

Division on Women and Crime  
Teaching Resources:  
Syllabi and Assignment Collection

Edited by Kate Luther and Allison Foley (co-chairs)  
and the Ad hoc Syllabus Collection Committee

American Society of Criminology  
Division on Women and Crime  
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## Table of Contents

<b>Introduction</b> .....	3
 <b>Syllabi and Assignments</b>	
 <b>Women, Crime, and Justice</b>	
Feminist Theory, Crime, and Justice (Morash).....	5
Gender and the Law (Muraskin).....	10
Gender Issues in International Criminal Justice (Barberet).....	21
Inequalities and Justice Processes: Race, Class and Gender (Hayes).....	31
Sociology of Gender and Crime (D’Unger).....	36
Women and Crime (Nofziger).....	49
Women and Crime (Sokoloff).....	57
Women and Crime (Severance).....	64
Women, Crime and the Criminal Justice System (Foley).....	66
 <b>Violence Against Women</b>	
Domestic Violence (Dragiewicz).....	76
Domestic Violence (Fleury-Steiner).....	83
Domestic Violence (Sokoloff).....	89
Gender and Violence (Luther).....	98
Violence Against Women (Schwartz).....	104
 <b>Victimology</b>	
Victimology (Michalsen).....	110
Victimology Graduate-Level (Cohn) .....	122
Victimology Undergraduate-Level (Cohn).....	133

**Qualitative Research Methods (Graduate Level)**

Qualitative Data Analysis (Cook)..... 140  
Qualitative Methods (Moe)..... 145  
Qualitative Research Methods (Britton)..... 153

**Special Topics**

Advanced Justice Studies: Human Trafficking (Dragiewicz)..... 161  
Sex, Sexuality and the Law (Lenning)..... 168  
Social Work in Corrections (O'Brien)..... 175

**Additional Resources**

**DWC Film Recommendations** (Hayes) ..... 183  
**Citation Recommendation** ..... 200

Dear DWC Membership,

The Ad hoc Syllabus Collection Committee is pleased to share the 2011 Division on Women and Crime Teaching Resource Collection with you! After numerous conversations regarding teaching on the DWC listserv, the Ad hoc Syllabus Collection Committee was formed as a way to share teaching materials within the division. Through this collection we hope to provide the DWC membership with an excellent teaching resource that both helps you to develop new courses and challenges you to think about teaching in new and creative ways.

This collection, which includes syllabi and assignments, is organized into five sections. The first section addresses teaching about women, crime, and justice. Although these syllabi and assignments fall under a common theme, you will see that a variety of topics pertaining to the criminal justice system are addressed in each particular syllabus. These topics include: feminist theory, intersectionality, the law, and international issues in criminal justice. The second portion of the collection is focused on violence against women, including intimate partner violence, sexual assault, and stalking. On a related, but distinct topic, the third section addresses teaching victimology at both the graduate and undergraduate level. Next, the fourth section is specific to graduate level qualitative research methods. Although these syllabi may not specifically apply to your particular teaching load, they contain great ideas and recommendations that are applicable to teaching undergraduate research methods or courses on studying women's criminality. Finally, the last category addresses a variety of special topics including human trafficking, sex and the law, and social work in corrections.

If you choose to use an assignment or idea from the collection, we do ask that you provide an acknowledgement to the author on your syllabus. There is a recommendation for how you can do this at the end of the collection.

We would like to thank all of the DWC members who graciously contributed to this collection. Not only are we a group of excellent scholars, but we also have a wealth of teaching knowledge within our division. We hope this collection can be a catalyst for continued discussion of teaching within the DWC.

Enjoy!

The DWC Ad hoc Syllabus Collection Committee

Kate Luther and Allison Foley (Co-Chairs)

Molly Dragiewicz, Venessa Garcia, Rebecca Hayes, Roslyn Muraskin, Tara Opsal, Devon Thacker Thomas, and Fay Williams (2009-2010 and 2010-2011 committee members)

# Category 1: Syllabi and Assignments

## Women, Crime, and Justice

## CJ908: FEMINIST THEORY, CRIME, AND JUSTICE

**Instructor:** Merry Morash

**Semester:** Spring 2010

### ASSIGNMENTS AND GRADING

By the end of the course, you will have:

1. Journal entries culminating in a list of criteria with brief statements defining each one that you can use to determine whether a theory or piece of research fits in a feminist paradigm.  
15% of grade
2. Journal entries culminating in a list of criteria with brief statements defining each one that you can use to determine whether research methods are consistent with a feminist paradigm.  
15% of grade
3. **ONE** of the following in written and classroom presentation format:  
Whatever final assignment is selected, the product it should reflect a deep understanding of feminist theory and research.  
30% of grade
  - A. A proposal for a study that is “doable” for a dissertation. The proposal must meet the requirements of either an NIJ dissertation fellowship, an NSF dissertation fellowship, or some other actual dissertation fellowship. The proposed research must contribute to feminist theory.
    - NSF: [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=13453](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453)
    - NIJ: <http://www.ojp.usdoj.gov/nij/funding/graduate-research-fellowship/faqs.htm>
    - NIJ Graduate Research Fellowship info:  
<http://www.ncjrs.gov/pdffiles/172869.pdf>
  - B. A week-by-week syllabus with accompanying objectives, readings, abstracts for the readings, and explanations of reasons for the choice of readings that teaches about a core topic area in CJ/Criminology, for example, policing, courts, corrections, causes of crime – from a feminist perspective. Assignments should be included, with explanation of how the assignment will inform students of key feminist theory and methods. Specify whether the course is to be offered at the masters or undergraduate level.
  - C. A 15-20 article reader (collection of journal articles) plus an excellent introductory chapter for the reader for a book to be used to teach students about feminist perspectives on some major topic relevant to criminal justice or criminology. The introduction must explain the order and choice of articles, and how the articles contribute to and are consistent with feminist theory and practice. The full article must be handed in as part of the packet.

4. A three part journal on ANGEL that reflects your thoughts about how class readings inform all of the above.  
30% of grade
- Theory Journal: Criteria for determining that a theory is “feminist”. Date the entry. Use dated ‘track changes’ or crossing out to delete or alter the entry in the future.
  - Methods Journal: Criteria for determining that research methodology is consistent with a feminist paradigm. Date the entry. Use dated ‘track changes’ or crossing out to delete or alter the entry in the future.
  - Final Project Journal: Reflect on how ideas in assigned readings can be used to develop your final project.
5. Classroom participation  
10% of grade

## READINGS

### Part I: Introduction and Overview

**Jan. 11, 2010**

Discussion of Key Terms  
Class members’ pressing research questions  
Key concepts  
Structure of the course  
Continuous journal entries  
cpReading for a purpose

### Part II: An Overview of Key Research Topics and Questions, Advances in Research, Methodologies

**Jan. 25 – Old Theories, New Theories, Research Questions**

Objectives:

- Understand the criticisms that feminist theorists have of other theories – historical and contemporary.
- Know the different topic areas that are of interest and high concern to criminologists/criminal justice researchers who work from a feminist perspective.
- Know key concepts imported and developed within feminist criminological/criminal justice theory.

Read: Belknap, *The Invisible Woman*.

To clarify Belknap’s key concepts mentioned around p. 9, read/review (available on Angel):

- West and Zimmerman (1987)
- West and Fenstermaker (1995)

- Joan Aker (1990)

Write: FINAL PROJECT Journal Entry: Baseline understanding of research questions and key concepts

1. State the research question that you feel is particularly meaningful. It does NOT have to be relevant to feminist theory or research methods. It should be a question that you feel is worth investing much of your time and effort to answer. It must have something to do with crime, justice, and/or criminal justice.
2. Do you ask this question, and seek to answer it, from a feminist perspective? Explain your response.
3. If you do not start out seeking to answer the question from a feminist perspective, identify related questions that use concepts from feminist theory (gender, “doing gender,” “doing difference,” “gendered organizations,” “sexism,” “patriarchy.”

NOTE: The book assigned for next week, *Understanding Gender, Crime and Justice*, includes a glossary at the end. This glossary may be helpful to you in understanding some concepts relevant to feminist theory.

### **Feb. 1 – Advances in Understanding**

Objectives:

- For each topic area covered in the book, be able to discuss an advance or improvement in capacity to explain something relevant to feminist theory.
- Recognize the feminist “standards” that the book and the material it reviews, reflects or embodies.

Read: Morash, *Understanding Gender, Crime and Justice*.  
Review the glossary of terms at the end.

Assignment due: Identify your final project. If you are writing a proposal, identify the current version of your research question(s).

### **Feb. 8**

Read: *Feminist Methodologies for Critical Researchers*

## **Part III: Two Classics**

### **Feb. 15**

Read: *Partial Justice, Women, Prisons, and Social Control*

### **Feb. 22**

Read: *Masculinities and Crime, Critique and Re-conceptualization of Theory*



### Part IV: Examples of Contemporary Work

#### March 1 – Girls

Read: *Between Good and Ghetto*, by Nikki Jones

#### March 15 – Girls

Read: *Beyond bad Girls: Gender, Violence, and Hype*, by Meda Chesney-Lind and Katherine Irwin

#### March 22 – Violence against Women

Read:

Erez, Edna, Adelman, Madelaine, and Gregory, Carol. (2009). Intersections of Immigration and Domestic Violence: Voices of Battered Immigrant Women. *Feminist Criminology* 4(1): 32 - 56.

Bui, Hoan and Morash, Merry. (2008). Immigration, Masculinity, and Intimate Partner Violence from the Standpoint of Domestic Violence Service Providers and Vietnamese-Origin Women. *Feminist Criminology* 3(3): 191 - 215.

Wesely, Jennifer K. (2006). Considering the Context of Women's Violence: Gender, Lived Experiences, and Cumulative Victimization. *Feminist Criminology* 1(4): 303 - 328.

Haviland, Mary, Frye, Victoria and Rajah, Valli. (2008). Harnessing the Power of Advocacy—Research Collaborations: Lessons from the Field. *Feminist Criminology* 3(4): 247 - 275.

Black Feminist Theory:

Potter, Hillary. (2006). An Argument for Black Feminist Criminology: Understanding African American Women's Experiences with Intimate Partner Abuse Using an Integrated Approach. *Feminist Criminology* 1(2): 106 - 124.

Taylor, Janette. Y. (2005). No Resting Place: African American Women at the Crossroads of Violence. *Violence against Women*, 11(12): 1473-1489.

Meyers, Marian. (2004). African American Women and Violence: Gender, Race, and Class in the News. *Critical Studies in Media Communication* 21(2): 95-118.

#### March 29 – Gender and Justice Work

Read:

Kurtz, Don L. (2008). Controlled Burn: The Gendering of Stress and Burnout in Modern Policing. *Feminist Criminology* 3(3): 216 - 238.

- Wozniak, Jesse and Uggen, Christopher. (2009). Real Men Use Nonlethals: Appeals to Masculinity in Marketing Police Weaponry. *Feminist Criminology* 4(3): 275 - 293.
- Rabe-Hemp, Cara E. (2009). POLICEwomen or PoliceWOMEN?: Doing Gender and Police Work. *Feminist Criminology* 4(2): 114 - 129.
- King, Neal. (2008). Generic Womanhood: Gendered Depictions in Cop Action Cinema. *Gender & Society* 22(2): 238-260.
- Silvestri, Marisa. (2007). "Doing" Police Leadership: Enter the "New Smart Macho." *Policing & Society* 17(1): 38-58.
- Brunson, Rod. K. and Miller, Jody. (2006). Gender, Race, and Urban Policing: The Experience of African American Youths. *Gender & Society* 20(4): 531-552.

**April 5**

Read: *Reluctant Bedfellows: Feminism, Activism and Prostitution in the Philippines*

**April 12 – Class Presentations****April 19 – Class Presentations****April 26 – Class Presentations****May 3 – Finals week: tentative class: PAPER DUE**

GENDER AND THE LAW

WAC Course:

“where we learn to write and write to learn”

CRJ 30

Tuesday & Thursday

Roslyn Muraskin, Ph.D.

Professor of Criminal Justice

FALL 2010

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REQUIRED TEXTS:

IT’S A CRIME: WOMEN AND JUSTICE Roslyn Muraskin (4<sup>th</sup> edition ONLY- 2007) Prentice Hall

OUR GUYS by Bernard Lefkowitz Vintage Books, a Division of Random House 1997

VOICES: Memoirs from Herstory Inside Suffolk County Correctional Facilities Vol. 2 Fall 2009

APA MANUAL (can be obtained in Library)

COURSE DESCRIPTION: This course, *Gender and the Law*, focuses on the legal and social issues that have impacted women since the development of this country. The issues to be covered include, but are not limited to: historical development of women’s rights from a legal perspective; rights of privacy; women and the law; sexual harassment; women, AIDS, and substance abuse; women as criminal justice professionals; disparate treatment in correctional facilities; women as victims of violence (rape, domestic violence, pornography, stalking etc.); issues of gender and race; women and prison; women and terrorism; girls and delinquency; women as serial killers; comparative issues regarding women and justice in other parts of the world; and, other topics to be announced.

COURSE OBJECTIVE: The objective of this course is to illustrate what has been accomplished by women throughout the development of our nation, and with time permitting, comparing women in other countries and treatment by their criminal justice systems.

Please note that this course is part of the WRITING ACROSS THE CURRICULUM. Therefore writing will be an integral requirement for this course.

“The idea behind writing intensive courses is a process of reflecting and revisions and is both a means of enhancing and understanding of materials as well as displaying acquired knowledge. We will do writing assignments with both of these objectives in mind.” We will do two types of writing, “writing to learn” whereby your writing activities including maintaining a journal (to be discussed in class) whereby your writing will be the means by which you generate thoughts, deepen your comprehension of the material as well as solidify retention of the information. The other kind of writing we will do is referred to as “learning to write” and you will do this as you continue your critical analysis of the subject matter assigned, and demonstrate your ability to communicate your ideas clearly and concisely.

Plagiarism: “The use of the ideas or words of another as one’s own without proper attribution of credit, is a serious matter in academic circles and elsewhere. It is the academic equivalent of stealing, and is to be avoided at all costs. The consequences of committing an act of plagiarism on an assignment such as the term paper will be severe.” At my discretion, responses to a case of plagiarism can include a failing grade on the assignment as well as failing the class for the entire semester. If you have questions, please consult with me, as well as consult the statement on plagiarism in the C.W. Post undergraduate bulletin. I am there to answer any and all questions. Better to be “safe” than “sorry.”

Assessment: Grades will be based on performance in class, attendance, grades on all required papers, midterm grade, and overall knowledge of class work and assigned readings in class.

### COURSE REQUIREMENTS:

1. Informed participation in each class.
2. No more than one unexcused absence. More than one will be reflected in your final grade. Students will be held responsible for attending all classes and keeping up with the assigned readings as noted in your syllabus. Students are expected to attend all classes and be present prior to the start of classes. Students who are late interrupt the class. If you are unable to attend due to illness, please notify me by phone or email prior to the scheduled class. Any student who has more than one unexcused absence will subject herself/himself to not receiving course credit.
3. There will be writing assignments required of most sections of the text, as well as a FIFTEEN page final paper, the content of which will be discussed in class. The fifteen page final paper will be submitted during the course of the semester so that

corrections/additions can be made. You are also going to be doing a review of the work Our Guys, the assignment to be explained in class. The work VOICES will be read and summarized by all students prior to the end of the semester (to be discussed in class).

4. There will be a mid-term exam, and no Final exam. Your Final paper will be considered your Final exam.
5. During the course of the semester you will be informed of various conferences held on campus. You will be expected to attend at least one, with extra credit being given toward your final grade for both attending and handing in a synopsis of the conference topic.
6. Grades will be based on your writings, your oral participation in class and attendance. Each is considered equally as important as the other.
7. ATTENDANCE in all classes is CONSIDERED HIGH PRIORITY.

“Writing to Learn” Assignments:

Journal Entries- you will read the text, It’s a Crime: Women and Justice as noted in your syllabus below. You will read the various Sections as assigned and then describe what was written in these Sections and offer your opinion/reaction to these topics discussed.

Reaction Paper: You will read the book “Our Guys” by Bernard Lefkowitz and will be given a question where you will critically analyze the topic and write a reaction paper to the question assigned. You will be divided into groups for this paper, and will be asked to work together, react together, and write together. Your grade will be reflective of all students working together in the assigned group.

“Learning to Write” Assignments:

Position Paper: As part of your term paper, you will be asked to establish a hypothesis, outline and abstract for your paper and arguments pro or con in no more than two pages.

Term Paper: This project is based on a topic assigned to each student, whereby you will be required to research the topic, formulate the thesis statement, and demonstrate legitimate academic research (to be discussed in class). This paper will be 15 pages in length and sections of it will be handed in during the course of the semester for rewrites, corrections and additions.

Writing to Learn Assignments: (see above)

1. All readings are required as indicated below. After each completed SECTION in the main text you will be expected to maintain a Journal where you will be asked to write a summary of the issues discussed in the text as well as offer your own opinion on the topic. Do not use the wording directly from the text, but summarize in your own words. You will hand this journal in to me as indicated below.

2. By reading the work, OUR GUYS which we will discuss in class, you will write a five page reaction paper where you will critically analyze the material discussed and indicate how you would have handled the case yourself. This assignment will be due as indicated below. For this assignment you will work in Teams and present both a written report and an oral presentation.

3. Some of your writings for the Final Paper can/will come from the main text which has a very extensive and up to date bibliography, but you must use other sources as well which are considered academic. All Final papers will be handed in to [www.turnitin.com](http://www.turnitin.com) prior to your handing in your paper. All this will be discussed in class.

GRADES: All assignments as noted in your syllabus are required and are to be handed in on time. Your mid-term grade and Final Paper will be considered greatly in grading. However, everything counts, including class participation and attendance. Rather than percentages, your grade will be based on your overall performance.

### SYLLABUS:

The syllabus is structured for you to be aware of the weekly topics while completing all assigned readings. The syllabus is designed as well so that we may digress, when other issues become pertinent to our discussion. You are responsible for all assigned readings. During the course of the semester, there may be issues/cases which are noted in the media that impact gender issues, please be sure to keep up with what goes on in the “real” world. Reading the New York Times on a daily basis is always a good idea as well as keeping up with Supreme Court decisions.

September 7:

#### Overview & Introductory Remarks

September 9: NO CLASSES JEWISH HOLIDAY

Start your readings with Chapter One in IT’S A CRIME

September 14 & 16:

#### Historical perspectives of a woman

- A. Women defined from a legal perspective
- B. The women’s movement: and historical and legal perspective
- C. Feminist Theories

Readings: Continue Reading Section One of your text

September 21 & 23:

#### Women and the Law

- A. Maternal Filicide and Mental Illness

- B. The use of post partum syndrome as a legal defense
- C. Specialized Supervision of Women Probationers
- D. Abortion issues: The right to choose

Readings: Complete Section One and hand in your Journal on Thursday, September 23.  
Begin Reading Section Two of your text

September 28 & 30:

Women: Victims of Violence

- A. The Crime of Rape
- B. Historical Role and Views with regard to Domestic Violence
- C. Sexual Harassment Cases
- D. Stalking

Readings: Continue Reading Section Two

ALL TOPICS FOR FINAL PAPER MUST BE CHOSEN OR ASSIGNED! You will hand in on October 5<sup>th</sup> an Outline of your paper plus Hypothesis (to be discussed in class). You will be assigned a topic to do your research on your Final Paper, unless you choose a topic from the list provided below. No two students may work on the same topic. WE WILL GO OVER HYPOTHESIS AND OUTLINE ON THIS DATE

October 5 & 7:

Women and Health Problems

- A. Substance Abuse During Pregnancy
- B. HIV/AIDS

October 12, 14 & 19:

Women and Prison

- A. Female Incarcerated Adult
- B. Disparate Treatment
- C. Voices of the Incarcerated Woman
- D. Vengeful Equity
- E. The execution of incarcerated women

October 21:

Hand in Journal entries for SECTION Three

October 26:

Mid Term Exam - Includes all material covered in class plus all assigned readings.

October 28:

NOVEMBER 2:

NO CLASSES ELECTION DAY

November 4:

Gender and Race

- A. White Racism and Brutalization of African-American Women
- B. Internal and External Factors of African-American Policewomen

Readings: Begin Reading Section Four of your text.

November 9 & 11:

Discussion of OUR GUYS – You will have completed your paper and hand in this work as well as report orally in class on this work. Drafts will be looked at during the past few weeks. Remember this is a TEAM effort. You all receive the same grade as those on your team. Work Together.

November 16:

Draft of Final Paper Due – No Exceptions – To be discussed in class

November 18 & 23:

Women and Professions

- A. Women and the Police Subculture
- B. Assessing Female Correctional Staff
- C. Women at the Bar
- D. Women on the Bench

November 23:

Journal entries due on Section Four of your text

NOVEMBER 25:

NO CLASSES THANKSGIVING

DECEMBER 2:

ALL FINAL PAPERS DUE NO EXCEPTIONS

December 2 & 7:

Female Serial Killers and the Death Penalty

Girls and Delinquency

Women and Terrorism



- A. Femmes Fatale
- B. Women's Attitudes
- C. Serial Killers

All remaining journals will be completed and handed in.

December 14:

**TUESDAY CLASS SUSPENDED**

All remaining journals will be completed and handed in.

## FINAL PAPER ASSIGNMENT

*WRITING TO LEARN*

Your final paper will be no less than fifteen (15) pages in length utilizing the APA format of footnoting and using proper margins. This paper will demonstrate your ability to use proper reference materials as well as demonstrate your ability to communicate your ideas in a clear and concise manner while doing a critical analysis of the subject matter.

