization: Rape and Sexual Assault Women and Victimization: Intimate Partner Abuse International Issues in the Victimization of Women	Read Chapters 3-5 Discussion Board #2 Exam 2 due Sunday
<b>Week 3: 6/17-6/23</b>	<b>Module 3: Female Offending</b> Women, Gender, and Offending Girls and Juvenile Delinquency Female Offenders and Their Crime	Read Chapters 6-8 Discussion Board #3 Exam 3 due Sunday
<b>Week 4: 6/24-6/30</b>	<b>Module 4: Women in Custody</b> Processing and Sentencing of Female Offenders The Supervision of Women The Incarceration of Women	Read Chapters 9-11 Discussion Board #4 Exam 4 due Sunday
<b>Week 5: 7/1-7/5</b>	<b>Module 5: Women Employed in the Field of CJUS</b> Women Professionals and the CJUS System  <b>Written Final Exam</b>	Read Chapters 12-13  Final Exam due FRIDAY 7/5