

**San José State University**  
**College of Social Sciences/Department of Justice Studies**  
**JS 223, Comparative Criminology and Criminal Justice, Spring 2021**

**Course and Contact Information**

Instructor(s):	Dr. Adams
Office Location:	Zoom
Telephone:	(408) 924-3339
Email:	ericka.adams@sjsu.edu
Office Hours:	Mondays: 12:30 pm to 2:30 pm via Zoom: <a href="https://sjsu.zoom.us/j/293067550">https://sjsu.zoom.us/j/293067550</a>
Class Days/Time:	Mondays: 4:30 pm to 7:15 pm
Classroom:	Zoom: <a href="https://sjsu.zoom.us/j/97314566645?pwd=VmJ4UTRkYkZvdTY1bU1GWE dTalRjUT09">https://sjsu.zoom.us/j/97314566645?pwd=VmJ4UTRkYkZvdTY1bU1GWE dTalRjUT09</a> Password: 838796
Prerequisites:	Graduate standing

**Course Description**

This course provides a comparative perspective on crime, violence and punishment in contemporary global societies. The course analyzes transnational trends in crime, as well as organizational responses to criminality. Topics include international drug markets, sexual commerce, child soldiers, and terrorism.

**Course Format**

The mode of instruction for this course is synchronous online. This means that we will meet at the scheduled class time (Mondays 4:30pm – 7:15pm) in an online classroom via Zoom.

**Technology Requirements**

This class adopts a synchronous, online format. Class will meet via Zoom on Mondays from 4:30 pm to 7:15 pm. All instruction takes place online, with no physical in-person or campus meetings. Internet connectivity, a computer, and access to software apps (including Microsoft Office, Adobe Player, Canvas, etc.) are required for this class.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

All written assignments will be submitted via Canvas, and must be in Microsoft Word (\*.doc or \*.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students:

<http://www.sjsu.edu/it/services/collaboration/software/instructions.php>

## Use of Camera in Class

You are encouraged (not required) to turn on your camera during class discussion/lecture. However if you choose not to, I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

## Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

## Faculty Web Page and MYSJSU Messaging (Delete if not applicable)

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#)** ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))*

## Course Learning Outcomes (CLO)

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

- CLO 1. Examine theoretical developments in criminology.
- CLO 2. Differentiate the four legal traditions used among various nations.
- CLO 3. Analyze the social, political, economic, and legal issues affecting crime in nations around the world.
- CLO 4. Evaluate responses to crime in nations around the world.
- CLO 5. Apply criminological theories to explain the occurrence of crime in nations around the world.
- CLO 6. Conduct research on the occurrence of and responses to crime in nations around the world.
- CLO 7. Develop research-informed strategies to address the occurrence of crime in more than one nation.

## Required Texts/Readings

### Textbook

Jacoby, J. E., Severance, T. A., & Bruce, A. S. (2011). *Classics of criminology* (4<sup>th</sup> Ed.). Long Grove: Waveland Press, Inc.

Fanon, F. (2005). *The Wretched of the Earth*. New York: Grove Press.

### Other Readings

Adams, E. B., (2019). Police legitimacy in Trinidad and Tobago: Resident perceptions in a high crime community. *Journal of Crime and Justice*. First published online.

Adams, E. B., Chen, E. Y., & Chapman, R. (2016). Erasing the mark of a criminal past: Ex-offenders' expectations and experiences with record clearance. *Punishment & Society*, 19(1), 23 – 52.

Adams, E. B., Morris, P. K., Maguire, E. R. (2018), Impact of Gangs on Community Life in Trinidad. *Race and Justice*, Published First Online.

Albanese, J. (2017). Crime control measures, individual liberties, and crime rates: An assessment of 40 countries. *International Criminal Justice Review*, 27(1), 5 – 18.

Belur, J., Tilley, N., Daruwalla, N., Kumar, M., Tiwari, V., & Osrin, D. (2014). The social construction of 'dowry deaths.' *Social Science & Medicine*, 119, 1 – 9.

Boyce, et al (2018). Childhood experiences of sexual violence, pregnancy, and marriage associated with child sex trafficking among female sex workers in two US-Mexico cities. *American Journal of Public Health*, 108(8), 1049 – 1054.