The Final Paper IS DUE ON DECEMBER 2<sup>nd</sup>. There are no exceptions.

This paper will deal with one of the topics at the end of this syllabus. You will either be assigned a topic to write about or may volunteer to write on a particular topic (all of which must be approved by me). You will establish a hypothesis (what you intend to prove/disprove in the paper) to be handed in along with a preliminary outline. Later you will hand in an annotated bibliography along with your final outline and thesis statement.

This is a research paper using proper academic resources. The Internet is NOT considered a proper academic source unless you use items such as the National Institute of Justice or Bureau of Justice Statistics or Journal articles provided by the Data resources provided by the Library. Wikipedia Encyclopedia is not acceptable as representing academic research. Other sources such as *USA Today, Newsday, New York Times, Daily News, Corrections Today and their like are not acceptable*. You will research your topic using APPROPRIATE ACADEMIC TEXTS AND JOURNALS found in the library. DO NOT USE THE INTERNET OR MATERIALS THAT ARE NOT DEEMED ACADEMIC (you will discuss this with me as I review your outlines and Drafts of papers throughout the semester). Your use of the Internet will be confined ONLY TO THOSE SOURCES CONSIDERED ACADEMIC. I cannot overemphasize this too much. The C.W. Post library has a page with some useful thoughts on Web-based resources: click on “Getting Started” and under “Guides to Library Research click on “Evaluating Internet Resources.” <http://ww.cwpost.liuet/cweis/cwp/library/libhome.htm>.

Your paper will be written using the APA format. Appropriate citations referencing all sources including acceptable internet sources must follow the format of the Publication Manual of the American Psychological Association (APA) including your Reference page which refers to only those works used in your paper.

PLAGIARISM:

Remember as noted above plagiarism of any type is unacceptable at the college level (or any level) and is grounds for failure and /or dismissal. THEREFORE, WHATEVER FACTUAL MATERIAL YOU PUT INTO YOUR PAPERS MUST BE FOOTNOTED PROPERLY, REGARDLESS IF IT IS OR IS NOT A QUOTE!!!! NO PAPER SHOULD BE ALL QUOTES. PUTTING IDEAS INTO YOUR OWN WORDS, DEMONSTRATING AN

UNDERSTANDING OF THE RESEARCH IS THE BETTER WAY TO GO. ALL FACTUAL MATERIAL MUST have in text citations to be discussed in class.

Hints:

- ☺ When using five or more words of text, you must use quotation marks, and must footnote.
- ☺ When putting ideas/thoughts/words of the authors in your own words, you must still footnote. All factual material **MUST BE FOOTNOTED**.
- ☺ Your paper must be proofed. No spelling errors and grammatical errors should be present in your paper. Remember spell check does not know the difference between “their” and “there.” And, the paper **MUST USE THE PROPER SYNTAX** or you will lose credit.
- ☺ Any material used from the Internet must be cleared by me first and then footnoted properly. See your text for the proper way to footnote Internet material. Simply indicating that the material came from the Internet is not a proper footnote.
- ☺ You are required to develop a one sentence hypothesis for your Final paper as well as a detailed outline (think of it as a Table of Contents). Remember to follow your outline. The outline is the organization of your paper. Keep the topic narrow and to the point.
- ☺ You **WILL** hand in Drafts of your papers during the semester. It is noted in your syllabus when papers are due. I will also hold **HELP** sessions, as needed, during the course of the semester.
- ☺ **USING PAPERS FROM OTHER CLASSES IS UNACCEPTABLE.**
- ☺ **ALL PAPERS WILL BE SUBMITTED TO [www.turnitin.com](http://www.turnitin.com) prior to handing in your Final Paper.** This will be discussed in class.

**REMINDER:** Your journal entries are to be handed in at the dates as noted and will be considered to be part of your Final grade. These entries will indicate an understanding of the material. Do not simply copy the words from the text, but demonstrate that you understand all the ideas within the text.

**EXAMPLES OF TOPICS:**

1. Describe why girls join gangs
2. Poverty, unemployment, and family violence are related to women’s use of illegal substances.
3. How did Seneca Falls improve the lot of women and the law?
4. Describe the struggles of women as they fought for equality.
5. How did Otto Pollack’s theories of crime differ from those of Lombroso?
6. Slave women were held in bondage. How did this factor impact black slave women?
7. How was the term “double jeopardy?” used as it impacted both racism and sexism subjugating black women?
8. What has become noteworthy about cases dealing with the issue of abortion that the motivations of women become entirely “irrelevant?”
9. Talk about Andrea Yates and how you think she should have been treated by the criminal justice system initially.

10. Postpartum syndromes are inconsistently acknowledged by the psychological and medial communities, resulting in a lack of definitive criteria for diagnosis. Explain.
11. Discuss the development of the law and the changes in the rape laws.
12. What changes have occurred with regard to the development of current prosecution issues in domestic violence?
13. What is meant by women's disempowerment and cases of domestic violence?
14. Describe private prosecution vs. public prosecution of cases that deal with violence against women.
15. Describe the battered women's defense.
16. What should be the legal response be to substance abuse during pregnancy?
17. Women who are incarcerated suffer from the pains of HIV/AIDS. What program options should be opened to them while incarcerated?
18. Does overall inequality exist for African-American women in criminal justice?
19. Describe the crime of stalking.
20. Is there gendered racism in the criminal justice system, specifically when it comes to the death penalty and African-American females?
21. African-American women work as law enforcement officers. What problems do they face both as women and as African-Americans?
22. What makes rape a crime of power and or shame? Explain.
23. Discuss the social learning theory as it applies to battered women.
24. Write about the legal and ethical problems raised by women who use drugs when pregnant.
25. Describe the problems of proscribing health services for the incarcerated women.
26. "The United States is a societal system of white domination and black subordination." Elaborate.
27. How are serial killers represented by the media?
28. What is it about females that make them significant in their involvement in terror networks?
29. What does the analogy "three strikes and you're out" refer to as it impacts women?
30. Write about equal treatment vs. fair treatment.
31. What challenges and issues face women who leave the correctional facilities?
32. Describe Velma Barfield, Karla Fay Tucker, and Betty Lou Betts. Who were these women and what did they have in common, and did they deserve the punishment meted out by the criminal justice system?
33. Argue for or against intensive supervision and home confinement of women who commit crimes.
34. Contemporary feminist theories argue for the integration of race, class, and gender in any analytic framework used to study the experiences of women in the criminal justice system. Write about this.
35. Explain the significance of the cases of *Reed v Reed*, *Craig v Boren*, *United States ex rel Robinson*, *Liberti v York*, and *Estelle v Gamble*.
36. What is happening today with regard to incarcerated women who require special treatment?
37. How has the philosophy of the eighteenth, nineteenth and twentieth centuries toward woman changed in the twenty-first century, or has it?
38. Explain how drug use influences female criminality.
39. Support the theory that women have a right or not to control their own bodies. Use case materials.
40. How well do policewomen perform?

41. Validate the defenses of PMS, Postpartum and Battered Women's Defense. Should we have Gender Defenses?
42. Discuss why those concerned with disparate treatment in correctional facilities cannot ignore the plight of the violent female offender.
43. Discuss the factors that may affect a correctional officer's interactions with inmates.
44. Explain female criminality from a theoretical point of view. What are some factors that help explain the increase in female arrests?
45. *Glover v Johnson* was considered the landmark case on women's prison issues. What made this a turning point for incarcerated women?
46. Discuss the effects of mandatory arrest and pro-arrest domestic violence policies and/or laws on sentencing and recidivism.
47. Describe the cultural and organizational barriers that have tempered the progress of policewomen since 1971.
48. Discuss women serial killers and whether or not they deserve the death penalty. Use the case of Aileen Wuornos in your paper.
49. Prisons for women should be abolished.
50. What do you envision as future roles of female officers during the twenty-first century?

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
*The City University of New York*  
**GENDER ISSUES IN INTERNATIONAL CRIMINAL JUSTICE**  
**SOC333, Spring 2010**



**Dr. Rosemary Barberet**  
**Department of Sociology**  
**John Jay College of Criminal Justice**  
**The City University of New York**

**COURSE DESCRIPTION:**

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural perspective: 1) Globalization and its effects on women and men; 2) The gendered nature of offending and its explanations 3) the gendered nature of victimization and the intersection between victimization and human rights abuses: intimate partner and family violence, the effects of international conflict, prostitution/trafficking, slavery, sexualized torture, and female genital mutilation; 4) the gendered nature of social control; women and men as criminal justice professionals. Special emphasis will be placed on the intersection of gender with race, ethnicity and class, including indigenous peoples.

**TEACHING STYLE:** Classroom lectures, seminars by guest speakers, video presentations, classroom discussions, case studies, student participation and workshops.

**LEARNING OBJECTIVES:**

Students will be able to:

- Advance their knowledge of issues pertaining to gender and the criminal justice system both at the national and international level

- Apply a range of theories to studying women, men and international criminal justice
- Address gender issues from a global point of view
- Understand the difficulties involved in comparative cross-cultural research
- Focus or narrow down further their interests for future research
- Develop critical thinking towards theory and practice

### **REQUIREMENTS:**

1. Assigned readings should be completed before each class. Everyone must read all the readings. Each class will start with a quiz on the readings. If you are late, you will miss the quiz.
2. Each film will involve writing a reaction paper. This involves critiquing the film *as well as connecting it to the readings*. Instructions at the end of this syllabus.
3. There will be a final take home exam due on the date of our scheduled time slot, which will be open book and essay-based.
4. A research paper is required (15 pages, double-spaced). Details appear at the end of this syllabus. DUE APRIL 2. Further details will be discussed in class. The best research paper will be submitted to *John Jay's Finest* and/or to the American Society of Criminology International or Women and Crime Divisions' Student Paper Competitions.
5. Other short assignments may be given and count towards the class participation component of your final grade.

**N.B. No make up tests or extensions will be given unless medical, legal or psychological documentation is provided to justify your excuse or claim.**

### **ATTENDANCE:**

This class runs largely as a seminar. For this reasons, regular attendance is important. Good performance on the assignments will require knowledge of material presented in classes. Hence, any absence will be likely to affect grades. Missing more than two week's classes (2 absences) will result in a reduced grade.

### **CLASSROOM GUIDELINES:**

1. ARRIVE ON TIME. Late arrival is disruptive to the students and the professor.
2. REMAIN IN THE CLASSROOM FOR THE ENTIRE PERIOD. Once you have entered the classroom you may only leave for an emergency or with the professor's permission.
3. PAY ATTENTION TO THE LECTURE OR DISCUSSION GOING ON IN THE CLASSROOM. Classroom activities are centered on teaching and learning. Any activity that does not contribute to these processes is not allowed.
4. FOOD MAY NOT BE BROUGHT INTO OR CONSUMED IN THE CLASSROOM.

5. NO CELL PHONES, UNLESS YOU HAVE AN IMPENDING EMERGENCY IN WHICH CASE YOU SHOULD SET YOUR RINGER TO VIBRATE.

**Violating any of the above listed rules may result in a reduced grade.**

**GRADING:**

Final grades will be determined as follows:

Final exam	25%
Quizzes on the readings	10%
Film reaction papers	10%
Research paper	35%
Attendance, punctuality, participation	<u>20%</u>
	<b>100%</b>

**Grade points:**

Grade	Percentage Equivalent
A	93-100
A-	90-92.9
B+	87.1-89.9
B	83-87
B-	80-82.9
C+	77.1-79.9
C	73-77
C-	70-72.9
D+	67.1-69.9
D	63-67
D-	60-62.9
F	Below 60

The research paper will be turned in using [www.turnitin.com](http://www.turnitin.com). As you may already know, John Jay College subscribes to "Turnitin," an on-line plagiarism prevention service. I require all students to submit either a hard copy of their paper or an electronic version for "turnitin." on the due date as proof of having met the deadline. However, no grade will be given unless an electronic version is submitted to [www.turnitin.com](http://www.turnitin.com), Assignments submitted to Turnitin will be included in Turnitin's restricted access database solely for the purpose of detecting plagiarism. Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality. Students may not submit original material for this course that has been or is being used for written assignments in other courses. New users will need to log on (see the upper right hand corner of the homepage). Our class ID is 3055554 and our password is Barberet.

**Late papers will lose five points for each day late. I strictly enforce this rule.**



## CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

### Definitions and Examples of Academic Dishonesty

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

**The following are some examples of cheating, but by no means is it an exhaustive list:**

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

**TEXTS AND SUPPLEMENTARY MATERIALS:**

*Broken Bodies, Broken Dreams.* Available from the College Bookstore. Alternatively, you can read it for free, chapter by chapter, on <http://www.irinnews.org/IndepthMain.aspx?IndepthId=59&ReportId=72831>

We will also be reading journal articles and internet sources. They are on reserve in John Jay library at [www.lib.jjay.cuny.edu](http://www.lib.jjay.cuny.edu) under SOC333 (the password is gender).

Alternatively, internet links are given in the syllabus. Books from which chapters have been assigned are on print reserve in the library. The call number is provided in the course outline below.

**COURSE OUTLINE****Week 1: Introduction to the course; sex and gender; gender & crime.**

(January 29) Film: *Tough Guise* or *Codes of Gender*

Steffensmeier, D. and Schwartz, J. "Contemporary Explanations of Women's Crime." In Price, B.R. and Sokoloff, N.J. (Eds.) (2004) *The Criminal Justice System and Women: Offenders and Prisoners, Victims and Workers.* New York: McGraw-Hill.

On print reserve. HV9950 .C743234 2004

**(no quiz this week, but this reading will be on next week's quiz)**

**Week 2: Gender, globalization, development and human rights**

(February 5) Film: *Iron Ladies of Liberia*

Bunch, Charlotte (2006). "Women's Rights as Human Rights: Towards a Re-Vision of Human Rights. Chapter 2 in Lockwood, Bert (Ed.) *Women's Rights: A Human Rights Quarterly Reader.* Baltimore: Johns Hopkins University Press.

Connell, R.W. (1998). "Masculinities and Globalization." *Men and Masculinities*, 1/1:3-23.

World Bank. (2001). *Engendering Development Through Gender Equality in Rights, Resources, & Voice.* Summary Chapter only (pp. 1-29)

**Week 3: International organizations, gender and criminal justice.**

(February 19) Library assignment distributed, due next session.

Connell, R.W. (2005). "Change Among the Gatekeepers: Men, Masculinities and Gender Equality in the Global Arena." *Signs*, 30/3:1801-1825.

Convention on the Elimination of All Forms of Discrimination against Women  
<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

#### **Week 4: Global Women's Activism**

(February 26) Film: *Las Madres de la Plaza de Mayo*

Graybill, L. "Women's Rights and the Truth and Reconciliation Commission: An Unfinished Agenda." In Pickering, S. and Lambert, C. (Eds.) (2004) *Global Issues, Women and Justice*. Sydney: Sydney Institute of Criminology Series 19.

Spees, Pam (2003) Women's Advocacy in the Creation of the International Criminal Court: Changing the Landscapes of Justice and Power. *Signs: Journal of Women in Culture and Society* 28/4:1233-1254.

Abreu Hernandez, Viviana M. (2002) "The Mothers of La Plaza de Mayo: A Peace Movement." *Peace & Change*, 27/3:385-411.

Next week we will attend an NGO event organized as part of the U.N. Commission on the Status of Women meeting. Details will be discussed today in class.

#### **Week 5: CSW NGO Parallel Event.**

(March 5)

On this day we will go to a NGO event organized as part of the U.N. Commission on the Status of Women meeting, in the vicinity of the United Nations.

#### **Week 6. Global Crime Prevention and Gender**

(March 12) Today we will divide into teams by sex and examine fear of crime by taking photos of safe and unsafe places on campus and in the vicinity. We will view the photos next week in class.

Shaw, M. "Gender and Crime Prevention".

Shaw, M. "Developing Trust: International Approaches to Women's Safety."

#### **Week 7. Militarization, armed conflict and gendered violence: gendercide, child soldiers, sexual assault during war, peacekeeping, refugee status.**

(March 19) Film: *The Greatest Silence: Rape in the Congo*.

*Broken Bodies, Broken Dreams*, Chapter 13.

Jones, A. (2000) "Gendercide and Genocide." *Journal of Genocide Research*, 2/2:185-211.

Carlson, E.S. (2006) "The Hidden Prevalence of Male Sexual Assault During War: Observations on Blunt Trauma to the Male Genitals." *British Journal of Criminology*, 46:16-25.

**Week 8: Sex work, Prostitution and Trafficking in Human Beings.**

(March 26)

*Broken Bodies, Broken Dreams*, Chapters 3 and 7.

Outshoorn, J. (2005) "The Political Debates on Prostitution and Trafficking of Women." *Social Politics: International Studies in Gender, State and Society*, 12/1:141-155.

Kempadoo, Kamala "Prostitution and the Globalization of Sex Workers' Rights" in Price, B.R. and Sokoloff, N.J. (Eds.) (2004) *The Criminal Justice System and Women: Offenders and Prisoners, Victims and Workers*. New York: McGraw-Hill. On print reserve HV9950 .C743234 2004

**Week 9:Femicide, Intimate partner violence and sexual assault around the world**

(April 2) Film: UNIFEM Women on the Frontline films on Mauritania and Turkey. **Your research paper is due today.**

World Health Organization (2002) *World Report on Violence and Health*. Geneva: WHO. Chapters 4 ("Violence by Intimate Partners") and 6 ("Sexual Violence") only.

*Broken Bodies, Broken Dreams*. Chapters 8, 9, 10 and 11

**Week 10. Bodies, Souls and International Criminal Justice: Female Genital Mutilation, Gender and Torture**

(April 9) Film: *Fire Eyes*.

*Broken Bodies, Broken Dreams*, Chapter 4.

Oosterhoff, P., Zwanikken, P. and Ketting, E. (2004) "Sexual torture of men in Croatia and other conflict situations: an open secret." *Reproductive Health Matters*, 12/23: 68-77.

**Week 11. Gender and Children**

(April 23) Film: *Born into Brothels*

*Broken Bodies, Broken Dreams*, Chapters, 1, 5, and 6

**Week 12:** Gender and criminal justice professions: lawyers, police officers, judges and court personnel, correction officers, probation officers, victim service workers.

(April 30) Film: *Sari Soldiers*

Brown, J. and Heidensohn, F. (2000) *Gender and Policing: Comparative Perspectives*. New York: St. Martin's Press. Chapters 3-4. On print reserve. HV 8023 .B76 2000

Natarajan, M. (2001). "Women Police in a Traditional Society: Test of a Western Model of Integration", *International Journal of Comparative Sociology*, XLII (1-2) 211-233.

Santos, Cecília M. 2004. En-Gendering the Police: Women's Police Stations and Feminism in São Paulo. *Latin American Research Review* 39/3:29-55.

**Week 13: Gender, Criminality and Incarceration**

(May 7) Film: *Provoked, Mary Full of Grace or No More Tears, Sister*

Cunningham, Karla J. (2003) "Cross-Regional Trends in Female Terrorism." *Studies in Conflict and Terrorism*, 26:171-195.

Sudbury, J. "Women of Color, Globalization and the Politics of Incarceration" in Price, B.R. and Sokoloff, N.J. (Eds.) (2004) *The Criminal Justice System and Women: Offenders and Prisoners, Victims and Workers*. New York: McGraw-Hill. On print reserve HV9950 .C743234 2004

Penal Reform International (2008) "Women in Prison: Incarcerated in a Man's World." Penal Reform Briefing No. 3. Available at: <http://www.penalreform.org/penal-reform-briefing-no.3-women-in-prison.html>

**Week 14:** Catch Up Week. Review for Final Exam.

(May 14)

Final Exam: The final exam will be a take-home open book exam. It will be due on the date of our in-class exam via [www.turnitin.com](http://www.turnitin.com)

**Instructions for Film Reaction Paper (one page, double spacing)**

In narrative form, please cover your answers to the following questions:

What was the film's primary purpose or thesis, in your opinion?

How well did it achieve its aim?

How was gender addressed in the film?

What was your personal reaction to the film?

How does the film relate to class readings?

**Instructions for Research Paper**

Identify two different programs designed to prevent one type of gendered crime, victimization, or similar injustice, following the concepts of same that we have been using in class. By prevent, we mean stopping something from occurring in the first place (such as public information programs), reducing its seriousness, lethality or spread (such as direct intervention programs to help victims, or demotivate offenders), or reducing its reoccurrence (such as legal interventions, or direct treatment programs). Only one of these programs can be in the USA, but both can be non-US based if you like. These programs can be local, national, or international in scope: compare programs that have the same kind of scope. The programs must exist or have existed in reality (they cannot be plans or proposals, and if they have been discontinued, they should be recent programs, e.g. in the last five years) and they must address gender. You can use all kinds of sources: webpages, newspaper articles, journal articles, pamphlets, or books, and your effort in finding information will be reflected in your grade. Do not rely too heavily on the internet and do not cut and paste from internet sources.

In your paper you should:

1. Describe the type of crime, victimization or injustice that you have chosen (briefly).
2. Describe the two prevention programs you have found, and why you have chosen them.
3. Describe the cultural issues inherent in each program.
4. Describe the gender issues inherent in each program.
5. Describe the *theory* inherent in each program – why is it supposed to work?
6. Critically evaluate any evidence that shows that it works/worked or not.
7. Conclude: what lessons can be learned?

You are encouraged to use materials in foreign languages, if you are able to do so. 15 pages, doubled spaced, 12 point type, default margins, APA style. Minimum number of references: 15.

**SOC 333 Extracurricular Activities Write-Up Form**

Please use this form to summarize the event you attended in order to apply for one extra credit point.

Name: \_\_\_\_\_

Title of Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Please answer the following questions. Your answers should take up the entire sheet of paper.

