

WOMEN AND CRIME
Course Syllabus

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Office Hours: Mon., Wed. 9:15-10:30 AM

Wed. 3:00-5:30 PM

Or by appointment

Department Website: <http://www.sjsu.edu/justicestudies/>

Class Meeting Times & Location: Wednesday, 5:30-8:15 PM, MacQuarrie Hall 526

Course description. This course examines “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 how fear of crime affects women’s lives. With a few exceptions, the focus is on women and crime in the U.S. 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 topics relating to women and crime, in order to test, apply, and/or revise our thinking. These topics are girls’ involvement in gangs, a growing concern in juvenile justice; women’s criminality related to drug use, a major concern in the past two decades of our long-running “war on drugs”; and women’s fear of crime as a form of gendered social control.

As a graduate seminar, the course emphasis is on reading, discussion, and oral and written analysis. A significant part of your grade is based on class participation, so it will be essential for you to keep up with reading, attend class regularly, and contribute to class discussions.

Required Texts

1. Barbara Raffel Price & Natalie J. Sokoloff, eds., *The Criminal Justice System and Women: Offenders, Prisoners, Victims, & Workers*, Third Edition (New York: McGraw Hill 2004).
2. Jody Miller, *One of the Guys: Girls, Gangs and Gender* (New York: Oxford University Press 2001).
3. Lisa Maher, *Sexed Work: Gender, Race and Resistance in a Brooklyn Drug Market* (New York: Oxford University Press 1997).
4. Esther Madriz, *Nothing Bad Happens to Good Girls: Fear of Crime in Women's Lives* (Berkeley: University of California Press 1997).

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 (you will lead discussion twice during the semester). 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 about 30% of your grade.

Your grade will be based on the following: 30% reading summaries, discussion questions and class participation, 30% presentation (oral and written), 40% term paper. Translated into about 250 points, the breakdown is as follows:

Lead discussion - 10 points each	= 20 points possible
Discussion questions submitted - 3 points each	= 27 points possible
Class participation - 3 points per class	= 30 points possible (77 points = approx. 30%)
Oral presentation (book)	= 45 points possible
Written summary	= 30 points possible (75 points = 30%)
Term paper	= 100 points possible (100 points = 40%)

Term papers. 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 8, 2004**.

Guidelines for your term papers are attached to this syllabus. Although your term papers will focus on a specific book of your choosing, the papers should look like research papers, *not book reports*. Thus, **do not** spend more than a few pages (three at most) summarizing the book. Do library research to find other relevant books or scholarly articles that pertain to your topic, and include references in APA style. Term papers are due on the last day of class, **December 8, 2004**.

Presentations and summaries. In October you will do a presentation in class on the book you have chosen for your term paper. These presentations should last about 10 minutes; there will be another 5 minutes allotted for questions. *Practice* your presentations so that you can cover your main points in 10 minutes; presentations will be graded for clarity and completeness (i.e., not whether you covered everything, but whether you covered all the main points). On the day of your presentation, you will also turn in a 1-2 page, typed summary of your talk. Bring enough copies for everyone in class. Summaries can be in narrative or outline form, but should be no more than 2 pages and be typed in 12-point font, with standard one-inch margins. There are two days assigned for student presentations. On the day you do *not* present, you can earn participation points. On the day you present, additional participation is not required (but is welcome).

Course Outline, Reading Assignments, and Exams

Week 1. Wednesday August 25: Introduction to course. No reading assignment.

I. Women and Criminology

Week 2. Wednesday September 1: Criminology looks at women
Read for class: Price & Sokoloff, Chapters 1-4, 6

II. Girls and Women as Criminal Actors

Week 3. Wednesday September 8: Girls' and women's offending in general
Read for class: Price & Sokoloff, Chapters 5, 7-9
Deadline to notify professor of term paper topic

Week 4. Wednesday September 15: Girls in gangs
Read for class: Miller, Chapters 1-5

Week 5. Wednesday September 22: Gang girls, conclusion
Read for class: Miller, Chapters 6-9

Week 6. Wednesday September 29: Women and drugs
Read for class: Maher, Chapters 1-4

Week 7. Wednesday October 6: Women and drugs, conclusion
Read for class: Maher, Chapters 5-8

Week 8. Wednesday October 13: Student Presentations
No reading assignment

III. Women in Prison

Week 9. Wednesday October 20: Women and prison
Read for class: Price & Sokoloff, Chapters 10-17

Week 10. Wednesday October 27: Student Presentations
No reading assignment

IV. Women as Victims of Crime

Week 11. Wednesday November 3: The victimization of women and girls
Read for class: Price & Sokoloff, Chapters "17a" (Karmen article), 18-22

Week 12. Wednesday November 10: Victimization, conclusion

Read for class: Price & Sokoloff, Chapters 23-29

V. Fear of Crime and the Social Control of Women

Week 13. Wednesday November 17: Fear of crime as social control

Read for class: Madriz, Chapters 1-4

Week 14. Wednesday November 24: Happy Thanksgiving! No class

No reading assignment

Week 15. Wednesday December 1: Fear of crime, conclusion

Read for class: Madriz, Chapters 5-7, Appendix A

VI. Conclusion

Week 16. Wednesday December 8: Course conclusion

Final Papers Due

No reading assignment

In general, your task in the term paper is to evaluate a piece of scholarly or popular writing related to the topic of women and crime. 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 (no more than 3 pages of your paper):

1. What is the main issue or problem the author is grappling with or describing?
2. What are the author's main points/arguments? What evidence does s/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? What does other research say on this point?
3. Does the author contradict her/himself? Is her/his argument incomplete in any way? How might the argument have been made stronger or more persuasive? Again, bring in other research here.
4. How does this work challenge, expand, complicate, or otherwise reflect or build upon the works we read in the course, or other scholarship on your topic?

Thinking back on what we read and discussed in the course should help you develop answers to each of the sample "analysis" questions. Be sure you discuss and cite *both* relevant course material and outside sources. *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.

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 APA format. You must include at least five outside sources (up to as many as you wish).

Possible books for term papers: these are suggestions only. You are *not* limited to the list below; indeed, you are encouraged to look in the library for titles which particularly interest you.

Beresford, John. *The Tallahassee Project: 100 Nonviolent Women Prisoners of the War on Drugs*

Boyd, Susan C. *From Witches to Crack Moms: Women, Drug Law, and Policy*

Campbell, Anne. *The Girls in the Gang*

Campbell, Nancy D. *Using Women: Gender, Drug Policy, and Social Justice*

Cox, Pamela. *Gender, Justice and Welfare: Bad Girls in Britain, 1900-1950*

Denton, Barbara. *Dealing: Women in the Drug Economy*

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*

Gomez, Laura E. *Misconceiving Mothers: Legislators, Prosecutors, and the Politics of Prenatal Drug Exposure*

Høigård, Cecilie & Liv Finstad. *Backstreets: Prostitution, Money and Love*

Humphries, Drew. *Crack Mothers: Pregnancy, Drugs, and the Media*

LeBlanc, Adrian. *Random Family: Love, Drugs, Trouble and Coming of Age in the Bronx*

Lefkowitz, Bernard. *Our Guys: The Glen Ridge Rape and the Secret Life of the Perfect Suburb*

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*

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

Rafter, Nicole Hahn. *Partial Justice: Women, Prisons and Social Control*

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

Sterk, Claire E. *Fast Lives: Women Who Use Crack Cocaine*

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

Watterson, Kathryn. *Women in Prison: Inside the Concrete Womb*