Brantingham, P. J., & Faust, F. L. (1976). A conceptual model of crime prevention. *Crime & Delinquency*, 22(3), 284 – 296.

Dervan, L. E. (2014). American prison culture in an international context: An examination of prisons in America, the Netherlands, and Israel. *Stanford Law and Policy Review*, 22(2), 413 – 428.

Dorjee, T., Baig, N., & Ting-Toomey, S. (2013). A social ecological perspective on understanding "Honor Killing": An intercultural moral dilemma. *Journal of Intercultural Communication Research*, 42(1), 1 – 21.

Doyle, et al. (2019). 'I felt like she owns me': Exploitation and uncertainty in the lives of labour trafficking victims in Ireland. *British Journal of Criminology*, 59(1), 231 – 251.

Felton (2008). Child soldiers: Are more aggressive efforts needed to protect children? *CQ Researcher*.

Hagedorn, J. M. (2005). The global impact of gangs. *Journal of Contemporary Criminal Justice*, 21(2), 153 – 169.

Farmer, P. (1996). On suffering and structural violence: A view from below. *Daedalus*, 125(1), 261 – 283.

Jo, H., & Simmons, B. A. (2016). Can the International Criminal Court deter atrocity? *International Organization*, 70, 443 – 475.

Lavender, B. (2009). Female genital mutilation in a globalized age. *British Journal of Midwifery*, 17(6), 348 – 353.

Lazarus-Black, M. (2003). The (heterosexual) regendering of a modern state: Criminalizing and implementing domestic violence law in Trinidad. *Law and Social Inquiry*, 28(4), 979-1008.

Leichtentritt, R. D., Leichtentritt, J., & Shamir, M. M. (2016). Justifications of feticide. *American Journal of Orthopsychiatry*, 86(6), 704 – 712.

Li & Liu, (2017), Network characteristics and organizational structure of Chinese drug trafficking groups.

Macia Konstantopuloos, et al. (2013). An international comparative public health analysis of sex trafficking of women and girls in eight cities: Achieving a more effective health sector response. *Journal of Urban Health*, 90, 1194 – 1204.

- Ormrod, J. (2019). The experience of NHS care for women living with female genital mutilation. *British Journal of Nursing*, 28(10), 628 – 633.
- Oto-Peralías, D. & Romero-Ávila, D. (2014). The distribution of legal traditions around the world: A contribution to the legal-origins theory. *The Journal of Law & Economics*, 57(3), 561-628.
- Pager, D. (2003) The mark of a criminal record. *American Journal of Sociology* 108(5), 937–975.
- Ramos, A. (2017). Sketches toward an ontology of non-dwelling: Mara Salvatrucha 13, Radical Homelessness, and Postglobality. *Journal of French and Francophone Philosophy – Revue de la philosophie française et de langue française*, XXV(1), 61 – 85.
- Retish, A. B. (2017). Breaking free from the prison walls: Penal reforms and prison life in revolutionary Russia. *Historical Research*, 90(247), 134 – 150.
- Rodgers (2017), Why do drug dealers still live with their moms? Contrasting views from Chicago and Managua. *Focaal—Journal of Global and Historical Anthropology*, 78, 102 – 114.
- Roggeband, C. (2012). Shifting policy responses to domestic violence in the Netherlands and Spain (1980 – 2009). *Violence Against Women*, 18(7), 784 – 806.
- Sanchez and Zhang (2018), Rumors, encounters, collaborations, and survival: The migrant smuggling—drug trafficking nexus in the U.S. Southwest. *American Academy of Political and Social Science*, 676(1), 135 – 151.
- Subramanian, R., & Shames, A. (2014). Sentencing and prison practices in Germany and the Netherlands: Implications for the United States, *Federal Sentencing Reporter*, 27(1), 33 – 45.
- Tyler, T. R. (2004). Enhancing police legitimacy. *Annals of the American Academy of Political and Social Science*, 593, 84 – 99.
- Zhang, J. (2017). The evolution of China’s One-Child Policy and its effects on family outcomes. *The Journal of Economic Perspectives*, 31(1), 141 – 159.

### **Other technology requirements / equipment / material**

Internet access and a computer with camera and microphone are required for this class.