1. Please summarize what you learned at this event
2. How did this event relate to class readings and discussions?
3. Please critique the event. How could it have been improved?

## **Inequalities & Justice Processes: Race, Class and Gender**

**Spring 2010**

**Dr. Rebecca M. Hayes**

### **Bulletin Description:**

The course is designed to examine the influence of gendered & race relations on crime and justice. We will address the intersections of these relations and various aspects of this research will be discussed; theoretical explanations, victimization, patterns of criminal behavior and the dynamics of differential involvement of specific groups in the criminal justice system are all topics that will be covered. This course is designed to be a critical thinking course therefore the main focus will be to assess each of the main topics intensely and thoughtfully.

***Disclaimer:*** A lot of the topics we cover are “hot” topics which could cause many of you to feel uncomfortable or traumatized if you have been victimized in the past. It is important to cover all topics in order to understand them historically, theoretically and conceptually. If you yourself feel traumatized by any topic covered or video watched feel free to slip out of class and/or discuss it with me. Also, it is of utmost importance in class discussion to think of others and how their background may be different than yours. Please use thoughtful and non-attacking language.

Here are some local resources you may need:

Sexual Assault Peer Advocates (SAPA) <http://www.cmich.edu/SAPA/Programs/SAPA.htm> or 774-CALL

Rape Abuse and Incest National Network (RAINN) <http://www.rainn.org/> or 1-800-656-HOPE

Women’s Aid Service, Inc. Domestic Violence and Sexual Assault Services 989-772-9168

### **Course Objectives:**

At the completion of the course, the successful student should be able to:

1. Demonstrate an understanding of the three basic factors of inequality (class, race, and gender) that structure social life.
2. Demonstrate an understanding of the existing disparities in the criminal justice system, how these disparities arise from social inequalities, and how these disparities exacerbate existing social inequalities.
3. Demonstrate an understanding of the different types of discrimination and how criminal justice system inequalities are the result of societal and system discrimination.
4. Explain how social forces shape, foster and produce inequalities (e.g. class, race, gender) in the various components of the criminal justice system; police, courts, and corrections.



5. Offer preliminary solutions for the problems associated with inequality of class, race, and gender.

**Textbooks and other required materials to be furnished by the student:**

Morash, M. (2005) *Understanding Gender, Crime and Justice*. Sage Publication.

Gabbidon, S. L. & Greene, H. T. (2009). *Race and Crime*. Sage Publication.

**Requirements for the Course:**

**1. Online Discussion Board (500 points).** Students in this course are expected to use BlackBoard and the interwebs. Throughout the semester you will be answering online discussion questions. The guidelines for these responses are as follows:

- a.) A total of **4 responses** per discussion board are required. You will need at least two posts per question answered if you decide to answer more than one question. There will be at least two questions for each assignment. However, you may post all four responses to the same question.
- b.) You must use class materials and research to support your answer. An opinion is great, but is it supported?
- c.) Read through all posts before responding, you will be deducted points for repetitive responses.
- d.) Remember you are talking to each other and not to me.
- e.) Be respectful! Please use academic discourse and non-attacking language. It is alright to be passionate about an issue, but there is a way to argue your side without directly verbally abusing others.

I will post grades as we go along so you can see how you are doing. The main reasons people lose points are because you either did not do the whole assignment or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time. NOTE: If you are the last person who responds every single time this will cost you a point reduction. “Don’t be that guy!”

**2. Video Responses (1000 points).** This is a reading and writing intensive course. In lieu of exams, you will be responding to five (200 points each) videos that we watch in class and then apply the materials from class to the video. This demonstrates that you have read the book, understood it and are able to apply the materials to the real world. You will be critically analyzing each of the five videos presented in class.

The following items should be addressed in your summary of the video:

- A.) Short summary of video (really brief)

B.) How the video pertains to the class (concepts, terms, etc.) Please use the book and cite it, but do not simply use the first paragraph on the first page. (I can tell when you did not read, because your argument is often simple and/or contradictory.)

C.) Personal critical thoughts: Whether you liked the content of the video (why/why not)? What else you think could have been covered in the video? Were both sides of an argument portrayed? Were you convinced? Did you learn anything?

**For more information see grading rubric in the course materials folder!**

It is important to be in class on the day that a video is shown as many of the videos are not the type you can rent from a video store. If you are not going to be in class you need to contact me as soon as possible! The due date for each video response is listed below and they will be submitted through Blackboard. If you have issues with Blackboard you may submit paper copies in class but then they are due by the beginning of class (**No Excuses!**).

**Late policies:** All late responses are subjected to a point reduction for each day that it is late.

**3. Attendance/Participation Points (250 points).** This is an intense discussion based course making classroom attendance imperative. I need you to come to class with the chapters read so that we can discuss the material. The purpose is for us to go over difficult and or confusing concepts. I am here to facilitate learning and I will not be able to adequately do my job if you do not do yours. Missing class will compromise your grade as points are awarded for attendance and participation. By participation, it does not suffice to simply show up and sit in your seat you need to be an active discussant. However, I do realize that some folks are not big talkers in class and this will not necessarily hurt you if you make it up in other areas of the course. But, you can and will lose points for falling asleep, texting, and/or sidebar conversations. Indeed I mark you as absent if I catch you texting!

**4. Critical Book Review of the Kite Runner or Lucky (250 points).** You are required to submit a review that is due at the end of the semester. It needs to be between three and five pages, typed, double-spaced, with one inch margins, in ten point Times New Roman font. The choice of book is on a first come first serve basis and the deadline to choose is listed below. If you have not chosen one of the two books by that date I will assign you one. The purpose of the book review is not to summarize the book, but to review it. By review you should concisely summarize the reading, and then go in depth with its perceived strengths and weaknesses. You will also need to draw parallels from class materials to the book. I will hand out a few examples of book reviews that have been published. You do not need to follow their format exactly; it's more for your use to show you how others critically assess a book. Remember TOO much summary will cost you points!

## Course Outline

Readings are due on the date they are assigned.

<b>Dates</b>	<b>Topics for the Week in Bold &amp; Readings, Videos, and Assignment Due Dates</b>
Week 1	<b>Introduction to the Course &amp; Key Terms</b>
1/12	No Readings Assigned
1/14	Chapter 1: Morash
Week 2	<b>History of Race &amp; Gender in the Law</b>
1/19	Chapter 1: Gabbidon & Greene Discussion Board #1 Due
1/21	Chapter 2: Morash
Week 3	<b>Race, Gender &amp; Victimization</b>
1/26	Chapter 2: Gabbidon & Greene
1/28	Chapter 3: Morash
Week 4	<b>Race, Gender &amp; Victimization</b>
2/2	Discussion Board #2 Due
2/4	Chapter 5: Morash
Week 5	<b>Race, Gender &amp; Victimization</b>
2/9	Video
2/11	Video Assignment #1 Due Final Date for Book Choices
Week 6	<b>Theories/Explanations behind Differential Exposure of Race &amp; Gender in Crime</b>
2/16	Ch3: G&G Discussion Board # 3 Due
2/18	Ch 6: Morash
Week 7	<b>Theories/Explanations behind Differential Exposure of Race &amp; Gender in Crime</b>
2/23	Chapter 9: Gabbidon & Greene (ACJS) Video
2/25	Video
Week 8	<b>How does the Criminal Justice System Respond Regarding Race and Gender?</b>

3/2	Chapter 7: Morash
3/4	Video Assignment #2 Due
<b>3/9-3/11</b>	<b>SPRING BREAK</b>
Week 9	<b>How does the Criminal Justice System Respond Regarding Race and Gender? (Police)</b>
3/16	Chapter 4: Gabbidon & Greene Discussion Board #4 Due
3/18	Video
Week 10	<b>How does the Criminal Justice System Respond Regarding Race and Gender? (Courts)</b>
3/23	Chapter 5: Gabbidon & Greene
3/25	Video Assignment #3 Due
Week 11	<b>How does the Criminal Justice System Respond Regarding Race and Gender? (Corrections)</b>
3/30	Chapter 6: Gabbidon & Greene
4/1	Chapter 8: Gabbidon & Greene Video
Week 13	<b>Contemporary Issues: Race &amp; The Death Penalty</b>
4/6	Chapter 7: Gabbidon & Greene Video
4/8	Video Assignment #4 Due
Week 14	<b>Contemporary Issues: Girls &amp; Human Trafficking</b>
4/13	Chapter 8: Morash
4/15	Video
Week 15	<b>Contemporary Issues: Race &amp; The War on Drugs</b>
4/20	Discussion Board #5 Due
4/22	Guest Speaker Video Assignment #5 Due
Week 16	<b>Book Discussion</b>
4/27	Question & Answer Session about Books
4/29	<b>NO CLASS</b>
Week 16	<b>FINAL EXAM DAY; Tuesday May 4<sup>th</sup> at 2:00-3:50 Critical Review Due!</b>

## Sociology of Gender and Crime

Dr. Amy V. D'Unger

### **Introduction:**

This course is designed to explore the important and under-studied intersection between gender/women and crime. We will be looking at such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in law enforcement.

The course will be reading-intensive and designed to facilitate discussion among class participants. It is expected that students will *attend class regularly, do all of the assigned reading, and be ready to participate in class and on-line discussions*. In addition to discussion, response papers, a midterm, and a final examination are also required for the class.

### **Texts:**

There are three required books for this class:

Feinman, Clarice. 1992. *The Criminalization of a Woman's Body*. New York: Harrington Park Press.

Odem, Mary E. 1995. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill, NC: University of North Carolina Press.

Price, Barbara Raffel and Natalie J. Sokoloff. 2004. *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*. Boston, MA: McGraw Hill.

These books are all available at the Engineer's Bookstore, located at 748 Marietta Street.

**In addition, there are many readings throughout the semester that are *on reserve*. They are indicated with an asterisk and a bibliographic entry for the reading. You can access these readings via the library's online reserve system at [www.library.gatech.edu](http://www.library.gatech.edu).**

### **Course Requirements:**

#### **(1) *Class participation (two elements):***

On the following pages is a schedule of the readings required for the course. *You are expected to have read the assigned material prior to the class*. Discussion will correspond to the material in the readings, but will not review it in detail, so both ***reading*** and ***class attendance*** are important.

**A. Attendance.** I will take attendance most class periods. Excused absences will not be counted against you. Excused absences will be granted if there is documentation of attendance at an academic event, participation in an athletic event, illness, or family emergency. Other excused absences will be granted at my discretion.

**B. On-Line Discussion.** In addition to participation in class discussions, there is also a T-Square discussion site devoted to this class. The site includes a discussion forum that I will moderate. You can access this site under “Forums” (tab on the left side), and the title is “Gender and Crime Discussion Site/Gender and Crime.” This site is to be used for:

- discussing materials and questions raised in class,
- posing questions not covered in class,
- clarifying issues that are unclear,
- integrating information from the news and current events with topics being discussed in class, and
- sharing your opinions and ideas on course material.

You are expected to actively participate in on-line discussion in an *intellectual, thoughtful, and respectful* manner. You will be expected to participate through both posting questions/comments and responding to questions/comments posted by other students. To receive a full participation grade in this portion of the class, it is expected that you will participate in discussion throughout the semester and that responses are not "clustered" in the weeks at the beginning and end. I will monitor the thoughtfulness and intellectual rigor of the messages.

Attendance and on-line participation will each count for **5%** of your final grade (**10% total**).

**(2) Response papers:** You will be responsible for writing three response papers during the semester. There will be five topics presented on which to write, and you may choose the three in which you are most interested. These papers will be an integration of class readings, discussions, current events, and your own (outside) readings and/or experiences. The papers (cumulatively) will count for **40%** of your final grade and will be detailed in a separate handout.

**(3) Midterm Examination:** There will be an in-class midterm exam with essay and short answer questions. The midterm examination will be worth **20%** of your final grade.

**(4) Final Examination:** There will be an in-class final exam with essay and short answer questions. The final examination will be worth **30%** of your final grade.

\*\*In addition, there is a possibility for *guest speakers, films, and a field trip* during the semester.



Odem, Mary E. 1995. "Teenage Girls, Sexuality, and Working-Class Parents" pp. 38-62 in *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill, NC: University of North Carolina Press.

\*\*Tolman, Deborah L. 2000. "Doing Desire: Adolescent Girls' Struggle for/with Sexuality" pp. 155-167 in *Gender Through the Prism of Difference, Second Edition* edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner. Boston, MA: Allyn and Bacon.

**January 14    Statutory Rape**

Odem, Mary E. 1995. "Statutory Rape and Prosecutions in California" pp. 63-81 in *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill, NC: University of North Carolina Press.

**January 16    The Creation & Protection of the "Delinquent Girl"**

Odem, Mary E. 1995. "The 'Delinquent Girl' and Progressive Reform" pp. 95-127 in *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill, NC: University of North Carolina Press.

Odem, Mary E. 1995. "Conclusion" pp. 185-192 in *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill, NC: University of North Carolina Press.

***Part II: "Disciplining the Body": Criminalizing and Policing Activity***

**January 18    Criminalizing Bodies: Constructing "Crime"**

\*\*Chadwick, Kathryn and Catherine Little. 1993. "The Criminalization of Women" pp. 321-330 in *Women's Studies: Essential Readings* edited by Stevi Jackson et al. New York: New York University Press.

**January 21    NO CLASS: Dr. Martin Luther King, Jr. Holiday**

**January 23    Criminalizing Bodies: Constructing "Crime"**

\*\*Dworkin, Shari Lee and Faye Linda Wachs. 2000. "Disciplining the Body": HIV-Positive Male Athletes, Media Surveillance, and the Policing of Sexuality" pp. 438-451 in *Gender Through the Prism of Difference, Second Edition* edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner. Boston, MA: Allyn and Bacon.



\*\*Sagarin, Edward and Donal E.J. MacNamara. 1995. "The Homosexual as a Crime Victim" pp. 157-170 in *Contemporary Masters in Criminology* edited by Joan McCord and John H. Laub. New York: Plenum.

**January 25**                      **The Abortion Debate**

\*\*Nathan, Debbie. 2000. "Abortion Stories on the Border" pp. 123-125 in *Gender Through the Prism of Difference, Second Edition* edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner. Boston, MA: Allyn and Bacon.

Slavin, Sarah. 1992. "Unwanted Pregnancy, Due Process of Law, and Justice White" pp. 41-54 in *The Criminalization of a Woman's Body*, edited by Clarice Feinman. New York: Harrington Park Press.

**January 28**                      **Mothers vs. Fetuses**

*Evening viewing of "Citizen Ruth"*

Callahan, Joan C. and James W. Knight. 1992. "Prenatal Harm as Child Abuse" pp. 127-155 in *The Criminalization of a Woman's Body*, edited by Clarice Feinman. New York: Harrington Park Press.

\*\*Daniels, Cynthia. 1993. "From Protecting the Woman to Privileging the Fetus: The Case of Johnson Controls" pp. 57-95 in *At Women's Expense: State Power and the Politics of Fetal Rights*. Cambridge: Harvard University Press.

**January 30**                      **Mothers vs. Fetuses**

Chavkin, Wendy. 1992. "Women and Fetus: The Social Construction of Conflict" pp. 193-202 in *The Criminalization of a Woman's Body*, edited by Clarice Feinman. New York: Harrington Park Press.

Paltrow, Lynn M. 2004 "The War on Drugs and the War on Abortion" pp. 165-184 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**February 1**                      **Crack as a Weapon**

Maher, Lisa. 1992. "Punishment and Welfare: Crack Cocaine and the Regulation of Mothering" pp. 157-192 in *The Criminalization of a Woman's Body*, edited by Clarice Feinman. New York: Harrington Park Press.

Humphries, Drew et al. 1992. "Mothers and Children, Drugs and Crack: Reactions to Maternal Drug Dependency" pp. 203-221 in *The Criminalization of a Woman's Body*, edited by Clarice Feinman. New York: Harrington Park Press.

### *Part III: Women as Offenders*

#### **February 4                      The Nature of the Problem**

Flavin, Jeanne. 2004 "Feminism for the Mainstream Criminologist: An Invitation" pp. 31-49 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

#### **February 6                      The Nature of the Problem**

Sokoloff, Natalie J., Barbara Raffel Price, and Jeanne Flavin. 2004 "The Criminal Law and Women" pp. 11-29 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Steffensmeier, Darrell and Jennifer Schwartz. 2004 "Trends in Female Criminality: Is Crime Still a Man's World?" pp. 95-111 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

#### **February 8                      Gender and Age Differences in Offending**

\*\*Chesney-Lind, Meda and Randall G. Sheldon. 2004. "The Extent of Female Delinquency" pp. 8-30 in *Girls, Delinquency, and Juvenile Justice, Third Edition*. Belmont, CA: Wadsworth.

\*\*Chesney-Lind, Meda and Randall G. Sheldon. 2004. "The Nature of Female Delinquency" pp. 31-63 in *Girls, Delinquency, and Juvenile Justice, Third Edition*. Belmont, CA: Wadsworth.

#### **February 11                     Gender and Age Differences in Offending**

\*\*Van Wormer, Katherine and Clemens Bartollas. 2000. "Extent and Nature of Female Crime" pp. 37-53 in *Women and the Criminal Justice System*. Needham, MA: Allyn and Bacon.

#### **February 13                     Why Men and Women Offend: Theoretical Perspectives**

\*\*Simpson, Sally S. 1989. "Feminist Theory, Crime, and Justice." *Criminology*. 27:605-631.

Steffensmeier, Darrell and Jennifer Schwartz. 2004 "Contemporary Explanations of Women's Crime" pp. 113-126 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**February 15**                                **Why Men and Women Offend: Theoretical Perspectives**

\*\*Chesney-Lind, Meda and Karlene Faith. 2001. "What About Feminism? Engendering Theory-Making in Criminology" pp. 287-302 in *Explaining Criminals and Crime* edited by Raymond Paternoster and Ronet Bachman. Los Angeles: Roxbury.

Miller, Jody. 2004 "Feminist Theories of Women's Crime: Robbery as a Case Study" pp. 51-67 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**February 18**                                **Masculinity and Violence**

\*\*Campbell, Anne and Steven Muncer. 1996. "Men and the Meaning of Violence" pp. 84-96 in *New Perspectives in Criminology* edited by John E. Conklin. Boston, MA: Allyn and Bacon.

\*\*Polk, Kenneth. 1998. "Masculinity, Honour, and Confrontational Homicide" pp. 188-205 in *Criminology at the Crossroads: Feminist Readings in Crime and Justice* edited by Kathleen Daly and Lisa Maher. New York: Oxford University Press.

**February 20**                                **Masculinity and Violence**

\*\*Evans, Rhonda, DeAnn K. Gauthier, and Craig J. Forsyth. 1998. "Dogfighting: Symbolic Expression and Validation of Masculinity." *Sex Roles*. 39:825-838.

\*\*Yancey Martin, Patricia and Robert A. Hummer. 1998. "Fraternities and Rape on Campus" pp. 157-171 in *Criminology at the Crossroads: Feminist Readings in Crime and Justice* edited by Kathleen Daly and Lisa Maher. New York: Oxford University Press.

**February 22**                                **Dangerous Women**

\*\*Daly, Kathleen. 1989. "Gender and Varieties of White Collar Crime." *Criminology*. 27:769-794.

Maher, Lisa. 2004 "A Reserve Army: Women and the Drug Market" pp. 127-146 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**February 25** **Dangerous Women**

\*\*Chesney-Lind, Meda. 1999. "Girls, Gangs, and Violence: Reinventing the Liberated Female Crook" pp. 295-310 in *Female Gangs in America: Essays on Girls, Gangs, and Gender* edited by Meda Chesney-Lind and John H. Hagedorn. Chicago, IL: Lake View.

**February 27** **Prostitution, Trafficking, and the Myth of the "Pretty Woman"**

\*\*Farley, Melissa and Vanessa Kelly. 2000. "Prostitution: A Critical Review of the Medical and Social Sciences Literature." *Women and Criminal Justice*. 4:29-64.

\*\*Freeman, Jody. 1996. "The Feminist Debate over Prostitution Reform: Prostitutes' Rights Groups, Radical Feminists, and the (Im)possibility of Consent" pp. 237-249 in *Applications of Feminist Legal Theory to Women's Lives: Sex, Violence, Work, and Reproduction* edited by D. Kelly Weisberg. Philadelphia, PA: Temple University Press.

**February 29** **Prostitution, Trafficking, and the Myth of the "Pretty Woman"**

Kempadoo, Kamala. 2004 "Prostitution and the Globalization of Sex Workers' Rights" pp. 147-163 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Newsday. 2004 "Dreams Ending in Nightmares: Many Immigrant Women, Girls Trapped in Sex Industry" pp. 441-446 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**March 3** **Midterm Examination**

**Part IV: Women as Victims and Survivors**

**March 5** **Violence Against Women: The Big Picture**

**SUGGESTED READING (SKIM):** \*\*Tjaden, Patricia and Nancy Thoennes. 2000. *Full Report of the Prevalence, Incidence, and Consequences of Violence Against Women*. National Institute of Justice and Centers for Disease Control and Prevention.

Karmen, Andrew. 2004 "The Victimization of Girls and Women by Boys and Men: Competing Analytical Frameworks" pp. 289-301 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Websdale, Neil and Meda Chesney-Lind. 2004 "Doing Violence to Women: Research Synthesis on the Victimization of Women" pp. 303-322 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**March 7** **Violence in the Workplace: Harassment & Corporate Crime**

\*\*Debruin, Debra A. 1998. "Identifying Sexual Harassment: The Reasonable Woman Standard" pp. 107-122 in *Violence Against Women: Philosophical Perspectives* edited by Stanley G. French, Wanda Teays, and Laura M. Purdy. Ithaca, NY: Cornell University Press.

