

Administration of Justice 210
Fall Semester 2001

WOMEN AND CRIME

Course Syllabus

Professor: Ann Lucas, J.D., Ph.D.
MacQuarrie Hall 513
Office: (408) 924-2914
Dept. Fax: (408) 924-2953
E-mail: alucas@email.sjsu.edu

Office Hours: Tuesday, 12:15 - 1:30 p.m.
Thursday, 12:15 - 1:30 p.m. *and*
3:00 - 5:30 p.m.
Or by appointment

Class Meeting Times: Thursday, 5:30 - 8:15 p.m.
MacQuarrie Hall 526

This course examines the topic of “women and crime” from a variety of angles: theoretical, historical, and empirical. Our reading topics include criminological theories about women offenders; the experiences of women as crime victims; the experiences of women and girls as criminal actors; and women’s fear of crime as a form of gendered social control. With few exceptions, the focus is on women and crime in the United States.

After examining and critiquing criminological theory as applied to women and reviewing general data on women’s offending, we will be reading in more detail about three categories of female crime, in order to test, apply, and/or revise our thinking about women’s involvement in crime. These categories are prostitution, long (and arguably still) the pre-eminent female offense; girls’ involvement in gangs, a growing concern in juvenile justice; and women’s criminality related to drug use, a major concern of policymakers in the past two decades of America’s long-running “war on drugs.” Similarly, we will read excerpts of Esther Madriz’s work as a way to examine common assumptions about the causes and (ir)rationality of women’s fear of crime.

Required Texts

1. Joanne Belknap, *The Invisible Woman: Gender, Crime & Justice*, 2d edition (Belmont, CA: Wadsworth 2001).
2. Jody Miller, *One of the Guys: Girls, Gangs and Gender* (New York: Oxford University Press 2001).
3. Cecilie Hoigård & Liv Finstad, *Backstreets: Prostitution, Money and Love* (University Park, PA: Pennsylvania State University Press 1992).
4. Occasional supplementary readings will be made available during the semester.

Requirements and Grading

You are responsible for keeping up with the assigned reading and being prepared to discuss it in class. Each week, two students will be responsible for leading the discussion of that week's reading. The rest of the class will be required to come to class with five discussion questions based on that week's readings. Active participation in class will count for 40% of your grade.

Your grade will be based on the following: 40% class participation, 20% preliminary paper, 40% term paper.

Your **term papers** should be about 15-20 pages long. You will be expected to read and critically evaluate a book on one of the topics covered in this course.

You must inform the professor which book you have selected, and obtain her approval, before beginning your paper. The deadline to obtain this approval is **September 27, 2001**.

Guidelines for your term papers are attached to this syllabus. You will be writing at least two (and hopefully more) drafts of this paper. Your **preliminary** version is **due on October 25, 2001**. While this will be a first draft of your paper, the more polished you have made it, the more useful the comments will be in helping you revise it for the final version. Many students will not have written a critical evaluation of a single work before, and the purpose of making you draft a paper halfway through the semester is to give you feedback on your analysis and prevent you from turning in a "book report" which will earn a low grade.

Course Outline, Reading Assignments, and Exams

Week 1. Thursday August 30: Introduction to course. No reading assignment.

I. Women and Criminology

Week 2. Thursday September 6: Criminology looks at women
Read for class: Belknap, Chapters 1-2
Adler, Chapter 1 (photocopied)

II. Girls and Women as Criminal Actors

Week 3. Thursday September 13: Women's offending; gangs
Read for class: Belknap, Chapter 3
Miller, Chapters 1-2

Week 4. Thursday September 20: Gang girls, continued
Read for class: Miller, Chapters 3-5

Week 5. Thursday September 27: Gang girls, conclusion
Read for class: Miller, Chapters 6-9
Deadline to notify professor of term paper topic

Week 6. Thursday October 4: Prostitution
Read for class: Høigård & Finstad, Chapters 1-3

Week 7. Thursday October 11: Prostitution, conclusion
Read for class: Høigård & Finstad, Chapters 4-7

Week 8. Thursday October 18: Women and drugs
Read for class: Inciardi, Chapters 2, 4, 6 (photocopied)

Week 9. Thursday October 25: Female offenders in the criminal justice system
Read for class: Belknap, Chapters 4-5
Preliminary drafts of term papers due in class

III. Women as Victims of Crime

Week 10. Thursday November 1: The victimization of women and girls
Read for class: Belknap, Chapters 6-8

Week 11. Thursday November 8: TBA
No reading assignment

IV. Fear of Crime and the Social Control of Women

Week 12. Thursday November 15: Women's Fear of Crime
Read for class: Madriz, Chapters 1, 3, 4 (photocopied)

Week 13. Thursday November 22: Happy Thanksgiving! (No class)
No reading assignment

Week 14. Thursday November 29: Fear of Crime as Social Control
Read for class: Madriz, Chapter 6, conclusion

V. Conclusion

Week 15. Thursday December 6: Course conclusion
Read for class: Belknap, conclusion

FINAL PAPERS DUE: Friday, December 14, 12:00 noon

Term Paper Guidelines

In general, your task in the term paper is to evaluate a piece of scholarship related to the topic of women and crime, using some of the material covered in this course.