### **Library Liaison**

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Monday, [nyle.monday@sjsu.edu](mailto:nyle.monday@sjsu.edu), (408) 808-2041.

### **Course Requirements and Assignments**

**Oral Presentations:** Each student will be assigned to two dates to teach the class about a topic related to the reading for the assigned day. Additional details pertaining to this assignment are outlined in the document entitled “Oral Presentations.”

**Weekly Write-Up:** For selected classes students will bring a 1-page single-spaced write-up related to the assigned reading. These documents are not designed to summarize the readings, but instead should reflect your critical responses/critiques of the readings. Additional guidelines are detailed on Canvas.

**Research Paper:** An **original research paper** that compares an aspect of crime/delinquency in two or more nations is required for this class. Each paper should have a strong theoretical component and discuss some aspect of the criminal justice system. Students may choose their topic based on their research interests. Each student must incorporate **at least 30** scholarly sources into their paper. Papers should be at least 17 – 20 pages in length (excluding references), typed, double-spaced, paginated, in Times New Roman 12-point font, and have one-inch margins. **Quotations are not allowed.** Students may paraphrase authors’ words; when this is

done, remember to cite your sources. APA format is required for the entire paper. Additional guidelines are detailed on Canvas.

**Detailed Outline of Research Paper:** A detailed outline of the research paper is required for this class. Additional guidelines are detailed on Canvas.

**Paper Presentation:** Each student will present the research they conducted for their paper. Presentations must last between **8 to 10** minutes. Additional guidelines are detailed on Canvas.

**Participation:** Class discussions and activities are important parts of the course and will be much more productive if students are present and prepared to share their thoughts and questions pertaining to the readings. Being prepared for class is key to making a meaningful contribution. **All students are expected to participate in class activities and discussions.** Participation grades are based on, but is not limited to, the following: (1) sharing weekly write-ups, (2) responding to your peers' comments/arguments/positions, (3) participating in in-class activities, (4) not using cell phones in class, (5) not using electronic devices (cell phones, tablets, computers, etc.) during class on activities not related to class.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

The culminating activity for this class will be submission of the research paper (final paper) and completion of the research presentation.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

### **Grading Information**

The grading scale implemented for this class is as follows:

*A plus = 100 to 97 points*

*A = 96.9 to 94 points*

*A minus = 93.9 to 90 points*

*B plus = 89.9 to 87 points*

*B = 86.9 to 84 points*

*B minus = 83.9 to 80 points*

*C plus = 79.9 to 77 points*

*C = 76.9 to 74 points*

*C minus = 73.9 to 70 points*

*D plus = 69.9 to 67 points*

*D = 66.9 to 64 points*

*D minus = 63.9 to 60 points*

*F = 59.9 points or lower*

## Determination of Grades

Your grade is composed of:

2 Oral Presentations	20 points
5 Weekly Write-ups	25 points
Research Paper	30 points
Paper Presentation	10 points
Participation	15 points
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Total	100 points

## Classroom Protocol

**All written assignments must be submitted by the due date in class or to the respective Dropbox on Canvas. If you are unable to complete course requirements because of extenuating circumstances, please speak with (or email) Dr. Adams before the due date for the assignment. Late assignments are not accepted in this class.**

## Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (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