Rundblad, Georganne. 2004 "Gender, Power, and Sexual Harassment" pp. 419-430 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**March 10** **Domestic Violence**

Browne, Angela. 2004 "Fear and the Perception of Alternatives: Asking 'Why Women Don't Leave' is the Wrong Question" pp. 343-359 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Das Dasgupta, Shamita. 2004 "Women's Realities: Defining Violence Against Women by Immigration, Race, and Class" pp. 361-373 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Griggs, Carolyn Renae. 2004 "Domestic Violence Against Wives of Police Officers" pp. 391-402 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**March 12** **Domestic Violence**

West, Carolyn M. 2004 "Leaving a Second Closet: Outing Partner Violence in Same-Sex Couples" pp. 375-389 in *The Criminal Justice System and Women: Offenders, Prisoners,*



Gaarder, Emily and Joanne Belknap. 2004 "Tenuous Borders: Girls Transferred to Adult Court" pp. 69-93 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Owen, Barbara. 2004 "Women and Imprisonment in the United States: The Gendered Consequences of the U.S. Imprisonment Binge" pp. 195-206 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

### **March 31                                      Women and Girls in Custody**

Farr, Kathryn Ann. 2004 "Defeminizing and Dehumanizing Female Murderers: Depictions of Lesbians on Death Row" pp. 249-260 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Sudbury, Julie. 2004 "Women of Color, Globalization, and the Politics of Incarceration" pp. 219-234 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

### **April 2    Women and Girls in Custody**

Reed, Diane F. and Edward L. Reed. 2004 "Mothers in Prison and their Children" pp. 261-273 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Siegal, Nina. 2004 "Stopping Abuse in Prison" pp. 275-279 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

### **April 4    Women in/and the Law**

\*\*Bernat, Francis P. 1992. "Women in the Legal Profession" pp. 307-321 in *The Changing Roles of Women in the Criminal Justice System: Offenders, Victims, and Professionals* edited by Imogene L. Moyer. Prospect Heights, IL: Waveland Press.

Schafran, Lynn Hecht. 2004 "Overwhelming Evidence: Gender and Race Bias in the Courts" pp. 457-471 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Toobin, Jeffrey. 2004 "Women in Black: Are Female Judges More Compassionate?" pp. 473-481 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**April 7** **When Women are Cops**

\*\*Pike, Diane Lovewell. 1992. "Women in Police Academy Training: Some Aspects of Organizational Response" pp. 261-280 in *The Changing Roles of Women in the Criminal Justice System: Offenders, Victims, and Professionals* edited by Imogene L. Moyer. Prospect Heights, IL: Waveland Press.

Schulz, Dorothy Moses. 2004 "Invisible No More: A Social History of Women in U.S. Policing" pp. 483-493 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**April 9** **When Women Are Cops**

\*\*Martin, Susan E. 1992. "The Changing Status of Women Officers: Gender and Power in Police Work" pp. 281-305 in *The Changing Roles of Women in the Criminal Justice System: Offenders, Victims, and Professionals* edited by Imogene L. Moyer. Prospect Heights, IL: Waveland Press.

Harrington, Penny and Kimberly A. Lonsway. 2004 "Current Barriers and Future Promise for Women in Policing" pp. 495-510 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**April 11** ***NO CLASS: Southern Sociological Society Meetings***

**April 14** **When Women Are Cops**

Martin, Susan E. 2004 "The Interactive Effects of Race and Sex on Women Police Officers" pp. 527-541 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

Miller, Susan L., Kay B. Forest, and Nancy C. Jurik. 2004 "Lesbians in Policing: Perceptions and Work Experiences within the Macho Cop Culture" pp. 511-525 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**April 16** **Women in Criminal Justice Occupations**



Belknap, Joanne. 2004 "Women in Conflict: An Analysis of Women Correctional Officers" pp. 543-561 in *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers, Third Edition*, edited by Barbara Raffel Price and Natalie J. Sokoloff. Boston: McGraw Hill.

**April 18** ***Tour of Metro State Women's Prison***

**April 21** **Women in Criminal Justice Occupations**

\*\*Britton, Dana M. 1997. "Perceptions of the Work Environment Among Correctional Officers: Do Race and Sex Matter?" *Criminology*. 35:85-105.

\*\*Zupan, Linda L. 1992. "The Progress of Women Correctional Officers in All-Male Prisons" pp. 323-343 in *The Changing Roles of Women in the Criminal Justice System: Offenders, Victims, and Professionals* edited by Imogene L. Moyer. Prospect Heights, IL: Waveland Press.

**April 23** **Wrap Up and Review**

**April 25** **Wrap Up and Review**

***\*\*\*The final exam will be held in-class on Wednesday, April 30<sup>th</sup> from 2:50 – 5:40 PM. This is the time slot assigned by the Registrar's Office. Please notify me as soon as possible if you have a time conflict with another exam.***

**How the Final Grade Will be Determined:**

<b>Assignments #1-3</b>	40%	<b>A</b>	90-100
<b>Midterm Examination</b>	20%	<b>B</b>	80-89
<b>Final Examination</b>	30%	<b>C</b>	70-79
<b>On-Line Discussion</b>	5%	<b>D</b>	60-69
<b>Attendance</b>	+5%	<b>F</b>	0-59
	<b>100%</b>		

## Women and Crime

### Socio365: Special Topics

Dr. Nofziger

“That women less often are engaged in highway robbery, murder, homicide, and assault is due to the very nature of the feminine constitution. To conceive an assassination, to make ready for it, to put it into execution demands, in a great number of cases, not only physical force but a certain energy and combination of intellectual functions. In this sort of development women almost always fall short of men.” Cesare Lombroso, 1911

### Course Description:

This course will examine a range of experiences women have with crime and criminal justice. In the first section of the course, we will begin to compare feminist and traditional views of crime. In particular we will look at how gender has been thought of in different theories of crime and how crime is a gendered phenomenon. As part of this section we will examine official statistical patterns in women’s offending and victimization as well as popular images of women’s involvement in crime. The second part of the class will focus on the overlap between women’s victimization and offending by focusing on specific topics, such as prostitution and drug use. Finally, we will examine how women are affected by the criminal justice system. Specifically we will see how offenders and victims are treated by this system, how justice policies impact women, and how gender is important for workers in all areas of criminal justice.

### OBJECTIVES:

1. To understand how law, crime, and the criminal justice system are gendered.
2. To examine various theories to determine how well they explain the etiology of female crime
3. To understand the links between women’s experiences as victims and offenders in crime.
4. To understand women’s experiences with the criminal justice system, as offenders, victims, and workers.
5. To critically evaluate the differences between media images and the realities of women’s crime experiences.

### REQUIRED TEXT:

Renzetti, Claire M., Lynne Goodstein, and Susan L. Miller. 2006. Rethinking Gender, Crime, and Justice: Feminist Readings. Los Angeles, CA: Roxbury.

Additional readings are listed in the schedule by the first author's last name. The full list of citations is at the end of the syllabus. Each of these articles will also be available through springboard. You need to be able to use springboard for this class so spend some time finding these articles early in the semester.

**Course requirements:**

**Participation 10%:** This course is structured to combine lectures and discussions. If you do not participate in discussions, the class will not work as well as it should. Therefore, you are expected to attend daily, complete all the readings prior to class, and actively participate in discussions. This includes asking questions related to course material, working with other classmates on group projects during class, and responding to questions that I will ask during lectures. Often discussions or group work is based on readings so you **NEED** to complete readings prior to class. In order to ensure that you keep up with the readings, there will often be unannounced questions asked about the readings that will be worth participation points. In general, you should always be prepared to discuss your reactions to the readings, the main argument in the reading, and any key findings. You should have also at least taken a look at the discussion questions at the end of each chapter in your text as these could be used for in class participation points or test questions.

**Tests 45%:** There will be three take home tests for this class. These will consist of a combination of short answer and essay questions. You are allowed to use your notes, text, and additional readings to assist you in answering the test questions. You are **NOT** allowed to work with other students in the class. Any plagiarism (from the web, texts, or fellow classmates) will result in a minimum of zero for the test and being reported to student judicial affairs. If the offense is excessive, further punitive action could result. Tests must be typed and turned in on the date listed on the syllabus. You will have at least 1 week to complete each test. (15% each).

**Article Reviews 10% total:** During this course, you will be reading a number of academic journal articles. You need to read these carefully and think about the material that is covered. To help you prepare for discussion of these articles in class, you should attempt to produce a review of every article. While most of these will be for your own use and knowledge, you will turn in some of these. For every article, you will be much better prepared for class and tests if you try to answer the following questions while you are doing the reading.

1. What is the thesis or purpose of this article? The thesis is generally found in the introductory paragraph but you should be able to explain in your own words what this article is trying to accomplish. Often it is clearer what the author thinks they are adding to the field after reading the literature review section. This is often where the author discusses other studies and then presents how their study will be different or better or at least add something new.
2. How is the author(s) actually doing the study? In other words, what is the method? This could be a survey of a lot of people, interviews with a few people, a summary and evaluation of

previous books and research, or any combination of these. You just need to demonstrate to me that you understand what it is that the author did.

3. What are the main results or findings of this authors study? There will be lots of little results but focus on the findings that relate to the main questions or what they are trying to accomplish. You can also discuss any findings that either the author or you think are particularly interesting or unexpected. Most of this will come from the section on the discussion of the findings but you can also look at the tables for more findings than are not elaborated on by the author.

4. Did this study contribute in the way that the author hoped? In other words, did it reach its goals and make the contribution the author hoped? For this section, you need to use your own assessment and critical thinking to evaluate whether or not you think the article accomplished what it set out to do.

While I hope you will attempt to do the above for all the readings, you need to turn in several over the course of the semester. Using the form on springboard, simply TYPE in your answers, then print it out and turn it in on the day we cover the reading on the schedule. While you are filling in a form, these answers still need to be written in complete and grammatically correct sentences. Be careful about plagiarism in these reviews. I strongly suggest that you avoid quotes and use your own words to demonstrate you understand the reading.

These reviews will be graded as follows:

1%= Incomplete with inaccurate information and significant problems in writing

3% = Average work. Accurately answered all questions, demonstrated acceptable understanding of reading with some attempt at critical thinking.

5% = Excellent work. Thoughtful and complete answers to all questions, clear critical thinking provided in discussion, very well written.

You can turn in as many reviews as you want until you reach the 10% total.

I suggest that you start these early so that you do not run out of articles to use in the later part of the semester. NO reviews will be accepted after the date that the article is listed in the schedule.

***Media vs. Realities: 35% total***

For your final project in this class, I am asking that you compare women's experiences with crime as they are presented in the media and the findings in the literature. Many media outlets show a variety of women's experiences with crime. For example, prostitutes are shown as as "pretty women" just trying to make their lives better, women are talked about as mentally disturbed who just "snapped" and committed a violent crime, or women are portrayed as tough cops, lawyers or judges. Many of these images contrast radically with what we discover in academic research, and others may be at least partially supported by research.

For this assignment, you will use both the media and academic research to evaluate and compare the images and realities of women's experiences with crime. To make this clearer, and to get you started early in the semester, you will turn in two sections of this assignment.

**Step one:** Develop a clear image of how the media presents women and crime. Use any of the following media sources: movies, books (fiction or non-fiction), newspapers, news programs, internet sources, music, magazines, or television programs (fiction or based on fact). You must use at least **four** sources from the media. This could be four movies or a television program and three newspaper articles, or any combination. I recommend you use more than four sources to fully develop a picture of how the media is presenting women and crime but you could most likely do this adequately with four.

For each of your sources, develop a system of recording your data about the images of women and crime. You could just write notes about your general impressions or develop a systematic count of key ideas, like the number of times the woman is portrayed as stupid or mentally disturbed, or how many times you see women doing criminal acts. You might also compare how often the women are offenders, victims, or workers in the criminal justice system. It is entirely up to you how you collect these data but you do need to realize that this is your data for your paper and you will need to be able to discuss your findings. This means you need to figure out a way to record and collect it so that you can discuss it clearly. If you need suggestions, come see me!

This initial search of the media is not specific to any topic. DO NOT worry about being specific yet. Instead, you just want to develop an overall impression about what we know about women and crime from the media, and have some data to back up these impressions.

**To turn in:** Due on Oct 12<sup>th</sup>, worth 10% of final grade, approx 2-3 pages

1. Introduction: Provide a clear introduction that is interesting, pulls in the reader, presents a clear statement of your purpose in writing this paper, and a map or what you will cover in the paper.
2. Description of Methods: Develop a clear paragraph about what exactly you did. This should include what your sources are (list of the movies or television programs), how or why you selected these media sources, and what type of data you collected from each source.
3. Presentation of findings: Your findings should be in at least two forms. First, you need to describe what your findings were in 2-3 written paragraphs, organized NOT by summarizing what you found in each of the sources but by the topics and findings that emerged when you looked at everything as a whole. Second, you should present the

findings in some type of table or graph. This could be related to a specific finding. For example, if one piece of data you collected was the race of women who were criminals in the media, a pie chart that presents this would be great. Excel is a very easy program to use to create charts of this type. If you need help using this program, come see me. You could also do a table with the numbers or percentages. Whatever you choose to do for this second part, it should be consistent, and fully discussed in the text. Do not spend time trying to figure out how to insert the chart or table into the pages with the text. Just print it on a separate sheet of paper and attach it to the back (before the bibliography)

4. Conclusion: Based on what you have discovered in the media, what is important? How is the way women are shown in the media important for our understanding of women and crime?

**Step two:** Build an understanding of what the academic literature finds about a more specific topic related to women and crime. For this, you need to first decide on a topic. This should at least partially come from your media findings (for example, because of what you saw in the media you are now interested in the race distribution of female criminals, or want to know about women who are police officers). For the final project you will need to compare what you found in the media to what you find in academic research so there needs to be at least some overlap. This does NOT mean that everything you found in the media has to relate to your topic. For example, you might have only watched one program that included a profile of a woman as a judge but you decide that you want to explore the experiences of female judges as your topic. That is absolutely fine.

Once you have a topic, find a minimum of three academic journal articles that are related to your topic. Realize that academic articles typically are between 15 and 30 pages long, with clear sections about existing literature, data, and findings. The readings we have in class are all academic journal articles so you those as a model for what you are trying to find. If you are not sure what you found is good, come see me. While you can use readings from class, these do not count for your three article minimum. Be sure to develop a bibliography using ASA format (see any of the following sources or come ask for help with this if needed).

<http://www.calstatela.edu/library/guides/3asa.pdf>  
<http://lib.trinity.edu/research/citing/asa%20style%20citations.pdf>.

**To turn in:** Due Nov 23, worth 25% of final grade, approx 5-8 pages long

Your final paper for this project will combine your media findings with what you have discovered in the academic literature. You need to develop the following sections: (while you are free to modify the order, I do suggest following this in general)

A) Introduction: present a clear statement about what your specific topic is, why it is important, and provide a map of what you will be covering in your paper

B) Literature review: discuss what is known about your topic in the academic literature. You should NOT just summarize each of the articles you found. Instead, you need to work on blending the material to build a cohesive understanding about what is already known about your topic. Think about what these articles say, take notes on each of them and then write, in your own words, what you understand as the key findings about your topic that cross over the different sources. You may also want to discuss points of disagreement between the sources. Remember, anything you learned from the academic sources you need to cite using parenthetical references.

If you are still not sure how to write literature reviews, come see me. There is also a really good workbook titled “Writing Literature Reviews: A guide for students of the social and behavioral sciences” by Jose L. Galvan that would be very useful to find and read or purchase. You can find it on line for about \$6 used.

C) How do the media present your topic? Since this is a separate paper than the first one, you will again need to discuss how you collected your data and what you found (you should think of your first paper as a draft for this section and work to improve it or focus it more on the topic you selected). You do not need to cover all the same findings as in the first paper but focus on the findings that relate to the topic you eventually selected. You are not required to include any charts or tables but if it is appropriate to your topic, you are free to do so.

D) Discussion: Compare and contrast the findings in the media vs. those in the academic literature. Do not assume they will be similar or different but just use what you have discovered in this process and discuss your findings. .

E) Conclusion: As a final step, you need a conclusion that discusses the value of your study. What did you find that was important? Why might a comparison between media and academics be of value? What impact do media images have on understanding women and crime?

<b><u>Course Grades Distribution</u></b>			
<u>Assignment</u>	<u>Date Due</u>	<u>Percent</u>	<u>Your Score X Value = Total % points</u>
Test 1	Sept 28	15%	.15
Test 2	Oct 28	15%	.15
Test 3	Dec 8	15%	.15
Article Reviews	Varied	10%	.10
Media vs. Reality			
Media Findings	Oct 12	10%	.10
Final Paper	Nov 23	25%	.25
Participation	Varied	10%	.10
			<b>Total</b>

(Example of how to keep track of your points – You earn 82 points on the mid term. So,  $82 \times .20$  (the percentage it is worth) = .164 which means that you earned 16.4 percentage points for the class. Add up your total percentage points to know your final grade.)

### **Course Schedule**

(may shift to meet the needs of the class)

#### *Section 1: Etiology of Offending, Patterns and Images of Women and Crime*

W1: Aug 24/26	Sex, Gender and Feminism	Steinem Handout, Ch1 (Th)
W2: Aug 31/Sept 2	Patterns in Victimization and Offending	Ch 6-7 (T), Ch 5 (Th)
W3: Sept 7/9	Popular Images and Hegemonic Explanations	Bond-Maupin (T), Ch 3 (Th)
W4: Sept 14 / 16	Feminist Criminology	Ch 2 (T), Ch 4 (Th)

#### *Section 2: Exploring links of victimization and offending*

W5: Sept 21 / 23	Victimization in Intimate Relationships	Ch 11 (T) Ch 12 and Kimmel (Th)
W6: Sept 28 / 30	Sex Work - Street Prostitution	Ch 9 (T), Williamson (Th)

#### **Test 1 Due Tuesday, Sept 28**

W7: Oct 5 / 7	Sex Work as a “Profession”	Raphael (Th)
W8: Oct 12 / 14	Global Sex Trade	Ch 10 (T), Roby (Th)
W9: Oct 19 /21	Women and Drugs	Fullilove, Ch 8 (Th)

#### *Section 3: Criminal Justice and Women*

W10: Oct 26/ 28	Control of Women / CJ System	Barton (T), Ch 13(Th)
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#### **Test 2 Due Thursday, Oct 28**

W11: Nov 2 / 4	Women in Prison - as Workers and Inmates	Ch 18 (T), Ch 14 (Th)
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W12: Nov 9 / 11	Women and Homicide	Barnett (T)
W13: Nov 16	Case Study – Aileen Wuornos	
	<b>No Class Nov 18<sup>th</sup> – American Society of Criminology Conference</b>	
W14: Nov 23	Tokenism & Female Police Officers	Ch 15, Prokos
	<b>Nov 25<sup>th</sup> – No class – Thanksgiving Break</b>	
W15: Nov 30/Dec 2	Professional Women in CJ – Lawyers and Judges	Ch 16 (T), Ch 17 (Th)

**Test 3 Due Wed, Dec 8<sup>th</sup> at 4pm in Olin 247 (envelope at front desk).**

### **Bibliography of Readings: Women and Crime Fall 2010**

- Barnett, Barbara. 2006. "Medea in the Media: Narrative and myth in newspaper coverage of women who kill their children." *Journalism*. 7: 411-432.
- Barton, Alana. 2001. "'Wayward Girls and Wicked Women': Two Centuries of 'Semi-Penal' Control." *Liverpool Law Review*. 22: 157-171.
- Bond-Maupin, Lisa. 1998. "'That Wasn't Even Me They Showed': Women as Criminals on America's Most Wanted." *Violence Against Women*. 4:30-44.
- Fullilove, Mindy Thompson, E. Anne Lown, and Robert E. Fullilove. 1992. "Crack 'Hos and Skeezers: Traumatic experiences of women crack users." *The Journal of Sex Research*, 29:275-287.
- Kimmel, Michael S. 2002. "'Gender Symmetry' in Domestic Violence: A Substantive and Methodological Research Review." *Violence Against Women*. 8: 1332-1363.
- Prokos, Anastasia and Irene Padavic. 2002. "'There Oughtta Be a Law Against Bitches': Masculinity and Lessons in Police Academy Training." *Gender, Work and Organization*. 9: 439-459.
- Raphael, Jody and Deborah L. Shapiro. 2004. "Violence in indoor and outdoor prostitution venues." *Violence Against Women*, 10(2): 126-139.
- Roby, Jini L. 2005. "Women and children in the global sex trade: Toward more effective policy." *International Social Work* 48: 136-147.
- Williamson, Celia, Lynda Baker, Morris Jenkins, and Terry Cluse-Tolar. 2007. "Police-Prostitute Interactions: Sometimes Discretion, Sometimes Misconduct." *Journal of Progressive Human Services*. 18:15-37.

## Teaching Schedule and Reading List

### SOC 420: Women and Crime

Prof. N. Sokoloff

**Text:** B. R. Price and N. J. Sokoloff, *the Criminal Justice System and Women*, 3<sup>rd</sup> Edition, 2004. McGraw-Hill (referred to as P+S throughout the readings below)

**All other Readings: In Electronic Reserves and on web.**

#### WEEK 1

##### 1/27: Class #1: Introductions/Requirements

First Day of Class. Introductions and Requirements specified.  
Everyone fills out Cards.