Each paper must *critically evaluate* the work you chose. Thus, the term paper is *not* a book report. Although you will likely need to summarize the author's main arguments or central points, you should focus on analyzing rather than summarizing. Include facts, arguments and quotations to illustrate or support your own points. Note: use these, especially quotations, judiciously – in many cases you will be able to paraphrase the author, making a long indented quote unnecessary. If you, or the author, is making a particularly complex or controversial claim, a direct quotation in support of your argument may be necessary and wise. In other cases, however, extensive use of long quotations is unwise and not recommended. Demonstrate that you understand what you've read by putting it in your own words.

Your papers will vary depending on the topic of the book you have chosen. However, you may use the following kinds of questions as a guide to focus your reading and writing.

Summarizing:

1. What is the main issue or problem the author is grappling with?
2. What are the author's main points/arguments and what evidence does she/he use to support them?
3. What are the key concepts used by the author?

Analyzing:

1. What assumptions does the author make in developing her/his argument or analysis? (These can be stated or unstated assumptions.)
2. What are the strengths and weaknesses of the arguments and/or evidence offered?
3. Does the author contradict her/himself? Is her/his argument incomplete in any way?
4. How might the argument have been made stronger or more persuasive?
5. How does this work challenge, expand, complicate, or otherwise reflect or build upon the works we read in the course?

You may utilize the course material in order to help you summarize as well as analyze, but it is particularly crucial that you use the course material in your analysis; thinking back on what we read and discussed in the course should help you develop answers to each of the sample

“analysis” questions. *Note also* that your assignment, “critical evaluation,” does not mean “critical” in the sense of negative only. If you like and are persuaded by the author’s arguments and analysis, say so and say why; don’t search to find fault where you don’t believe it really exists. Here, “critical” means objective, dispassionate analysis, not just fault-finding.

Additional suggestions: take notes as you read. Read the key portions of the book, the most confusing/complicated/controversial parts, and the parts that you think will be crucial to your paper, several times.

Writing suggestions: Many writers find outlines too limiting at the beginning stages of writing. Instead, you might try brainstorming. Make notes of ideas and thoughts and group them under broad, general headings, but don’t try to organize them into a linear argument yet.

Once you have your thoughts grouped under general headings, go ahead and develop a tentative organization. Write out your key points under each topic. Use this to develop a first draft. Reread your draft for organization, clarity, consistency, and persuasiveness (do the points build on each other? do you define key terms before you use them? do you contradict yourself?). Outline what you’ve written and see if any crucial steps in logic or argumentation are missing or if a different organization would work better; rewrite accordingly through several drafts. For the purposes of what you turn in, your preliminary paper should be about 7 typed, double-spaced pages.

Your final papers should be 15-20 pages in length, typed, double-spaced, with one-inch margins, a 12-point font, and numbered pages. **Full textual citations are expected, in social science (ASA) format.** You may use as many outside sources as you wish, as long as your final paper follows the requirements of the assignment.

Just to be clear: You must use proper citation form and you must include a bibliography. Papers which lack either or both of these will be marked down. You cannot receive an A on your paper if you lack these things. (This is not just a picky, technical requirement. The enterprise of scholarship is collaborative; you build on what others have written, whether you agree with them or challenge them. Not properly citing their work comes close to (and sometimes *is*) plagiarism. In addition, your instructors cannot tell if you have consulted the major works in the field. Without citations and a bibliography your instructor will probably conclude you *have not* done so, and you will lose credit for hard work.)

Possible books for term papers

Please note, these are only suggestions. You are **not** limited to the brief list below; indeed, you are encouraged to look in the library for titles which particularly interest you.

Adler, Freda. *Sisters in Crime: The Rise of the New Female Criminal*

Chapkis, Wendy. *Live Sex Acts: Women Performing Erotic Labor*

Chesney-Lind, Meda. *The Female Offender: Girls, Women, and Crime*

Daly, Kathleen. *Gender, Crime and Punishment*

Fleisher, Mark S. *Dead End Kids: Gang Girls and the Boys They Know*

Freedman, Estelle. *Their Sisters' Keepers: Women's Prison Reform in America, 1830-1930*

Girshick, Lori B. *No Safe Haven: Stories of Women in Prison*

Maher, Lisa. *Sexed Work: Gender, Race, and Resistance in a Brooklyn Drug Market*

McKeganey, Neil & Marina Barnard. *Sex Work on the Streets: Prostitutes and their Clients*

Miller, Eleanor M. *Street Woman*

Odem, Mary. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*

Owen, Barbara. *In the Mix: Struggle and Survival in a Women's Prison*

Pearson, Patricia. *When She was Bad: How and Why Women Get Away with Murder*

Pettway, Leon. *Workin' It: Women Living Through Drugs and Crime*

Rierden, Andi. *The Farm: Life Inside a Women's Prison*

Rosen, Ruth. *The Lost Sisterhood: Prostitution in America, 1900-1918*

Sikes, Gini. *8 Ball Chicks: A Year in the Violent World of Girl Gangsters*

Watterson, Kathryn & Meda Chesney-Lind, *Women in Prison: Inside the Concrete Womb*