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

# JS 223 / Comparative Criminology and Criminal Justice, Spring, 2021

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/01	<p><a href="#">Introductions, Syllabus, Assignments</a></p> <p><b>Readings due on 2/01</b>  <b>Jacoby et al. Chapter:</b>            Durkheim (18). “The Normal and the Pathological.”</p> <p><b>Articles:</b>            Brantingham, P. J., &amp; Faust, F. L. (1976). A conceptual model of crime prevention. <i>Crime &amp; Delinquency</i>, 22(3), 284 – 296.</p>
2	2/08	<p><a href="#">Crime Rates and Policing</a></p> <p><b>Readings due on 2/08</b>  <b>Jacoby et al. Chapters:</b>            Bentham (16). “An Introduction to the Principles of Morals and Legislation.”            Kelling, Pate, Dieckman and Brown (59). “The Kansas City Preventive Patrol Experiment.”</p> <p><b>Articles:</b>            Albanese, J. (2017). Crime control measures, individual liberties, and crime rates: An assessment of 40 countries. <i>International Criminal Justice Review</i>, 27(1), 5 – 18.            Tyler, T. R. (2004). Enhancing police legitimacy. <i>Annals of the American Academy of Political and Social Science</i>, 593, 84 – 99.            Adams, E. B., (2019). Police legitimacy in Trinidad and Tobago: Resident perceptions in a high crime community. <i>Journal of Crime and Justice</i>. First published online.</p> <p><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group A)</b></p> <p><b>Assignment Due: Oral Presentations</b></p>
3	2/15	<p><a href="#">Drug Trafficking</a></p> <p><b>Readings due on 2/15</b>  <b>Jacoby et al. Chapters:</b>            Lombroso-Ferrero (21). “Criminal Man.”            Marx (19). “Class Conflict and Law.”            Quinney (20). “Class, State, and Crime.”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Articles:</b>            Li &amp; Liu, (2017), Network characteristics and organizational structure of Chinese drug trafficking groups.            Rodgers (2017), Why do drug dealers still live with their moms? Contrasting views from Chicago and Managua. <i>Focaal—Journal of Global and Historical Anthropology</i>, 78, 102 – 114.            Sanchez and Zhang (2018), Rumors, encounters, collaborations, and survival: The migrant smuggling—drug trafficking nexus in the U.S. Southwest. <i>American Academy of Political and Social Science</i>, 676(1), 135 – 151.</p> <p><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group B)</b></p> <p><b>Assignment Due: Oral Presentations</b></p>
4	2/22	<p><i>Gangs</i></p> <p><b>Readings due on 2/22</b>  <b>Jacoby et al. Chapters:</b>            Lemert (42). “Primary and Secondary Deviation.”            Thrasher (1) “What is a Gang?”            Cohen (31). “The Content of the Delinquent Subculture”</p> <p><b>Articles:</b>            Adams, E. B., Morris, P. K., Maguire, E. R. (2018), Impact of Gangs on Community Life in Trinidad. <i>Race and Justice</i>, Published First Online.            Hagedorn, J. M. (2005). The global impact of gangs. <i>Journal of Contemporary Criminal Justice</i>, 21(2), 153 – 169.            Ramos, A. (2017). Sketches toward an ontology of non-dwelling: Mara Salvatrucha 13, Radical Homelessness, and Postglobality. <i>Journal of French and Francophone Philosophy – Revue de la philosophie française et de langue française</i>, XXV(1), 61 – 85.</p> <p><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group A)</b></p> <p><b>Assignment Due: Oral Presentations</b></p>
5	3/01	<p><i>Modern Day Slavery: Labor Trafficking and Child Soldiers</i></p> <p><b>Readings due on 3/01</b>  <b>Jacoby et al. Chapters:</b>            Agnew (28). “Foundation for a General Strain Theory of Crime and Delinquency.”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Cohen and Felson (8). “Social Change and Crime: A Routine Activity Approach.”  Merton (27). “Social Structure and Anomie.”</p> <p><b>Articles:</b>  Doyle, et al. (2019). ‘I felt like she owns me’: Exploitation and uncertainty in the lives of labour trafficking victims in Ireland. <i>British Journal of Criminology</i>, 59(1), 231 – 251.  Felton (2008). Child soldiers: Are more aggressive efforts needed to protect children? <i>CQ Researcher</i>.</p> <p><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group B)</b></p> <p><b>Assignment Due: Oral Presentations</b></p>