##### 1/29: Class #2: Underlying Assumptions about Women and Gender--#1

**FILM:** Killing Us Softly-3

**READING DUE:**

- Andersen, *Studying Women: Feminist Perspectives*, Ch. 1 (ER).
- Andersen, *Set of Tables* (Handout or ER)
- SHORT articles:
  - Counter, *Whitening Skin Can Be Deadly* (ER)
  - Courts, *Wills, and Women* (ER)
  - Steinem, *If Men Could Menstruate* (ER)

#### WEEK 2

##### 2/3: Class #3: Women Alone Is Not Enough: Underlying Assumptions about Race/ Class/ Gender--#2

**FILM:** *Race: The Power of An Illusion*

**READING DUE:**

- Pincus, *Discrimination Comes in Many Forms: Individual, Institutional, and Structural* (ER)
- Sampson and Wilson, *Toward a Theory of Race, Class, and Urban Inequality* (ER)
- SHORT articles:
  - Hurley, *On Crime as a Science (A Neighbor at a Time)* at:  
<http://www.nytimes.com/2004/01/06/science/06PROF.html?ei=5007&en=fb932d73a561652c&ex=1388725200&partner=USERLAND&pagewanted=print&position=>
  - Kroeger, *When Dissertation Makes Difference: Easier for White Felon to Get a Job than Black with Clean Record?* at:  
<http://query.nytimes.com/gst/fullpage.html?res=9B0DE7DA1031F933A15750C0A9629C8B63>

**2/5: Class #4: R/C/G Perspectives --#3: Who Defines Crime & Criminals; Who Becomes a Criminal?****READING DUE:**

- P+S, Ch. 1, "The Criminal Law and Women"
- Reiman and Leighton, Getting Tough on Corporate Crime? Enron and a Year of Corporate Financial Scandals. (ER) On the web at:  
<http://www.paulsjusticepage.com/RichGetRicher/fraud.htm>
- SHORT articles (but imperative to read):
  - Witt, To Some in Paris, Sinister Past is Back. (ER) At:  
<http://www.chicagotribune.com/news/nationworld/chi-0703120170mar12,0,1435953.story>
  - Haywood, The Color of Justice (Black Commentator) (ER)

**WEEK 3****2/10: Class #5: On Blackboard****NO IN-CLASS Assignment.**

Must do Discussion Board Class on Blackboard

Application of Race/Class/Gender approach to Women and Crime

**2/12: NO CLASS (President's Holiday)****WEEK 4****2/17: Class #6: Feminist Theory: Understanding Women's Crime from a Race/Class/Gender Perspective--#1****READING DUE:**

- Chesney-Lind: Patriarchy, Crime + Justice: Feminist Criminology in an Era of Backlash (ER)
- Burgess-Proctor. Intersections of Race, Class, Gender & Crime: Future Directions for Feminist Criminology (ER)

**2/19: Class #7: Young Women Caught in the CJS**

**VIDEO:** Young Woman Aiming to Be a Boxer: How Does She Get Caught up in Guilty Conviction for Drug Dealing?

**READING DUE:**

- Chesney-Lind, Girls and Violence: Is the Gender Gap Closing? At:  
[http://new.vawnet.org/category/Main\\_Doc.php?docid=383](http://new.vawnet.org/category/Main_Doc.php?docid=383)
- P+S, Ch. 4, Gaarder and Belknap
- R. Shelden, Juvenile Justice System Programs for Girls: A National Overview (ER)

**WEEK 5****2/24: Class #8: Patterns of Female Crime****READING DUE:**

- P+S, Chs. 5 + 6 (both by Steffensmeier and Schwartz)
- Linda Sydney, Gender-Responsive Strategies for Women Offenders At:  
<http://nicic.org/pubs/2005/020419.pdf>

**2/26: Class #9: Women's Imprisonment**

-Data on Women's Incarceration (Handout in Class)

**FILM:** Diane Sawyer Report: Inside Prison OR Sister Nierney

**READING DUE:**

-Sokoloff, Women Prisoners at the Dawn of the 21<sup>st</sup> Century, *Women and Criminal Justice*, 16(1/2), 2005: 127-137. At:

<http://www.haworthpress.com/store/sampletext/J012.pdf#page=144>

-P+S, Ch. 13. Ross, Resistance and Survivance: Cultural Genocide and Imprisoned Native Women

- Juanita Diaz Cotto, Latina Imprisonment + the War on Drugs (ER)

**WEEK 6****3/3: Class #10: [on BB] Mothers in Prison and Their Children****Discussion Board Class.****READING DUE:**

-Lauren Glaze and Laura Maruschak Parents in Prison and Their Minor Children, Bureau of Justice Statistics, Special Report, August 2008, NCJ 222984. At: <http://www.ojp.usdoj.gov/bjs/pub/pdf/pptmc.pdf>

-Children of Incarcerated Parents: A Bill of Rights At:

[http://www.ushrnetwork.org/files/ushrn/images/linkfiles/CERD/10b\\_Children%20of%20Incarcerated%20parents.pdf](http://www.ushrnetwork.org/files/ushrn/images/linkfiles/CERD/10b_Children%20of%20Incarcerated%20parents.pdf)

LISTEN to 2 short interviews on NPR—National Public Radio

(Insert program title into Google): Families coping with Incarcerated Parents and When a Parent Does Hard Time, so Does the Family)

**3/5: Class #11\* [on BB] Trafficking in Women****READING DUE:**

-P+S, Ch. 26, Wijers

-P+S, Ch. 28, Newsday

-Mike Ceaser. A Dark Window on Human Trafficking. (ER). At:

<http://chronicle.com/temp/reprint.php?id=0d2z8wbr6zpb6sbq8nz3ypjgqw64j53z5>

-For BB: Search Polaris Project at: <http://www.polarisproject.org>

**WEEK 7****3/10: Class #12: Violence against Women of Color (1) on the Street and (2) in Prison**

**VIDEO:** Violence against Women in Prison (Geraldo Rivera) OR Andrea Ritchie

**READING DUE:**

-P+S, Ch. 14, Farr (Lesbians on Death Row);

-P+S, Ch. 16, Siegal (Stopping Abuse in Prison); and

-P+S, Ch. 17, Faith (Canadian Women's Prisons).

-Ritchie. Invisible Crimes, Inadequate Remedies: Police Brutality and Misconduct against African American Women. (ER)

**3/12: Class #13: Causes of Women's Crimes: #1 Globalization****VIDEO:** Global Village or Global Pillage?**READING DUE:**

-P+S, CH. 12. Sudbury, Women of Color, Globalization, and the Politics of Incarceration

-SHORT articles:

Read BOTH:

-Kuttner, Double Standard on Globalization [ER]

-Roddick, The Price of Dignity [ER]

Choose 1:

-Bloice, The Black Jobless Picture-From Bleak to Bleaker [ER]

-Sullivan, Downturn Pushing Single Mothers Out of Workforce [ER]

- Uchitelle, Women Are Now Equal as Victims of Poor Economy [ER]

**WEEK 8****3/17: Class #14: Causes of Women's Crimes: # 2: Drugs****GUEST:** Julie Mormando and Brooklyn Women's Group: Short Video**READING DUE**

-P+S, Maher, Ch. 7, A Reserve Army: Women and the Drug Market

- Justice Policy Institute, Moving Target: A Decade of Resistance to the Prison Industrial Complex, pp. 19-29 (ER)

-Marc Mauer, Do More Prisoners Equal Less Crime? At:

[http://www.sentencingproject.org/Admin%5CDocuments%5Cpublications%5Cwill\\_overall%20response.pdf](http://www.sentencingproject.org/Admin%5CDocuments%5Cpublications%5Cwill_overall%20response.pdf)

-Damien Cave, Legal Drugs Kill More than Illegal, Florida Says (ER)

**3/19: Class #15: Causes of Women's Crime: #3 Prison Industrial Complex (PIC)****READING DUE:**

-Manning Marable, Race-ing Justice, Disenfranchising Lives. At:

[http://www.blackcommentator.com/209/209\\_cover\\_race\\_ing\\_justice\\_marable\\_ed\\_bd.html](http://www.blackcommentator.com/209/209_cover_race_ing_justice_marable_ed_bd.html) OR <http://www.zmag.org/znet/viewArticle/2560>

-SHORT articles:

-Levister, A Sweatshop Behind Bars at:

<http://www.alternet.org/story/41481/>

-Gonnerman, Million Dollar Blocks. At:

<http://www.villagevoice.com/2004-11-09/news/million-dollar-blocks/>

-READ and LISTEN TO : Beth Richie at

<http://womenandprison.org/prison-industrial-complex/beth-richie.html>

-EXTRA: - Sokoloff, Impact of the Prison Industrial Complex on Black Women. Available at: Souls, 5 (4), December 2004, pp 31-46 (ER).

**WEEK 9****3/24 Class #16 :IN-CLASS MIDTERM****3/26: Class #17: Immigration and Crime: The False Connection?****READING DUE:**

- Morin, Latinas/Latinos and US Prisons: Trends and Challenges. At: <http://www.palgrave-journals.com/1st/journal/v6/n1/full/1st20081a.html>
- Sokoloff and Pearce. Locking Up Hope: Immigration, Gender, and the Prison System. At: [http://www.barnard.edu/sfonline/immigration/sokoloff\\_pearce\\_01.htm](http://www.barnard.edu/sfonline/immigration/sokoloff_pearce_01.htm)
- SHORT articles:
  - Shulman, Immigration Raid Rips Families At: <http://www.washingtonpost.com/wp-dyn/content/article/2007/03/17/AR2007031701113.html>
  - Carrillo, Locking Away Profits: Capitalizing on Immigrant Detentions Has Turned into a Booming Business for Lehman Brothers. At: [http://goliath.ecnext.com/coms2/summary\\_0199-1979311\\_ITM](http://goliath.ecnext.com/coms2/summary_0199-1979311_ITM)
- REFER BACK to: - Justice Policy Institute, Moving Target: A Decade of
- Resistance to the Prison Industrial Complex, pp. 19-29 (ER)

**WEEK 10****3/31: Class #18: Women's REENTRY from Prison into the Community and Alternatives to Incarceration (ATIs)****GUEST:** Tamar Kraft-Stolar, Ann Jacobs or Venezia Michalsen**READING DUE:**

- Freudenberg, et al. Coming Home from Jail: The Social and Health Consequences of Community Reentry for Women, Male Adolescents, Their Communities and Families (ER)
- Ann Jacobs, Improving Odds: Women in Community Corrections. (ER)
- Jeremy Travis. Prisoner Reentry Seen thru Community Lens. At: <http://www.urban.org/url.cfm?ID=410354&renderforprint=1&CFID=37773105&CFTOKEN=69614037>

**4/2: Class #19: VIOLENCE AGAINST WOMEN: An Introduction****VIDEO:** When Women Kill**READING DUE:**

- P+S, Karmen, Introduction to Part III on Victims, pp. 289-302.
- P+S, Ch. 21, Browne, Fear and the Perception of Alternatives: Asking - 'Why Battered Women Don't Leave' Is the Wrong Question
- SHORT article:
  - Stan Goff, Let's Talk about Sex (ER)

**WEEK 11****4/7: Class #20: [on BB] Diversity and Domestic Violence****READING DUE:**

- P+S, Ch. 22, Dasgupta (Immigrants and Culture and DV)
- P+S, Ch. 24, Griggs (DV among Wives of Police Officers)
- P+S, Ch. 23, West, Leaving a Second Closet (Same Sex DV)
- SHORT Articles. CHOOSE 1:
  - Preston, Immigrant, Pregnant, Is Jailed Under Pact. At:  
<http://www.nytimes.com/2008/07/20/us/20immig.html>
  - Rocco Parascandola. (2004). "Foreign-born Women More Likely to Be Slain by Partners". At:  
<http://www.stopfamilyviolence.org/ocean/host.php?page=54>
  - Elizabeth Olson, Rise in Efforts to Spot Abuse in Youth Dating. At:  
[http://topics.nytimes.com/top/reference/timestopics/people/o/elizabeth\\_olson/index.html?inline=nyt-per](http://topics.nytimes.com/top/reference/timestopics/people/o/elizabeth_olson/index.html?inline=nyt-per)

**WEEK 12: VACATION: April 9-19****WEEK 13:****4/21: Class #21: Murder of Women in Intimate Relationships****VIDEO:** Defending Our Lives**READING DUE:**

- J. Campbell, Intimate Partner Homicide: Review and Implications of Research and Policy (ER)
- Kathleen Ferraro. Ch. 3, Negotiating Surreality.pp. 71-107. *Neither Angels Nor Demons: Women, Crime and Victimization*, Northeastern University, 2006. (ER)

**4/23: Class #22: Activism against Women's Victimization #1****READING DUE:**

- M. Abraham, Fighting Back: Abused South Asian Women's Strategies of Resistance. [ER]
- VOW, *Justice Denied: How Family Courts in NYC Endanger Battered Women and Children*. At:  
<http://www.vowbwrc.org/pdf/justiceDeniedRep.pdf>
- Check out other sites on web

**WEEK 14:****4/28:Class #23: Rape****VIDEO:** RAPE IS**READING DUE:**

- P+S, Feltey, Ch. 19, Gender Violence;
- P+S, Ch. 20, Wriggins, Rape, Racism and the Law
- Sexual Assault in Military 'Jaw-Dropping,' Lawmaker Says. At:  
<http://www.cnn.com/2008/US/07/31/military.sexabuse/index.html>

**4/30: Class #24: Activism to Fight Violence Against Women #2**

**ASSIGNMENT:**

- Begin by looking up “Rape Is” on web. Will have numerous projects  
Also look up other activist actions you and others can take and organize to fight against rape, domestic violence, sexual harassment, and other forms of violence against women and girls. It can also include ways to fight violence against women in prison  
-Then find 2 other sources from different websites for actions you can take against violence against women.  
- WRITE a 3 page summary on what actions can be taken and give at least 3 examples from the readings you did. Document your sources.

**WEEK 15**

**5/5: Class #25: Women and Work: Discrimination in CJS**

**READING DUE:**

- P+S, Ch. 36, Wilson & Moyer;
- P+S, ADDENDUM to Ch. 36, Jurik & Cavender (p. 577-580)
- Lance Tapley, Time for a Clean Sweep? A Former Guard Calls for Prison Reform. At:  
[http://realcostofprisons.org/blog/archives/2008/07/maine\\_a\\_former.html](http://realcostofprisons.org/blog/archives/2008/07/maine_a_former.html)

**5/7: Class #26: Women Workers in the CJS**

**READING DUE:**

- P+S, Intro to Part IV: pp. 447-452
- P+S, Ch. 29 (Schafran); P+S, Ch. 30 (Toobin).
- Choose 1 chapter from the following 4:
  - Ch. 31, Schulz
  - Ch. 32, Harrington & Lonsway
  - Ch. 34, Martin
  - Ch. 35, Belknap

**WEEK 16**

**5/12: Class #27: Book Presentations—Day 1**

**5/14: Class #28: Book Presentations—Day 2 And PARTY**

**WEEK 17**

**FINALS May 16-26: Class event. MUST ATTEND**

**May 30: Grades DUE**



## Film Paper Assignment

### SOC 310: Women and Crime

#### Dr. Teresa Severance

1. **Choose and view a film.** Films appropriate for this assignment specifically depict women or girls as offenders, not just general crime, legal, or law enforcement issues. You must select from the list below. If you would like additional help selecting movies, there are several searchable film databases online (such as all-movie guide and the internet movie database). *Others may be considered, but only with prior approval.*

*Basic Instinct* (1992)  
*Brokedown Palace* (1999)  
*Chicago* (2002)  
*Fatal Attraction* (1987)  
*Femme Fatale* (2002)  
*Kill Bill v. 1* (2003)  
*Kill Bill v. 2* (2004)  
*Mad Money* (2008)  
*Mi Vida Loca* (1993)  
*Monster* (2003)  
*Poison Ivy* (1992)  
*Set it Off* (1997)  
*Sherrybaby* (2006)  
*Single White Female* (1992)  
*The Crush* (1993)  
*The Hand that Rocks the Cradle* (1992)  
*Thelma and Louise* (1991)  
*To Die For* (1995)  
*Volver* (2006)

*Laying the Foundation* (background, introductions):

2. **The plot.** In no more than one page (total), briefly summarize the plot of the film.
3. **The main characters.** Identify and briefly describe the key characters in the film.

*Substantive Issues* (what I will focus on most when evaluating your paper):

4. **Critically examine and discuss the implicit or explicit cause(s) of offending** presented in the film. For example, to what extent is the character(s)'s offending attributed to external/social causes (e.g., family, poverty, or peers) or internal/individual causes (e.g., mental illness, greed, or "evil"). Be sure to provide evidence and examples to illustrate these points. You will also be evaluated on how well you apply and demonstrate your understanding of course concepts and theory.

5. **Critically examine the images** of women/girls victims, offenders, and/or working women (in the crime processing system) that dominate the film. Based on what we have read and discussed in class, are these images realistic or stereotypical? Be sure to provide evidence and examples to illustrate these points. You will also be evaluated on how well you apply and demonstrate your understanding of course concepts and theory.
6. **Discuss the likely effect** of these images on the attitudes of viewers toward the offenders, correctional officials, and correctional (or other criminal justice) agencies, institutions, and programs (e.g., would generate sympathy for or outrage against female offenders).
7. Now, imagine the film with the same basic plot and characters, *except the gender of the offender is changed to be a man or boy*. In what ways would the film be affected? For example, how would this alter the tone of the film, the viewer's attitude toward the characters (offender and victim), and the overall "moral of the story" or effect of the film?

*Assessment Criteria:*

Papers should be typed (double-spaced), stapled, and *roughly* 6-8 pages in length (this is an estimate). Be sure to cite any sources utilized in your paper.

Self-editing check-list:

- Did you follow the assignment instructions?
- Did you answer all the questions as indicated and include sufficient evidence and/or detail to support your answers?
- Did you apply course concepts/theory?
- Did you provide citations for any outside sources?
- Have you kept your writing simple, clear, and concise?
- Did you read and edit your manuscript carefully?

**Papers are due November 6, 2008** and must be handed in at the beginning of class on the designated due date. Papers not in my possession by this time are considered late (this includes papers left in my mailbox or outside my office or under my door during the class period). Please note that I do not accept papers via email. Poor time management, computer failures, time conflicts with assignments for other classes, etc. are NOT legitimate excuses for late papers. Late papers will be penalized 5% per day they are late.

This paper is worth 20% of your course grade. You should approach it accordingly.

**SYLLABUS**

DR. ALLISON FOLEY, Ph.D.  
 WOMEN, CRIME, AND THE CRIMINAL JUSTICE SYSTEM  
 SOCI/CRJU/WMST 3336

**DR. FOLEY'S CONTACT INFORMATION:**

*Email: [ajfoley@aug.edu](mailto:ajfoley@aug.edu)*

**REQUIRED READING**

1. Miller, Jody. 2001. One of the guys: Girls, gangs and gender.
2. DeKeseredy, Walter. 2011. Violence against women: Myths, facts, controversies.
3. On occasion, and as you can see on the Course Calendar at the end of the syllabus, additional readings will be assigned to supplement the text. These readings will be provided for you electronically via Georgia View Vista/WebCT and, when possible, in hard copy format.

**ACCESSING COURSE MATERIALS VIA WEB CT/ GEORGIA VIEW:**

For these readings, the syllabus, and any and all other course-related assignments, study materials and reference handouts, log on to MyASU and click the Georgia View icon. Next, choose our course and the appropriate folder, if necessary. Supplementary readings will be labeled as such and with reference to the Unit of the course (i.e. "Unit 2 Supplementary Reading – [Author's Name] Article").

**COURSE DESCRIPTION**

There are many ways to approach a topic such as Women, Crime, and Criminal Justice. You may be asking yourself why we are studying women only. The answer to this question, in brief, is that the study of crime throughout our history has focused overwhelmingly on males. Much of the knowledge produced, therefore, was knowledge by men of men and it was later generalized to women, often resulting in some inaccuracy. To best understand women's experiences with crime and the criminal justice system we need to approach our study through a perspective that recognizes current and historical inequalities between men and women. This is why we will ground our studies in feminist criminology. This does not mean that the answer to the question of why women have been historically overlooked in criminology is, "All men are worthless pigs!" or something to that effect. That is not what feminism is – don't let anyone tell you otherwise. In reality, there are a number of possible explanations for this apparent oversight of women in crime, just as there are a number of factors that different types of feminists and gender scholars identify as the causes of gender inequality. We will begin our course by briefly considering these topics, to better understand gender and feminist perspectives.

We will then move to examine how gender shapes women's experiences with and/or in the criminal justice system specifically. While gender shapes men's experiences too, we will primarily focus on how **women** experience structural and cultural pressures and how their lives reflect a gendered world. This gendered world can be oppressive and victimizing – it can restrict women's choices, suppress their desires, and/or operate in ways that allow them to become victims of violence and abuse – but that does not mean that women are pure victims of their circumstances who are completely unable to choose their own actions and make their own rational decisions. Additionally, there are a number of other social forces (such as race, ethnicity, class, and sexuality) that shape the way each of us experiences the world. At times we will

examine the “intersections” of gender, race, class, and/or sexuality because it is also important to recognize that women of different races/ethnicities/classes/sexualities/etc. experience the world in different ways. Overall, though, the goal of this course is to start to develop an understanding of how women as a whole are impacted by a criminal justice system that was constructed by a society characterized by gender inequality.

**Finally, we should talk a bit about what you might personally experience in this classroom.** Some of us have friends and family members who have been imprisoned, who have had intense experiences with the criminal justice system, and/or who have survived child abuse, intimate partner abuse, stalking, and sexual assault or rape. Some of us may even know women who did not survive such experiences. Others have had direct experience with physical or sexual victimization, while still others may come to re-define some of their experiences as a result of learning more about violence against women. Additionally, we will be watching videos and doing readings that describe such types of victimizations – some are intense and might be triggering for survivors or those who haven’t fully worked through what they’ve experienced. This can be a confusing, emotional, and painful experience. There are resources in the community and on campus, however, which are set up specifically to assist you if you feel you might need or want such assistance. I am more than happy to help you seek out these resources. I bring this up so that each of us can come into the classroom each day prepared to discuss the course material in a way that respects the fact that others in the classroom may be struggling with the material in even a small way. I say that not to stifle discussion, but to encourage you to **think about what you say before you say it** and to demand that you respect others, regardless of whether you agree or disagree with what they say. You have to give others the time to get their thoughts out, otherwise you may misinterpret what they are trying to say or ask. There is a respectful, thoughtful way to express your opinion or to raise questions that some might interpret to be offensive. Respect is of upmost importance in this class! Review the next section of this syllabus for more on this and other classroom expectations.

### **GENERAL COURSE EXPECTATIONS:**

**1. BE RESPECTFUL TO YOUR PROFESSOR AND TO YOUR FELLOW STUDENTS.** We are all adults here and we’ve been in school much of our lives, so you know the drill:

- Do not be disruptive when I am speaking or when other students are speaking – no whispering, no side conversations, no speaking “on top” of another person.
- Disagree respectfully. Do not criticize or make hateful comments to anyone else in the classroom.
- Be prepared and on time to class. Stay alert and attentive until you are dismissed. If you leave early, you should always advise me of this beforehand. Try to keep bathroom breaks to an absolute minimum.
- Laptops in the back row only.
- Just put the cell phones away already.

The above criteria represent my minimum expectations. If you fail to meet these expectations, you can expect to receive below average participation scores. Consistent deviation from these policies will result in expulsion from the classroom.

**2. TAKE RESPONSIBILITY FOR THE CLASS MATERIAL BY:**

- **Completing the Assigned Reading Before Class.** I prefer an interactive classroom and like to ask questions. Some questions will be general and not specifically related to the course readings, but others will be based on the readings. If you don't complete the reading, it will be difficult for you to make positive contributions to our class discussions and your grade will suffer.
- **Attending Class.** I don't take attendance. There are many reasons for this. It should be sufficient here to state that I expect more from you than showing up. If you don't attend, you can't participate in discussion, complete in-class assignments, ask questions about the course material, or watch the films we watch in class, and your grade will suffer.
- **Taking the Initiative to Obtain the Materials/Assignments You Missed if You Were Absent.** It is YOUR responsibility to find out what you missed in class but it is not my responsibility to track you down if you miss in-class assignments. You must contact me, or another student, to find out what you missed and the best way to do this is to come to office hours. Lecture slides will be made available via WebCT, but I post slides primarily to assist you in your note taking. The slides are not a sufficient substitute for attendance.

### **3. DO YOUR OWN WORK AND DO NOT PLAGIARIZE!**

- Plagiarism is defined as “using the ideas or writings of another as one’s own,” according to the ASU student handbook. Plagiarism is also:
  - Turning in a paper purchased or otherwise acquired from “paper mills” and the like.
  - Turning in another student's work with or without that student's knowledge.
  - Copying any part of your paper from a source without proper in-text citations.
  - Paraphrasing materials from a source without proper in-text citations.
  - Copying materials from a source text, supplying acknowledgement through in-text citations, BUT LEAVING OUT QUOTATION MARKS.
- **If you plagiarize, regardless of whether it is two sentences or the entire paper, the minimum penalty will be to receive a ZERO on the assignment.** This means that particularly egregious instances can be punished more severely, including receipt of an F for the course. Ignorance of what constitutes plagiarism (or “citing”) is no excuse because it has been clearly laid out in this syllabus. If this isn't clear enough, just come and see me – PLEASE. It is YOUR responsibility to take whatever steps you must take to learn how to appropriately cite, quote, paraphrase and generally use your sources to demonstrate what you've learned.
- **AVOIDING PLAGIARISM (A.K.A. USEFUL WRITING TIPS):**
  - The goal of learning is not simply to regurgitate what other people had to say about something; in other words, cutting and pasting quotes or paraphrasing relevant passages isn't sufficient for the type of work expected of you in this class. I can tell you've truly learned something when you're able to provide accurate illustrations of the ideas or concepts we discuss and when you demonstrate that you are able to make your own connections between the ideas/writings of two or more scholars, topics, theories, and/or concepts. You need to be able summarize what a scholar had to say and/or summarize what is known about a particular field/topic, but you usually need to bring your own voice and perspective into the assignment/paper as well. When you utilize a concept that another person came up with, however, you must cite that author

using “in-text citations” so it is clear whose ideas are whose. This also allows you to demonstrate that you understand not just what a term/idea/theory/etc means but why it is important for understanding the larger topic at hand.

- For more information on this issue, there are examples of inappropriate writing and appropriate, original writing on the Sociology Department’s website:  
<http://www.aug.edu/sociology/plagiarism.html> -- It is a good resource, so use it! You should also consult the “Avoiding Plagiarism” page on this website:  
<http://owl.english.purdue.edu/> -- it also contains great information on how to citations, APA format, and grammar and punctuation, etc.
- In addition to the code of conduct outlined by me, you are required read and adhere to the mandates of the honor code as outlined in your student handbook (find it here:  
[http://www.aug.edu/student\\_activities/docs/handbook.pdf](http://www.aug.edu/student_activities/docs/handbook.pdf)).

### **COURSE GRADING POLICIES**

#### **LATE POLICY:**

- 1.) If you do not complete a paper on time or if you are absent when an exam is given, you **MUST** have a **LEGITIMATE AND DOCUMENTED** excuse in order to receive full credit/take a makeup exam. I do not give full credit without documentation. Period.
  - Legitimate excuses include: illnesses, hospitalizations, religious holidays, university-related absences, becoming a victim of a crime, etc. Documentation would then be required from a doctor, religious leader, coach, boss, family member (or funeral program or announcement in the newspaper), law enforcement, etc.
- 2.) Unexcused late assignments will be subject to a deduction of half a letter grade per day of lateness. You may email me your completed late assignment but you must turn in a paper copy as well. Those who don’t hand in a paper copy may be subject to an extra late penalty and will likely not receive their work back in a timely manner – I simply tend to forget things if they aren’t in my hands.
- 3.) If your paper is over five days late, including weekend days, I will not grade it unless you notified me ahead of time about your absence/situation **AND** unless you rescheduled the due date with me **IN WRITING**. Please keep in touch with me, or have a friend/family member do so for you.

#### **COMPONENTS OF YOUR GRADE:**

- **EXAMS:** There will be a midterm and a final exam. Each exam is worth 50 points, or 25% of your final grade.
- **MEDIA ANALYSIS PAPER:** This paper will be worth 50 points total, or 20% of your grade. Refer to the end of the syllabus for the description of the paper that was assigned the past two semesters (the Take Back the Music paper). This semester there will be slight changes to this paper assignment. Options to analyze other forms of media will be added, along with additional guidelines for all options.

- **CLASS ASSIGNMENTS AND EXERCISES:** These 50 points (20% of your grade) will be based on the timely and thoughtful completion of in- or out-of-class writing assignments and reading quizzes. Some of these points will relate to the paper and the work you will do to prepare for it. The remainder will be based on in- and out-of-class writing assignments – some of which you’ll see listed on the course calendar. Others may be assigned at my discretion.
- **ENGAGEMENT AND PARTICIPATION:** 10 points (4% of your grade) will be awarded based on following the course expectations outlined earlier in this syllabus, the depth of reflection in written assignments, participating constructively in class discussions, and demonstrating engagement in the course through other means. In other words, you do not have to share your thoughts and questions in class in order to show that you are thinking about the course material and doing your readings. You can take time to write out your thoughts on some of the material and hand it in to me (this is essentially like doing extra reading reflection papers on your own time) and/or alert me to news stories or entertainment media that relate to our course.

**GRADING SCALE:**

- A: 200 – 179
- B: 178 – 159
- C: 158 – 139
- D: 138 – 119
- F: 118 and lower

Additionally, Incompletes will not be given to students who do not complete any coursework. It is your responsibility to initiate the proceedings to Withdraw – I will not do this for you. After the deadline, per university policies, you will not be able to withdraw unless you have completed some coursework and unless you have extenuating circumstances.

**GRADE DISPUTES:** *Please keep all returned work in the event that you have a grade dispute at the end of the term.*

**COURSE CALENDAR**

August 15:    Topic:            Course Introduction

**Unit 1: Gender and Feminist Criminology**

August 17:    Topic:            Intro to Gender; Gender and Media Depictions  
                   Reading:        Lorber’s “Night to his Day” (WebCT)  
                   OTHER:        FILM!

August 22:    Topic:            Gender, Crime, and Media Depictions  
                   Reading:        Unit 1 Reading Packet (WebCT) – Meloy & Miller on Print Media; Evans & Davies on Crime TV Shows; Humphries on Law & Order

**Unit 2: Women as Workers in the Criminal Justice System**

August 24: Topic: Women as Workers  
 Reading: Unit 2 Reading Packet (WebCT) – Stohr on Female C.O.s; Meloy, Maier, & Miller on Female Judges; Morash, Haarr, & Gonyea on Female Police

August 29: Topic: Women as Workers continued...

**Unit 3: Offending**

August 31: Topic: Feminist Criminology and Structural Theories  
 Reading: Miller Book – Intro and Chapter 1

Sept 5: **NO CLASS TODAY - LABOR DAY HOLIDAY**

Sept 7: Topic: Feminist Methods  
 Reading: Miller Book – Chapter 2

Sept 12: Topic: Theoretical Perspectives  
 Reading: Miller Book – Begin Chapter 3  
 OTHER: FILM! (Girlhood)

Sept 14: Topic: Theoretical Perspectives continued...  
 Reading: Miller Book – Finish Chapter 3

Sept 19: Topic: General Offending and Gang-related Offending  
 Reading: Miller Book – Chapter 4

Sept 21: Topic: Gang Girls in Columbus  
 Reading: Miller Book – Begin Chapter 5

Sept 26: Topic: Gang Girls in St. Louis  
 Reading: Miller Book – Finish Chapter 5

Sept 28: Topic: Gang Girls and their Delinquency  
 Reading: Miller Book – Chapter 6

October 3: **MIDTERM**

October 5: No class today! Read the Miller Article about sex tourism on WebCT

October 10: Topic: Sex Work  
 OTHER: FILM! (Born into Brothels)

October 12: Topic: Victimization in Gangs  
 Reading: Miller Chapter 7



October 17: Topic: Gender Strategies in Gangs  
 Reading: Miller Book – Chapter 8 & Conclusion

**Unit 4: Victimization**

October 19: Topic: Violence against women is a men's issue  
 Reading: Katz Readings

October 24: Topic: Media depictions of women's victimization  
 Reading: DeKeseredy book – Chapter 1

October 26: No class today. Attend a Violence Awareness Week event and be prepared to report back to class about it on Monday.

October 31: Topic: VAW – Definitions  
 Reading: DeKeseredy book – Chapter 2

Nov 2: Topic: VAW – Rates  
 Reading: DeKeseredy book – Chapter 2

Nov 7: Topic: Women as Abusive  
 Reading: DeKeseredy book – Chapter 3

Nov 9: Topic: Causes  
 Reading: DeKeseredy book – Chapter 4

Nov 14: Topic: Barriers to Leaving  
 Reading: DeKeseredy book – Chapter 5

Nov 16: OTHER: Attend the American Society of Criminology annual meetings in Washington D.C. with me and the Criminal Justice Club. Or take a writing day! NO CLASS TODAY!

Nov 21: Topic: Consequences  
 Reading: DeKeseredy book – Chapter 6

Nov 23: THANKSGIVING HOLIDAY! NO CLASS TODAY!

Nov 28: Topic: What Can We Do?  
 Reading: DeKeseredy book – Chapter 7

Nov 30: OTHER: DISCUSSION AND PRESENTATIONS ON PAPERS DUE –  
 We will discuss this at length as the overall project develops  
**OTHER: PAPER DUE!**

**FINAL EXAM: WEDNESDAY, DECEMBER 7<sup>th</sup>, 3:30 – 5:30PM in E259**

## SOCJ/CRJU/WMST 3336: MEDIA ANALYSIS PAPER

### This paper serves several purposes:

- It provides a mechanism to explore ideas that are not necessarily covered in class or that you may be hesitant to assert verbally.
- It allows you to apply what you are learning to critically evaluate the media you come across in your life outside the classroom.
- It will allow you to develop your own voice, in that *you* will choose the media, *you* will determine how it relates to our course, and *you* will determine what it is that you'll be analyzing in that media.
- It will allow you to construct your own arguments about the relevance of the media for understanding women/gender and crime. You cannot truly determine what you think, what you've learned, and what relevance our readings have to the larger sociological world – to the “big picture” – until you put it into words!

### What should I do in this paper?

There are three larger options here.

1. You could compile lists of songs about specific types of crimes by or against women and examine the songs in that list for commonalities, differences, the accuracy of their depictions as compared to the scholarly literature, and the overall messages they send. There is no need to reinvent the wheel, though. Your starting point can be the pre-existing list of songs that students in this class created last year. These lists contain, sometimes, upwards of 20 songs. You will want to review these lists to compile a smaller list of songs that depict a topic/issue of your choosing. In other words, you don't have to analyze all 20 songs about female offenders – narrow your focus to those that are primarily about prostitution, female-to-female assault, female-to-male assault, etc.
2. Compare and contrast print media's coverage of important instances of crimes by women or against women.
3. Examine a particular television show, the songs on various Top 40/ Top 100 charts, or a specific artist/band's catalog and analyze their depictions of an aspect of women's crime or victimization. You should have a specific research question in mind that you set out to answer. For example:
  - How are feminists depicted in the media?
  - Do (reality) television shows depict female prison workers differently than male prison workers?
  - Do (reality) television shows depict female police officers differently than male police officers?
  - Do (reality) television shows depict female inmates differently than male inmates?
  - What types of crimes or victimizations are represented in our most popular songs or albums?
  - How does a particular artist's/band's songs and music videos -- or songs/videos from a particular genre of music -- depict women and crime?

General Content Guidelines: Regardless of which options you pick, you should be attempting to (1) describe the crimes, criminals, or victims that are depicted, (2) determine whether these depictions are accurate or misleading when compared to scholarly literature, and (3) discuss how these depictions impact people and society.

Specific Content Guidelines: The number of songs/TV episodes/etc to be analyzed will be dependent upon the topic you choose. In other words, we will determine this once you do some research and thinking on what you want to study. A couple of relatively short assignments will be given out that will help us determine if you're on the right track and how many pieces of media you should analyze in order to have a relatively solid study.

General Formatting Guidelines:

Your paper should be 5-7 pages, double spaced, with standard one-inch margins, a standard 11 or 12 point font (like Times New Roman). When you reference a topic discussed in the assigned readings for this course, **MAKE SURE YOU REFERENCE IT WITH APA-STYLE IN-TEXT CITATIONS.** When you quote course material OR lyrics of these pieces, **MAKE SURE YOU USE QUOTATION MARKS. Refer to your syllabus for information on citing, quoting, and plagiarism.**

## Category 2: Syllabi and Assignments

### Violence Against Women

**Dr. Molly Dragiewicz**  
**Assistant Professor**  
**University of Ontario Institute of Technology**  
**Domestic Violence**  
**SSCI 3023U**  
**Winter 2011**

**Catalog course description:**

This course explores issues related to understand the nature and types of domestic violence. It explores the problems of child abuse, including child sexual abuse, spousal abuse, elder abuse and abuse found in alternative family structures such as gay and lesbian abuse, as well as stalking. The course will also examine societal and legal responses to family violence and explore issues related to the rights of victims of family violence. 3 cr, 3 lec. Prerequisites: (two of SSCI 2900U or SSCI 2910U or SSCI 2920U or SSCI 2930U), (two of SSCI 2810U or SSCI 2820U or SSCI 2830U).

**Course Objectives:**

After completing this class, you should be able to:

1. define domestic violence
2. describe the dynamics of domestic violence
3. identify warning signs for domestic violence and explain why they are warnings
4. identify common outcomes of domestic violence
5. distinguish between popular myths about domestic violence and what the research tells us
6. explain what aspects of research methodology are relevant to domestic violence research and why
7. understand the impact of domestic violence on children
8. understand issues that continue after separation
9. identify things friends, police officers, court officials, lawyers, counselors and others can do to help decrease domestic violence
10. understand how domestic violence intersects with social categories like race, class, age, immigration status, sexuality, and gender

**Required Texts:**

- Bancroft, Lundy. (2002) *Why does he DO that? Inside the minds of angry and controlling men.* New York: Putnam.
- Additional required readings are also available on Web CT and online as indicated in the syllabus.

**Student Evaluation:**

Exam 1	30%
Exam 2	30%
Final Exam	40%

**Late Submission and Make-up Policy:** Make up assignments will only be available with a university-approved excuse. The form is posted in Web CT.

**Exams**

The multiple choice exams will cover course material from the assigned readings, guest speakers, films, class lectures and in class activities and discussions.

**GRADING SCHEME**

<b>Grade</b>	<b>%</b>	<b>Grade Points</b>	<b>Description</b>
A+	90-100	4.3	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Good. Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; an ability to communicate clearly and fluently.
B	73-76	3.0	
B-	70-72	2.7	
C+	67-69	2.3	Adequate. Student is profiting from his/her university experience; an acceptable understanding of the subject matter; ability to develop solutions to representative problems in the material; some ability to organize and analyze ideas; an ability to communicate adequately.
C	60-	2.0	

	66		
D	50-59	1.0	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
F	0-49	0.0	Inadequate. Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; an inability to communicate.

### STUDENTS WITH SPECIAL NEEDS

If there is any student in this course, who, because of a disability, may have a need for special accommodations, please come and discuss this with me after you have contacted The Centre for Students with Disabilities (also known as REACH). In compliance with University of Ontario Institute of Technology policy and disability laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester so arrangements can be made. I encourage you to register with REACH for disability verification and for determination of reasonable academic accommodations.

### GENERAL EXPECTATIONS

- I expect students to attend classes, be on time, be prepared and not disrupt class by arriving late or leaving in the middle of lectures. I will be on time, be prepared, and answer your questions as promptly as possible. I will let you know as early as possible if bad weather or other circumstances force a cancellation of class via Web CT and my office phone.
- Given the size of the section, there are guaranteed to be students in class who have experienced child abuse and partner abuse, including sexual abuse. Please be mindful and respectful of your classmates' experiences when making comments in class. You are talking about them. Since I cannot control what students do with information they receive from their classmates in class, I can't guarantee this is a "safe space" for survivors to disclose their experiences. However, I will remove students who are disruptive to or abusive of other students from the class. Due to its subject matter, this class is likely to be a trigger for survivors of abuse. I encourage students who are being affected by class material to seek support from confidential resources like the Women's Resource Centre.
- There will be some overlap between class lectures, discussions and the required reading, however, there will be much material provided in class that will *not* be found in the reading assignments. Therefore, it is important for you to show up and take notes in class. If you must miss a class, you are responsible for getting notes from a classmate. My lecture notes and the PowerPoint files are not available to copy. However, you are welcome to come to my office to ask questions about any lecture notes you have. Please

do not come to my office and ask what you missed if you miss class. It is not my responsibility to cover the material again for you.

- There will be no make up exams without a university approved excuse.
- Grades are not negotiable. I do not give them to you, you earn them based on your performance.
- Please remember to turn off your phone when you come to class.

### **ACADEMIC INTEGRITY**

Academic dishonesty will not be tolerated and may result in severe penalties. Regarding academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework, I draw your attention to the following points, as outlined in the Academic Calendar:

#### **Academic misconduct includes, but is not limited to:**

- Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, or threatening others).
- Violation of safety regulations in a laboratory or other setting.
- Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.
- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.
- Plagiarism, which is the act of presenting the ideas, words, or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material.
- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.
- Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.
- Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.



- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.

### Course Outline and Readings

You should be ready to talk and write about the readings in class on the date they are listed below with the exception of week 1 readings, which we will discuss during week 2.

#### Week 1 January 10, 2011

##### Introduction

Readings:

- Bancroft, Introduction
- Bancroft, Chapter 1 The mystery

#### Week 2 January 17, 2011

Readings:

- Bancroft, Chapter 2 The mythology
- Bancroft, Chapter 6 The abusive man in everyday life
- Power and control wheel
- Guest Speakers Allison Hector-Alexander, UOIT Diversity Officer and Barbara Bryan from the UOIT Women's Resource Centre and LGBT Resource Centres.