6	3/08	<p><i>Modern Day Slavery: Human Trafficking</i></p> <p><b>Readings due on 3/08</b>  <b>Jacoby et al. Chapters:</b>  Shaw and McKay (4). “Juvenile Delinquency and Urban Areas.”  Wilson and Kelling (61) “Broken Windows: The Police and Neighborhood Safety.”</p> <p><b>Articles:</b>  Boyce, et al (2018). Childhood experiences of sexual violence, pregnancy, and marriage associated with child sex trafficking among female sex workers in two US-Mexico cities. <i>American Journal of Public Health</i>, 108(8), 1049 – 1054.  Macia Konstantopouloos, et al. (2013). An international comparative public health analysis of sex trafficking of women and girls in eight cities: Achieving a more effective health sector response. <i>Journal of Urban Health</i>, 90, 1194 – 1204.</p> <p><b>Assignment Due: Oral Presentations</b></p>
7	3/15	<p><i>State Perpetrated Violence</i></p> <p><b>Readings due on 3/15</b>  Fanon. “The Wretched of the Earth” (Entire Book) New Lecture Needed</p> <p><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Entire Class)</b></p> <p><b>Assignment Due: Oral Presentations</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/22	<p data-bbox="524 155 1029 191"><i>Courts: Families of Law, ICC, and ICJ</i></p> <p data-bbox="524 228 816 264"><b>Readings due on 3/22</b></p> <p data-bbox="524 266 841 302"><b>Jacoby et al. Chapters:</b></p> <p data-bbox="524 304 1084 340">Sutherland (3). “White-Collar Criminality.”</p> <p data-bbox="524 342 1195 378">Packer (55). “Two Models of the Criminal Process.”</p> <p data-bbox="524 415 643 451"><b>Articles:</b></p> <p data-bbox="524 453 1377 554">Jo, H., &amp; Simmons, B. A. (2016). Can the International Criminal Court deter atrocity? <i>International Organization</i>, 70, 443 – 475.</p> <p data-bbox="524 556 1401 701">Oto-Peralías, D. &amp; Romero-Ávila, D. (2014). The distribution of legal traditions around the world: A contribution to the legal-origins theory. <i>The Journal of Law &amp; Economics</i>, 57(3), 561-628.</p> <p data-bbox="524 741 1349 814"><b>Assignment Due: Detailed Outline of Research Paper due on Canvas by 11:59 pm</b></p> <p data-bbox="524 854 1024 890"><b>Assignment Due: Oral Presentations</b></p>
9	3/29	<b>SPRING BREAK</b>
10	4/05	<p data-bbox="524 953 911 989"><i>Gendered Violence: Femicide</i></p> <p data-bbox="524 1026 816 1062"><b>Readings due on 4/05</b></p> <p data-bbox="524 1064 841 1100"><b>Jacoby et al. Chapters:</b></p> <p data-bbox="524 1102 1159 1138">Hirschi (38) “A Control Theory of Delinquency.”</p> <p data-bbox="524 1140 1401 1213">Sampson and Laub (11) “Crime and Deviance Over the Life Course: The Salience of Adult Social Bonds”</p> <p data-bbox="524 1251 643 1287"><b>Articles:</b></p> <p data-bbox="524 1289 1338 1362">Farmer, P. (1996). On suffering and structural violence: A view from below. <i>Daedalus</i>, 125(1), 261 – 283.</p> <p data-bbox="524 1365 1317 1465">Leichtentritt, R. D., Leichtentritt, J., &amp; Shamir, M. M. (2016). Justifications of feticide. <i>American Journal of Orthopsychiatry</i>, 86(6), 704 – 712.</p> <p data-bbox="524 1467 1398 1577">Zhang, J. (2017). The evolution of China’s One-Child Policy and its effects on family outcomes. <i>The Journal of Economic Perspectives</i>, 31(1), 141 – 159.</p> <p data-bbox="524 1617 1370 1690"><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group A)</b></p> <p data-bbox="524 1730 1024 1766"><b>Assignment Due: Oral Presentations</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	4/12	<p data-bbox="522 155 1096 191"><i>Gendered Violence: FGM and Dowry Death</i></p> <p data-bbox="522 228 816 264"><b>Readings due on 4/12</b></p> <p data-bbox="522 266 841 302"><b>Jacoby et al. Chapters:</b></p> <p data-bbox="522 304 1263 340">Cloward and Ohlin (36). “Delinquency and Opportunity.”