#### Week 3 January 24, 2011

Readings:

- Bancroft, Chapter 13 The making of an abusive man
  - Heise, L. (1998). Violence against women: An integrated, ecological framework. *Violence Against Women*, 4 (3), 262-290. (Web CT)
- Judy Morine DV-SACC guest speaker

#### Week 4 January 31, 2011 Exam 1

#### Week 5 February 7, 2011

Readings:

- DeKeseredy, W. (2000). Current controversies on defining non-lethal violence against women in intimate heterosexual relationships: Empirical implications. *Violence Against Women*, 6 (7), 32-50. (Web CT)
- DeKeseredy, W. & Schwartz, M. (1998). Measuring the extent of woman abuse in intimate heterosexual relationships: A critique of the conflict tactics scales. [http://new.vawnet.org/Assoc\\_Files\\_VAWnet/AR\\_ctscrit.pdf](http://new.vawnet.org/Assoc_Files_VAWnet/AR_ctscrit.pdf)
- Bancroft, Chapter 3 The abusive mentality

#### Week 6 February 14, 2011

Readings:

- Bancroft, Chapter 10 Abusive men as parents

- Edelson, J. Problems Associated with Children's witnessing of Domestic Violence  
[http://new.vawnet.org/Assoc\\_Files\\_VAWnet/AR\\_witness.pdf](http://new.vawnet.org/Assoc_Files_VAWnet/AR_witness.pdf)
- Edelson, J. The Overlap Between Child Maltreatment and Woman Abuse  
[http://new.vawnet.org/Assoc\\_Files\\_VAWnet/AR\\_overlap.pdf](http://new.vawnet.org/Assoc_Files_VAWnet/AR_overlap.pdf)
- Luke's Place guest speaker – Tanya Conlin

### **Week 7 February 21, 2011 No Class Meeting midterm break**

### **Week 8 February 28, 2011**

- Bancroft, Chapter 11 Abusive men and their allies
- DeKeseredy, W. S. & Dragiewicz, M. (2007). Understanding the complexities of feminist perspectives on woman abuse: A commentary on Donald G. Dutton's *Rethinking domestic violence*. *Violence Against Women*, 13 (8), 874-884.  
Survivor guest speaker

### **Week 9 March 7, 2011 Exam 2**

### **Week 10 March 14, 2011**

#### Readings:

- Bancroft, Chapter 9 The abusive man and breaking up
- Bancroft, Chapter 12 The abusive man and the legal system
- Film Tough Guise
- Guest Speaker: Partner Assault Response program

### **Week 11 March 21, 2011**

#### Readings:

- Fourth Annual Report of the Domestic Violence Death Review Committee (2006)  
<http://www.oacas.org/pubs/external/dvdrcreport07aug15.pdf>
- DeKeseredy, W. S., Schwartz, M. D., Fagen, D., & Hall, M. (2006). Separation/divorce sexual assault: The contribution of male peer support. *Feminist Criminology*, 1 (3), 228-250. (Web CT)

### **Week 12 March 28, 2011**

- Huisman, K., Martinez, J., & Wilson, C. (2005). Training Police Officers on Domestic Violence and Racism: Challenges and Strategies. *Violence Against Women*, 11 (6), 792-821. (Web CT)
- Menjivar, C. & Salcido, O. (2002). Immigrant women and domestic violence: Common experiences in different countries. *Gender and Society*, 16 (6), 898-920. (Web CT)
- Guest Speakers: Officers from DRPS

### **Week 13 April 4, 2011**

#### Readings:

- CLEO Immigrant Women and Domestic Violence Fact Sheet (bring the document to class) <http://www.cleo.on.ca/english/pub/onpub/PDF/immigration/immwomdv.pdf>

- Bancroft, Chapter 15 Creating an abuse-free world
- What men can do <http://www.acalltomen.com/page.php?id=51>

**Week 14 April 11**

Readings:

- Ristock, Relationship Violence in Lesbian/Gay/Bisexual/Transgender/Queer [LGBTQ] Communities: Moving Beyond a Gender-Based Framework
- Understanding the Transgendered Community: A Technical Assistance Bulletin
- Crowley, The Life of Entitlement

**Exam 3**

You must: Bring a current student ID, bring a pencil with an eraser

**Domestic Violence Services  
HDFS/CRJU/WOMS 409  
Spring 2010**

Instructor: Ruth Fleury-Steiner, Ph.D.

E-mail: rfs@udel.edu

**Course description:** This class focuses on the extent, nature, causes, and consequences of intimate partner violence in the United States. We will emphasize community and service system responses to the problem, including the legal, welfare, and child protection systems as well as the coordination between response systems. We will also examine gaps in service delivery and strategies for improving community responses.

**Course objectives:** After this class, you will be able to:

1. Understand the complexities of violent relationships, including individual and societal factors that contribute to intimate partner violence and the relationship between institutional responses and individual decision-making.
2. Identify risks and strengths of batterers, survivors, and child witnesses.
3. Identify and analyze services available for families dealing with intimate partner violence, including their underlying assumptions, their target populations, their cultural competence, and their effectiveness.
4. Identify gaps in available services and challenges facing providers when working in this area.
5. Understand the multiple methods of advocacy related to intimate partner violence, including individual advocacy and systems advocacy. You will also begin to engage in these efforts.

**Required texts:**

Davies, J., Lyon, E., & Monti-Catania, D. (1998). *Safety planning with battered women: Complex lives/Difficult choices*. Thousand Oaks, CA: Sage.

Renzetti, C. M., Edleson, J. L., & Kennedy Bergen, R. (2001). *Sourcebook on violence against women*. Thousand Oaks, CA: Sage.

Sokoloff, N. J. (2005). *Domestic violence at the margins: Readings on race, class, gender, and culture*. New Brunswick, NJ: Rutgers University Press.

**Reserve and Recommended readings:** Reserve readings are available on both electronic reserve and traditional paper reserve at the university library. *Recommended* readings are intended as a supplement to

the required readings. They provide additional information and/or examples. To access the electronic reserves, you will need the password available through the class Sakai site.

Bancroft, L., & Silverman, J. G. (2002). Impeding recovery: The batterer in custody and visitation disputes. In *The batterer as parent: Addressing the impact of domestic violence on family dynamics* (pp. 98-129). Thousand Oaks, CA: Sage.

Edleson, J. L. (1998). Responsible mothers and invisible men: Child protection in the case of adult domestic violence. *Journal of Interpersonal Violence, 13*, 294-298.

Ganley, A. L. (1996). Understanding domestic violence. In *Improving the health care response to domestic violence: A resource manual for health care providers* (pp. 15-45). San Francisco, CA: Family Violence Prevention Fund.

Gondolf, E. W., & Fisher, E. R. (1989). The survivor theory. In *Battered women as survivors: An alternative to treating learned helplessness* (pp. 11-25). Lexington, MA: Lexington Books.

Goodman, L. A., & Epstein, D. (2008). Recommendations for future reform. In *Listening to battered women: A survivor-centered approach to advocacy, mental health, and justice* (pp. 111-135). Washington, DC: American Psychological Association.

Johnson, M. P. (2006) Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women, 12*, 1003-1018.

Moe Wan, A. (2000). Battered women in the restraining order process: Observations on a court advocacy program. *Violence Against Women, 6*, 606-632.

Mullender, A., et al. (2002). Children's coping strategies. In *Children's perspectives on domestic violence* (pp. 117-131). London: Sage.

Postmus, J. L. (2007). Challenging the negative assumptions surrounding civil protection orders: A guide for advocates. *Affilia, 22*, 347-356.

Postmus, J. (2009). Domestic violence and children's well-being. In *Violence against women in families and relationships Vol 2* (pp. 1-22). Santa Barbara, CA: Praeger.

Raj, A., & Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. *Violence Against Women, 8*, 367-398.

Rice Vaughan, S. (2009). The story of the shelter "Women's Advocates." In *Violence against women in families and relationships Vol 1* (pp. 1-14). Santa Barbara, CA: Praeger.

Ristock, J. L. (2003). Exploring dynamics of abusive lesbian relationships: Preliminary analysis of a multisite, qualitative study. *American Journal of Community Psychology, 31*, 329-341.

Schechter, S. (1982). The emergence of the battered women's movement. In *Women and male violence* (pp. 53-79). Boston, MA: South End Press.

Shah, S. (2007). Middle-class, documented, and helpless: The H-4 visa bind. In *Body evidence: Intimate violence against South Asian women in America* (pp. 195-210). New Brunswick, NJ: Rutgers University Press.

Wilson, C. (1998). Are battered women responsible for protection of their children in domestic violence cases? *Journal of Interpersonal Violence*, 13, 289-293.

### **Assignments:**

*Class attendance and participation:* Class attendance is expected, as is your active participation in class discussions. Sharing your outside experiences and opinions is welcomed. Naturally, during these discussions you will treat your classmates with respect. Because the topics discussed in this class may be more sensitive than those in other classes, active and respectful listening is particularly critical. Participation in class discussion and activities, as well as attendance, will count toward your final grade.

*Readings:* You are responsible for completing all assigned readings prior to the class for which they are assigned. Keeping up with the readings will help with class participation. Assigned readings are listed on the class schedule. Please note that readings labeled “reserve” are available both on electronic reserve *and* paper reserve; allow enough time to go to the library in the event that you have a problem accessing the material on-line.

*Exams:* There will be 2 take home exams in the course - a mid-term exam and a final. Each exam will consist of 2 to 4 broad questions and/or case examples which will require you to integrate and apply the material covered both in the readings and in class.

*Advocacy project:* In conjunction with your classmates, you will engage in an advocacy/service learning project collecting cell phones for the Delaware Coalition Against Domestic Violence and, in the process, raising awareness about intimate partner violence in the community. In addition to planning and running a cell phone drive, you will also be expected to record and reflect on your experiences. A Sakai discussion board will be used to facilitate communication. Additional details will be discussed in class.

*Group project:* You will participate in a group project with your classmates, focusing on media images of domestic violence, violence in same-sex relationships, or violence on campus. Your group will conduct background research on the issue(s), engage in at least one related advocacy effort, and make suggestions for future efforts in this area. Your presentation to the class and written paper will summarize the issue, your advocacy efforts, and your suggestions for future efforts. Additional details will be discussed in class.

**Late exams/assignments:** There will be **no** extensions on take-home exams, papers, or projects without a documented excuse. Any assignment submitted after the regularly scheduled class time will be considered late (and therefore unacceptable) unless prior arrangements have been made in writing or via e-mail and you can provide an official excuse and documentation consistent with the provisions in the University of Delaware 2009-2010 Catalog.

**Academic (dis)honesty:** Just a friendly reminder about academic dishonesty – don't do it. All students are responsible for observing the academic integrity policies of the University of Delaware. These policies are available online in the Student Guide to University Policies at <http://www.udel.edu/stuguide/09-10/code.html#honesty>

**Grading:**

Course grades are determined by the number of points you earn. Points will be assigned as follows:

<i>Attendance and class participation:</i>	10 points
<i>Mid-term exam:</i>	60 points
<i>Final exam:</i>	60 points
<i>Advocacy project:</i>	25 points total
Reflection 1	10 points
Reflection 2	10 points
Peer ratings	5 points
<i>Group project:</i>	45 points total
Presentation:	15 points
Paper:	25 points
Peer ratings:	5 points

Individual final grades will be assigned as follows:

190-200 = A	185-189 = A-	
181-184 = B+	170-180 = B	165-169 = B-
161-164 = C+	150-160 = C	145-149 = C-
141-144 = D+	130-140 = D	125-129 = D-
124 or lower = F		

**COURSE SCHEDULE**

<b>Date and Topic</b>	<b>Required Readings</b>	<b>Recommended Readings</b>
<b>February 9: Course overview</b>		
<b>February 11: Service learning &amp; advocacy</b>	Visit <a href="http://www.dcadv.org">http://www.dcadv.org</a> - Delaware Coalition Against Domestic Violence Visit <a href="http://www.shelteralliance.net">http://www.shelteralliance.net</a> - The Shelter Alliance program which recycles donated cell phones	Sourcebook: Ch. 2 Reserve: Ganley (1996)
Guest speaker: Sara Mersch, Delaware Coalition Against Domestic Violence		
<b>February 16: What is IPV?</b>	Sourcebook: Ch. 8 Margins: Ch. 2	
<b>February 18: What is IPV?</b>	Sourcebook: Ch. 1 Safety planning: Ch. 3, 4	Margins, Ch. 3, Ch. 21 Reserve: Johnson (1995), Ristock (2003)
<b>February 23: How do survivors respond?</b>	Safety planning: Ch 5 Margins, Ch. 13 Reserve: Gondolf & Fisher (1989)	Sourcebook: Ch. 4
<b>February 25: Advocacy, shelters, and hotlines</b>	Sourcebook: Ch. 13 Safety planning: Ch 6, 7 Visit National Domestic Violence Hotline website Visit Child Inc. website - The New Castle County shelter and advocacy program Visit People's Place II website - The downstate Delaware shelter and advocacy program Visit Manavi website - A New Jersey program for South Asian women	
<b>March 2, 4: History of services</b>	Sourcebook: Ch. 17 Safety planning: Ch. 2 Margins: Ch. 4 Reserve: Rice Vaughn 2009	Reserve: Schechter (1982)
<b>March 9: Violence Against Women Act</b>	Sourcebook: Ch. 15	
<b>March 11, 16, 18: Legislation and criminal legal system issues</b>	Sourcebook: Ch. 16 Margins: Ch. 19, 22	Sourcebook: Ch. 22
<b>March 23, 25: Poverty and Work</b>	Sourcebook: Ch. 22 Margins: Ch. 7, 23	Sourcebook: Ch. 23
<b>March 25 - First advocacy reflection due</b>		
<b>March 30, April 2</b>	SPRING BREAK	
<b>April 6: Protection from abuse orders</b>	Reserve: Moe Wan (2000), Postmus	



Guest speaker: Paulette Sullivan Moore, (2008)  
 Delaware Coalition Against Domestic  
 Violence

**April 6 – Midterm exam distributed**

**April 8, 13 : Children’s exposure to  
 IPV** Reserve: Bancroft and Silverman (2002); Mullender (2002)  
 Postmus (2009); Wilson (1998); Edleson  
 (1998)

*Please read Wilson before Edleson*

**April 13 – Midterm exam due**

**April 15, 20 - Batterer intervention** Sourcebook: Ch. 14  
 Margins: Ch. 18

**April 15 - Guest speaker: Juan  
 Rodriguez, People’s Place**

**April 22: Domestic violence and  
 disability**

**April 27: Primary prevention of IPV**

Guest speaker: Will Wightman, Delaware  
 Coalition Against Domestic Violence

**April 29, May 4, 6: Immigration issues** Sourcebook: Ch. 24  
 Margins: Ch. 5  
 Reserve: Raj & Silverman (2002), Shah  
 (2008)

**May 11, 13, 18: Group presentations**

**May 13 – Second advocacy reflection  
 due**

**May 18 – Group paper due**

**May 18 – Final exam distributed**

**FRIDAY MAY 21**

FINAL EXAM DUE  
 GROUP PROJECT PEER  
 EVALUATION DUE  
 ADVOCACY PEER EVALUATION  
 DUE  
 ALL DUE TO 116 ALISON HALL  
 WEST OR RFS@UDEL.EDU BY **4 PM.**  
 NO EXCEPTIONS

**DOMESTIC VIOLENCE**

Fall 2008

Prof. Sokoloff (Sociology)

nsokoloff@jjay.cuny.edu

**COURSE OUTLINE and READINGS**

**COURSE DESCRIPTION:** This course examines current theories and research on the causes and nature of violence in intimate domestic relationships, past and current criminal justice and community responses, and models of intervention for this major social problem. It provides students with a solid grounding in social, psychological, political, structural, and cultural frameworks within which to understand violence against women in the family and in the larger society. Using an approach that helps us understand the socially structured systems of race, class, gender, and immigrant status, students will be able to look not only at the way culture operates through social structural conditions in U.S. society to impact on domestic violence, but will also explore different policies and alternatives to deal with this large scale social problem.

**STUDENT BENEFITS FROM THIS COURSE:** By the end of the course students will be able to identify and critique models for understanding intimate violence from the perspectives of psychology, sociology, and social sciences; describe and evaluate various criminal justice and community responses; and take positions on policy issues. Students will be able to acquire knowledge and refute myths about domestic violence; to understand the personal and social consequences of violence in the family; to understand the personal, social and cultural characteristics contributing to violence. In addition, students will understand current social policies and social services designed to prevent domestic violence, help and/or repair victims and communities, and to punish and/or rehabilitate offenders. Students will also learn about alternatives to the current preventions and punishments of domestic violence, in particular, to look at the broader social contexts of domestic violence and to contextualize violence within a race, class, gender, immigrant status framework that better fits the lives of most battered women.

**FEMICIDE Conference:**

On Friday, November 7, 2008, there will be an all-day conference at John Jay College on the Understanding and Prevention of Murder of Women in Intimate Relationships in the U.S. This conference will be free to all students.

**FACULTY:**

This course will be taught by Professor Natalie J. Sokoloff from the Sociology Dept. at John Jay and the Sociology, Women Studies, and Criminal Justice Depts. At the CUNY Graduate Center. She has taught at JJC for more than 35 years. Her areas of specialization are domestic violence; women, crime, and justice; and imprisonment and empowerment. One of her seven books includes *Domestic Violence at the Margins: Race, Class, Gender & Culture* (Rutgers University Press). She is currently doing research on

domestic violence in five immigrant communities in Baltimore, MD. Her work is informed by an intersectional analysis of race, class, gender, sexuality, and immigrant status. Dr. Sokoloff is on the board of directors of a women's prison re-entry program, Alternative Directions, Inc., and the Higher Education Program at the Maryland Correctional Institution for Women.

**SPECIAL GUIDELINES:** People teaching domestic violence courses suggest special guidelines for all class members.

1. This is an **academic** course. You are not obligated to share personal experiences with the class. Reveal only what you are comfortable sharing with other class members. Class should not substitute for more effective help. Please be aware of your own needs and limitations in this regard.
2. **Confidentiality.** Any personal revelations made in class are considered confidential and should not be reported outside of class in any way which can identify the participants.
3. **Respect.** We should respect victims/survivors and their decisions even if we disagree. We should also respect perpetrators and recognize their own victimization while always holding them responsible for their actions.
4. **Disagreements** should be handled through *constructive dialogue*. It is easy to get angry or defensive with people with whom we disagree. Keep comments constructive.
5. **Hope and Activism.** It is easy to despair about this topic. Keep in mind that the situation is better today than twenty or thirty years ago because activists worked for change. It will be better in another ten years as we work toward and insist on rights of those who are abused and change the world of violence in which we all live.

**Strong Recommendation: PRINT OUT ALL READINGS FROM LIBRARY WELL IN ADVANCE OF THE CLASS. DO NOT WAIT UNTIL LAST MINUTE OR YOU WILL BE UNHAPPY WHEN YOU CAN'T FIND AN ARTICLE OR YOU CAN'T DOWNLOAD ONE AT A LATER TIME.**

**REQUIREMENTS:** See separate sheet.

**REQUIRED BOOKS:**

--Natalie J. Sokoloff and Christina Pratt. 2005. *Domestic Violence at the Margins: Race, Class, Gender & Culture* (Rutgers University)—Designated below as S+P

--Lundy Bancroft, 2002, *Why Does He Do That?* (Berkeley Books)

--Kathleen Ferraro, 2006, *Neither "Angels" Nor "Demons": Women, Crime, and Victimization* (Northeastern University).

-- Readings other than those in the required books above will be found on Electronic Readings (ERs). The password for our class is *domestic*. Many of these articles will also be downloadable

directly from the web. **To access ER:** go to JJC Library web page. Click on Sokoloff . Click on CRJ 807. Again, password for ER articles in this class is ***domestic***.

## **DATES AND REQUIRED READINGS**

**SEPT:**

### **Class 1) Sept 2**                      **Introduction. Data handouts. What is DV?**

- **Introductions/ Course Outline and Expectations**
- **Different types of DV: discrete physical acts vs other definitions**
- **DV DATA**
- **Power + Control Wheel (Handout)**
- **Web site for DV + Diversity DATA**

### **Class 2) Sept 9**                      **Questions and Myths about Batterers:**

- **Bancroft: *Why Does He Do That?*** (whole book)
- **S+P, C. West, Ch 11 "Political Gag Order Has Been Lifted"** [Q: Has it?]

### **Class 3). Sept 16**                      **Theory and History**

- **Evan Stark**, Introduction, pp. 1-19.(ER)
- **S+P, Ch. 2, Bograd**, Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender, **pp 25-38**.
- **Michael Johnson & Kathleen Ferraro** (2000), Research on Domestic Violence in the 1990s: Making Distinctions. *Journal of Marriage & Family*, 62(Nov): 948-963 (ER)
- **Chic Dabby and Grace Poore**, *Engendering Change: Transforming Gender Roles in Asian& Pacific Islander Communities*. Available at:  
[http://www.ncdsv.org/images/Engendering\\_Change-8-2007.pdf](http://www.ncdsv.org/images/Engendering_Change-8-2007.pdf)
- **Two 1 page articles (ER or Handout):**
  - Goff, "Let's Talk about Sex" (ER)
  - Anthony Porter, "Ending Violence Against Women: A Call to Men: It's Time to Become Part of the Solution" (ER)

### **Class 4). Sept 23**                      **Voices of Women + Women Fighting Back**

**GUEST: Voices Of Women (VOW)**

-**VOW Report.** Justice Denied: How Family Courts in NYC Endanger Women and Children. Available at: <http://www.vowbwrc.org/pdf/justiceDeniedRep.pdf> . Make sure to read at least the Executive Summary

-**Bui**, Ch. 1, Introduction, *In the Adopted Land: Abused Immigrant Women and the Criminal Justice System*. Praeger, 2004.(ER)

-**S+P, Ch. 16.** Margaret **Abraham**, Fighting Back: Abused South Asian Women's Strategies of Resistance, pp. 253-271.