</p> <p data-bbox="522 342 1263 378">Shaw and McKay (30). “Differential Systems of Values.”</p> <p data-bbox="522 415 643 451"><b>Articles:</b></p> <p data-bbox="522 453 1386 558">Belur, J., Tilley, N., Daruwalla, N., Kumar, M., Tiwari, V., &amp; Osrin, D. (2014). The social construction of ‘dowry deaths.’ <i>Social Science &amp; Medicine</i>, 119, 1 – 9.</p> <p data-bbox="522 560 1386 632">Lavender, B. (2009). Female genital mutilation in a globalized age. <i>British Journal of Midwifery</i>, 17(6), 348 – 353.</p> <p data-bbox="522 634 1369 739">Ormrod, J. (2019). The experience of NHS care for women living with female genital mutilation. <i>British Journal of Nursing</i>, 28(10), 628 – 633</p> <p data-bbox="522 779 1370 850"><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group B)</b></p> <p data-bbox="522 890 1024 926"><b>Assignment Due: Oral Presentations</b></p>
12	4/19	<p data-bbox="522 932 1174 968"><i>Domestic Violence and Female Perpetrated Crime</i></p> <p data-bbox="522 1005 816 1041"><b>Readings due on 4/19</b></p> <p data-bbox="522 1043 841 1079"><b>Jacoby et al. Chapters:</b></p> <p data-bbox="522 1081 1084 1117">Sutherland (34). “Differential Association.”</p> <p data-bbox="522 1119 1362 1190">Chesney-Lind (46). “Girls’ Crime and Women’s Place: Toward a Feminist Model of Female Delinquency.”</p> <p data-bbox="522 1228 643 1264"><b>Articles:</b></p> <p data-bbox="522 1266 1401 1409">Dorjee, T., Baig, N., &amp; Ting-Toomey, S. (2013). A social ecological perspective on understanding “Honor Killing”: An intercultural moral dilemma. <i>Journal of Intercultural Communication Research</i>, 42(1), 1 – 21.</p> <p data-bbox="522 1411 1344 1554">Lazarus-Black, M. (2003). The (heterosexual) regendering of a modern state: Criminalizing and implementing domestic violence law in Trinidad. <i>Law and Social Inquiry</i>, 28(4), 979-1008.</p> <p data-bbox="522 1556 1304 1661">Roggeband, C. (2012). Shifting policy responses to domestic violence in the Netherlands and Spain (1980 – 2009). <i>Violence Against Women</i>, 18(7), 784 – 806.</p> <p data-bbox="522 1701 1370 1772"><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group A)</b></p> <p data-bbox="522 1812 1024 1848"><b>Assignment Due: Oral Presentations</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/26	<p><i>Corrections</i></p> <p><b>Readings due on 4/26</b>  <b>Jacoby et al. Chapters:</b>            Beccaria (48). “Of Crimes and Punishments.”            Foucault (66). “Discipline and Punish.”</p> <p><b>Articles:</b>            Dervan, L. E. (2014). American prison culture in an international context: An examination of prisons in America, the Netherlands, and Israel. <i>Stanford Law and Policy Review</i>, 22(2), 413 – 428.            Retish, A. B. (2017). Breaking free from the prison walls: Penal reforms and prison life in revolutionary Russia. <i>Historical Research</i>, 90 (247), 134 – 150.            Subramanian, R., &amp; Shames, A. (2014). Sentencing and prison practices in Germany and the Netherlands: Implications for the United States, <i>Federal Sentencing Reporter</i>, 27(1), 33 – 45.</p> <p><b>Assignment Due: Weekly Write-Up due in Canvas by 4:00 pm (Group B)</b></p> <p><b>Assignment Due: Oral Presentations</b></p>
14	5/03	<p><i>Life after Detention</i></p> <p><b>Readings due on 5/03</b>  <b>Jacoby et al. Chapters:</b>            Chambliss (54). “The Law of Vagrancy.”</p> <p><b>Articles:</b>            Adams, E. B., Chen, E. Y., &amp; Chapman, R. (2016). Erasing the mark of a criminal past: Ex-offenders’ expectations and experiences with record clearance. <i>Punishment &amp; Society</i>, 19(1), 23 – 52.            Pager, D. (2003) The mark of a criminal record. <i>American Journal of Sociology</i> 108(5), 937–975.</p> <p><b>Assignment Due: Oral Presentations</b></p>
15	5/10	<b>Assignment Due: Peer-Review (In-Class via Zoom)</b>
16	5/17	<b>Assignment Due: Research Paper Presentation</b> <b>Assignment Due: Research Paper due on Canvas by 11:59 pm</b>
Final Exam	5/24	<b>Assignment Due: Research Paper Presentation</b>