-Make sure to check out VOW Website at: <http://www.vowbwrc.org/>

**NO CLASS T Sept 30****OCT****Class 5) Oct. 7      DV, the Criminal Justice System, and Batterer Interventions (BIPs)**

--**Speaker: Nancy Erickson and/or Stephanie Nilva from Day One**

--. **Kathleen Ferraro** (2003). The Words Change, But the Melody Lingers. *Violence Against Women*, 9(1): 110-129. (ER)

-- **Christopher Maxwell, Joel Garner and Jeffrey Fagan** (2001). The Effects of Arrest on Intimate Partner Violence: New Evidence from the Spouse Assault Replication Program. *NIJ Research In Brief*. NCJ 188199. (ER) Also available at:  
<http://www.ncjrs.org/pdffiles1/nij/188199.pdf>

--**Labriola et al.**, Testing the Effectiveness of Batterer Programs and Judicial Monitoring At:  
[http://www.courtbuilders.org/\\_uploads/documents/battererprogramseffectiveness.pdf](http://www.courtbuilders.org/_uploads/documents/battererprogramseffectiveness.pdf)

-- Surprising New Research Indicates that Significant Numbers of Children as Young as 11 are Engaging in Sexual Activity and that **Dating Violence and Abuse** are Part of Their Relationships. Available at:  
<http://www.ncdsv.org/images/SignificantNumbersofChildrenasYoungas11areEngaginginSexual%E2%80%A6.pdf>

--**EXTRA:**

--Ed Gondolf, Evaluating Batterer Counseling Programs: A Difficult Task Showing Some Effects and Implications. *Aggression and Violence Behavior*, 2004 (9: 605-631)

--Tom Perrotta. Many in Domestic Violence Community Question Batterer

Intervention Programs, *New York Law Journal on Line*, Feb. 23, 2006

At: <http://www.ncdsv.org/images/ManyDVCommunityQuestionBattererInterventionPrgrms.pdf> and

--Top 10 Reasons (...Underlying Principles) of the New York Model for Batterer Programs. At: <http://www.nymbp.org/principles.htm>

--F. Mederos and J. Perilla, Community Connections: Men, Gender and Violence. At: <http://endabuse.org/bpi/discussion2/Discussion2-long.pdf> (ER)

**NO CLASS: 14 (T): NO Tues CL, MON meets instead!**

**Class 6) Oct. 21            Battered Woman Syndrome (Rothenberg; Allard) and Gender Symmetry Argument (Straus): Two Outmoded Analyses of DV**

-- **Bess Rothenberg** (2003). "We Don't Have Time for Social Change": Cultural Compromise & the Battered Woman Syndrome. *Gender & Society*, 17(5): 771-787 (ER)

--**S+P, Ch. 13, Sharon Angella Allard**, Rethinking Battered Woman Syndrome: A Black Feminist Perspective, pp. 194-205.

-- **Michael Kimmel** (2002). Male Victims of Domestic Violence: A Substantive and Methodological Research Review. *Violence Against Women*, 8(11): 1332-1463 (ER)

--**Hoan Bui** (2004). Ch. 4. When Victims Become Offenders. *In the Adopted Land: Abused Immigrant Women and the Criminal Justice System*. Praeger. (ER)

**Class 7) Oct. 28            DV in LGBTI Communities**

--**SPEAKER: Alicia Heath—Toby, Gay Men's Health Crisis, Women's Institute**

--**S+P, Ch. 6. Kanuha**, Compounding the Triple Jeopardy: Battering in Lesbian of Color Relationships (pp. 71-84)

-- **Janice Ristock**. (2002). The Emergence of Lesbian Partner Abuse: Creating a New Category. *No More Secrets: Violence in Lesbian Relationships*. New York: Routledge, Ch. 1, pp. 1-26. (ER)

--**Nancy Glass**, et al. (2002). Risk for Reassault in Abusive Female Same-Sex Relationships. *American Journal of Public Health*, 98(6): 1021-1027 (ER)

--**LGBT Domestic Violence in New York City. 2000 Gay and Lesbian Anti-Violence Project**. Available at: <http://www.avp.org/publications/reports/1999nycdvrpt.pdf>

[EXTRA: LGBT DV in NYC. 2003 Supplement. At: <http://www.avp.org/publications/reports/2003NCAVPdvrpt.pdf> ]

--EXTRA Possible WEBSITES of Interest:

- Gay and Lesbian Anti-Violence Project: [http://lambda.org/avp\\_gen.htm](http://lambda.org/avp_gen.htm)
- Survivor Project: For Trans & Intersex Victims of Domestic Violence: <http://www.survivorproject.org/>
- Gay Men's Domestic Violence Project: <http://www.gmdvp.org/>

NOV

**Class 8) Nov. 4      FEMICIDE**

**VIDEO: Defending Our Lives**

--**Jacqueline Campbell et al** (2007) Intimate Partner Homicide: Review and Implications of Research and Policy. Trauma Violence Abuse, 8(3): 246-269.

-- **Hemenway, et al**, "Firearm Availability and Female Homicide Victimization: Rates among 25 Populous High-Income Countries." Summary available at: <http://jamwa.amwa-doc.org/index.cfm?objectid=767455CA-D567-0B25-51BACC8FB26F4E09>

--**Rocco Parascandola**. (2004). "Foreign-born Women More Likely to Be Slain by Partners". At: <http://www.stopfamilyviolence.org/ocean/host.php?page=54>

**EXTRA:**

--American Females at Highest Risk for Murder, 2002. Hemenway Public Health Research. Available at: <http://www.hsph.harvard.edu/news/press-releases/archives/2002-releases/press04172002.html>

--Danger Assessment Inventory (DAI). One-page Handout

--Jacquelyn Campbell, Intimate Partner Violence Risk Assessment: Implications for Women's Safety. See slide show at: <http://www.google.com/search?hl=en&q=Jacquelyn+Campbell%2C+Intimate+Partner+Violence+Risk+Assessment%3A+Implications+for+Women%E2%80%99s+Safety.&btnG=Google+Search&aq=f&oq=>

**Nov 7 (All Day Fri): FEMICIDE conference at JJ. FREE to students. Write up thoughtful reactions to presentations and what you learned.**

**Class 9) Nov 11      Violence Against Women and Criminalization**

**NO IN-CLASS MEETING. Instead:**

**READ WHOLE BOOK:** Kathleen Ferraro. *Neither Angels Nor Demons: Women, Crime, and Victimization*. Northeastern University, 2006.

**Discuss next time in class:** Bring to NEXT CLASS a 3 page statement about YOUR REACTION to the book and 3 key questions that show thoughtfulness to discuss in class. These will be collected and graded.

**Class 10). Nov 18                    Impact of Violence Against Women and DV on Women's Crime**

--Discuss Ferraro new book. Come to class with discussion questions

-- K. Ferraro, "Neither Angels Nor Demons" (WHOLE BOOK)

--Refer back to Hoan Bui Ch. 4, When Victims Become Offenders

**Class 11). Nov 25                    Culture, Diversity and Violence**

--S+P, Ch. 3, Volpp, Feminism versus Multiculturalism

--S+P, Ch. 4, Richie, Black Feminist Reflection

--MIDDLE CLASS DV MURDER: (Choose 3 articles to read; all from ER)

-Pearl Stewart, Relationship Violence Strikes Campus, *Diverse*, March 20, 2008.(ER)

-Sheila Weller, Middle-Class Murder, *Ms*, May 1988. (ER)

-Madeline Bates, Tenured and Battered. *Chronicle of Higher Education*, Sept 9, 2005 (ER)

- Renae Griggs (2004). "Domestic Violence Against **Wives of Police Officers.**" In B.R. Price and N.J. Sokoloff (Eds.), *The Criminal Justice System and Women: Offenders, Prisoners, Victims, and Workers*, 3<sup>rd</sup> Ed. Ch. 24, pp. 391-402. (ER)

**Nov 27 = THANKSGIVING: NO CLASS**

**DEC**

**Class 12). Dec 2                    DV in Poor and Minority Communities**

--Guest Speakers: Julie Mormando and Justice Works.



**READING DUE:**

--S+P, **Ch. 8, Incite and Sudbury**, Gender Violence and Prison Industrial Complex: Interpersonal and State violence against Women of Color

**Select 2 of the following to read:**

--S+P, Ch. 10, Websdale, Poor Black DV in Nashville,

--S+P, Ch. 12, Hamby, DV in Native American Communities

--S+P, Ch. 14, Horsburgh, Jewish DV

--S+P, Ch. 15, Weis, et al., White Working Class DV

--S+P, Ch. 17, Fine et al., Puerto Rican DV

**Class 13) Dec 9****DV in Immigrant Communities**

--S+P, **Ch. 5, Dasgupta, Women's Realities: Immigration, Race, + Class**

--**Natalie J. Sokoloff**, Expanding the Intersectional Paradigm to Better Understand Domestic Violence in Immigrant Communities. To be published in *Critical Criminology*, Winter 2008 (ER)

-- **Rocco Parascandola**. (2004). "Foreign-born Women More Likely to Be Slain by Partners". At: <http://www.stopfamilyviolence.org/ocean/host.php?page=54> (1 page)

--Re-Examine: **Dabby and Poore**, Engendering Change

--Re-Examine: **Bui, Chs 1 + 4**.

**Class 14) Dec 16****Alternatives**

--S+P, Ch. 18, **Rhea Almeida + Judith Lockhard**, Ch. 18, The Cultural Concept Model.

--S+P, Ch. 20, **Traci West**, Ch. 20, Traci West, Sustaining an Ethic of Resistance against Domestic Violence in Black Faith-Based Communities

--P+S, Ch. 23, **Websdale and Johnson**, Ch. 23, Reducing Woman Battering: The Role of Structural Approaches.

**Choose any 1 from the following list:**

- **S+P, Ch. 22, Donna Coker**, Shifting Power for Battered Women: Law, Material Resources, and Poor Women of Color.
- **S+P, Ch. 24, Andrea Smith**, Looking to the Future: Domestic Violence, Women of Color, the State and Social Change

- **S+P, Ch. 19, Brenda Smith**, Battering, Forgiveness, and Redemption: Alternative Models for Addressing Domestic Violence in Communities of Color.
- **Rachel Latta and Lisa Goodman**, Considering the Interplay of Cultural Context and Service Provision in Intimate Partner Violence: The Case of Haitian Immigrant Women." *Violence Against Women*, 11(11): 1441-1464 (2005). [ER]
- **Lisa Frohmann** (2005). The Framing Safety Project: Photographs and Narratives by Battered Women. *Violence Against Women*, 11(11), 1396-1419.[ER]
- **Douglas, Ulester, Dick Bathrick and Phyllis Alesia Perry**, Deconstructing Male Violence against Women: The Men Stopping Violence Community-Accountability Model. *Violence Against Women*, 2008, 14(247-261).(ER)

**Class 15): Tues of FINALS' Week (17-23)**

**VIDEO and PARTY!**

**MANDATORY ATTENDENCE**

**Gender & Violence: SOCI 387****January 2010****Instructor:** Kate Luther, Ph.D.**E-mail:** lutherke@plu.edu**Course Description**

The purpose of this course is to examine gendered violence from a sociological perspective. We will specifically focus our readings and discussions on the issue of rape in American Society. Using theories and recent research findings, we will look at the causes and consequences of sexual victimization. Additionally, the course will enable us to better understand the nature of sexual violence on college campuses and help us identify ways in which we can all take steps to create safer communities.

**Goals for the Course**

By the end of the course you should:

- Compare and contrast the different sources of data on the incidence and prevalence of rape
- Define prevention strategies for rape
- Understand the gendered nature of violence
- Be familiar with theories of rape and be able to critically assess them
- Continue to apply theory and develop a more sophisticated understanding of the role of the fundamental sociological variables of gender, race and class
- Develop an oral presentation on a specific topic concerning gender and violence
- Use ASA style conventions in writing and research

**Required Reading**

Lefkowitz, Bernard. 1997. *Our Guys: The Glen Ridge Rape and the Secret Life of the Perfect Suburb*. Berkeley, CA: University of California Press.

Sanday, Peggy Reeves. 1996. *A Woman Scorned: Acquaintance Rape on Trial*. New York, NY: Doubleday.

Additional readings are listed at the end of the syllabus

**Grading**

Grades are assigned on the basis of points earned throughout the course. Note: in order to pass the class, all course requirements must be completed.

<u>Course Requirements:</u>	<u>Points</u>
Daily response papers	50
Assignments	20
Theory reflection	35
Walk in her shoes reflection	25
Rape prevention program paper	100
Presentation	25
<u>Participation</u>	<u>50</u>
Total points possible	305

**Papers**

Papers will be graded on the extent to which students show familiarity with information presented in lecture and the textbooks/articles, as well as demonstrated writing proficiency. Proper grammar, correct

spelling, and ASA citation are expected. Please use 12 point Times New Roman Font. Papers will be due by the start of class on the assigned dates. Late papers and emailed papers will not be accepted.

a. Response Papers (Due throughout the term)

Throughout the term you will need to write daily response papers. Response papers are due at the start of class on the day the readings are assigned. I will not accept any late response papers or ones that have been emailed to me. This means that if you miss class, you also miss a chance to turn in a response paper.

Each daily response paper needs to be at least one page (typed, single spaced). There is not a set format for the daily responses, but here are some ideas to get you started – discuss how these readings relate to another class, how these readings relate to something that happened in your life, how two ideas were contradictory in the readings, or how something fits within a theoretical framework we’ve discussed. Additionally, each daily response must have one question that you had about the readings. We will discuss these questions in class.

b. Theory Reflection

The first half of the course focuses on trying to understand why rape occurs in American Society. At the end of the first half of the course, we will spend some time drawing our “theories of rape.” After completing this exercise, you will need to write a 3-4 page paper (typed, double spaced) explaining your theory of rape (i.e., why does rape occur?). The requirements for the paper are: 1) It must be sociological in nature, and 2) It must draw specifically from at least five course readings and two outside academic sources. Please include a reference page with your assignment.

c. “Walk in Her Shoes” Reflection Paper

After participating in “walk in her shoes” you will need to reflect on this experience. In 2-3 pages (typed, double spaced), please reflect on your experience and connect it to our readings. This paper should: 1) Answer these questions – What did you learn? What did this field trip teach you about the experiences of rape victims and those involved in rape work? 2) Make connections to the course – how did this experience connect to the readings/discussions/films?

d. Rape Prevention Program Paper

You have the opportunity to develop a program to address sexual violence. Using what you’ve learned this semester, you will need to develop a program (or build upon a previously existing program) that works to prevent sexual violence. In your paper you must address these topics: 1) What are the goals of the program? 2) What population will this program serve? 3) How will the program operate (how will you get participants, who will oversee the program, how will it be funded, etc.)? 4) What are some challenges this program may face and how will they be overcome?

**Presentation**

- In groups of two, you will need to teach the class about a topic we will not be specifically discussing in lecture
- Throughout the course, we will take 30 minutes out of lecture to learn about each of these topics
- Topics include:
  - Rape between male prisoners
  - Rape of female inmates
  - Rape in times of war
  - Rape on a global level
  - The use of date rape drugs
  - Marital rape

- Rape in rural communities
- Rape in the US Military
- Requirements: 15 minute presentation, one page handout for the class, and two discussion questions
- Presentations will begin on January 12

### Participation

It is expected that you will attend each class session, that you will arrive to class on time, and that you will stay for the entire session. Attendance will be taken at the beginning of each class session. In addition to showing up, you are also expected to actively participate in this class. This means you must do the assigned readings, and you must be ready to respond to questions, contribute ideas, and become actively engaged in the material presented in class. Your attendance and participation are important not only to your own personal learning experience, but also the learning experiences of your classmates. We will be working together as a class to critically think about sociological concepts and I look forward to your contribution to this course.

### The Topic

Due to the nature of this course we will cover many sensitive topics. Please take care of yourself throughout the semester. If you need to talk to someone about issues that are brought up in this course, please feel free to contact:

- Jennifer Warwick, PLU Victim Advocate, x6303
- Sexual Assault Center of Pierce County, 253-474-7273
- Pierce County Domestic Violence Helpline, 253-798-4166

### Course Schedule

Date	Topic	Reading
January 5	Introduction  Defining rape	Prologue, Introduction & Ch. 1(Sanday)
<i>Topic I: A Sociological Examination of Sexual Assault</i>		
January 6	Measuring rape  Rape laws  SAPET Presentation	Making Sense of Rape (Kilpatrick & Ruggiero)  Ch. 2, 3 & 4 (Sanday)
January 7	Societal views of rape  Rape myths	PLU Rape Myth Report  Prevalence and Effects of Rape (Franiuk, et al.)  Ch. 5 & 6 (Sanday)

Assignment: Everyone must research an infamous case and be prepared to discuss it in class. Cases include: the recent Richmond, CA case, Kobe Bryant, De Anza College, Greg Haidl, Duke Lacrosse, Clarence Thomas, and others. Please write up a ½ page (typed, single spaced) description of the case.

January 8	<b>Film: The Accused</b>	Ch. 7, 8 & 9 (Sanday)
January 12	Rape culture	It Takes a Village to Rape a Woman (Katz)
	<b>Film: Dreamworlds 3</b>	What is Rape Culture? (Buchwald, et al.)
	Presentation: Rape on a global level	Ch. 10 & 11 (Sanday)
	<u>Assignment:</u> First, after completing the Katz and the Buchwald et al. reading, develop your own definition of rape culture (1 paragraph, typed, single spaced). Second, find something (e.g, a magazine article, newspaper article, song, advertisement) that could be identified as part of rape culture. In one paragraph, discuss why this is part of rape culture. Please bring this to class to share.	

*Topic II: Theory – Explaining Gendered Violence*

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January 13	Theories of gender and violence	Section I Introduction (O’Toole, et al.)
	Presentation: Marital rape	Origin of the Family (Engels)
		The Socio-Cultural... (Sanday)
January 14	Types of rapists	Types of rapists handout (Sakai)
	<b>Film: The Undetected Rapist</b>	Ch. 12 & 13 (Sanday)
	Presentation: Date rape drugs	
January 15	Masculinity and sexual violence	Men’s Work: To End Male Violence (Kivel)
	Why is rape a men’s issue?	The Construction of Masculinity (Kaufman)
	Presentation: Rape among male inmates	Introduction & Part I (Leftkowitz)
January 19	Pornography and rape	Pornography (Jensen)
	<b>Film: The Price of Pleasure</b>	Part II (Leftkowitz)
	Wrap up theory	
	<u>Assignment:</u> Please bring an outline of your Rape Prevention Program paper and bibliography to class on the 19 <sup>th</sup> .	

*Topic III: Walk in Her Shoes – After the Assault*

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January 20	Field trip – Tacoma General Hospital	Part IV (Leftkowitz)
		The Effectiveness of SANE (Campbell)
January 21	Seeking help	Preventing the 2 <sup>nd</sup> Rape (Campbell et al.)
	Presentation: Rape in rural communities	Part V (Leftkowitz)

**Assignment:** Spend a few minutes researching how to help a rape survivor. After familiarizing yourself with “how to help a friend who has been raped” please summarize what you found (1 paragraph, typed, single spaced).

January 22	Official reporting – Police Presentation: Rape in the military	The Role of Real Rape (Du Mont et al.) Part VI and Epilogue (Leftkowitz)
		<b>Theory Reflection Due</b>
January 26	Legal response – Rape and the courts	Rape Shield Laws (Anderson) Prosecutorial Justification (Spohn et al.) Sexual Assault (Fraizer et al.)

*Topic IV: Rape on College Campuses*

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January 27	The college environment and rape Presentation: Rape in times of war	Rape Free Versus Rape Prone Campus (Sanday) <b>“Walk in her Shoes” Reflection Due</b>
January 28	The college environment continued... Presentation: Rape of female inmates	None
January 29	Rape Prevention Program Presentations What can we do to make it better?	None

Citations for Supplemental Readings

- Anderson, Michelle. 2004. *Understanding Rape Shield Laws*.  
[http://new.vawnet.org/Assoc\\_Files\\_VAWnet/RapeShield.pdf](http://new.vawnet.org/Assoc_Files_VAWnet/RapeShield.pdf)
- Campbell, Rebecca. 2004. *The Effectiveness of Sexual Assault Nurse Examiner Programs*.  
[http://new.vawnet.org/category/Main\\_Doc.php?docid=417](http://new.vawnet.org/category/Main_Doc.php?docid=417)
- Campbell, Rebecca, Sharon Wasco, Courtney Ahrens, Tracy Self, and Holly Barnes. 2001. Preventing the “Second Rape”: Rape Survivors’ Experiences with Community Service Providers. *Journal of Interpersonal Violence* 16: 1239-1259.
- Du Mont, Janice, Karen-Lee Miller, and Terri Myher. 2003. The Role of “Real Rape” and “Real Victim” Stereotypes in the Police Reporting Practices of Sexually Assaulted Women. *Violence Against Women* 9: 466-486.
- Engels, Friedrich. (2007). The Origin of the Family, Private Property, and the State. Pp. 12-32 in *Gender Violence*, edited by L. O’Tootle, J. Schiffman, and M. Edwards. New York, NY: New York University Press.

- Frazier, Patricia, and Beth Haney. 1996. Sexual Assault Cases in the Legal System: Police, Prosecutor, and Victim Perspectives. *Law and Human Behavior* 20: 607-628.
- Jensen, Robert. (2004). *Pornography and Sexual Violence*.  
[http://new.vawnet.org/Assoc\\_Files\\_VAWnet/AR\\_PornAndSV.pdf](http://new.vawnet.org/Assoc_Files_VAWnet/AR_PornAndSV.pdf)
- Katz, Jackson. It Takes a Village to Rape a Woman. Pp. 149-179 in *The Macho Paradox*. Naperville, IL: Sourcebooks.
- Kaufman, Michael. 2007. The Construction of Masculinity. Pp. 30-51 in *Gender Violence*, edited by L. O'Tootle, J. Schiffman, and M. Edwards. New York, NY: New York University Press.
- Kilpatrick, Dean, and Kenneth Ruggiero. 2004. *Making Sense of Rape in America: Where Do the Numbers Come From and What Do They Mean?*  
<http://new.vawnet.org/category/documents.php?docid=257>
- Kivel, Paul. 2007. Men's Work – To Stop Male Violence.  
<http://www.paulkivel.com/articles/tostopmaleviolence.pdf>
- Renfrow, Dan, and Jennifer Warwick. *Acceptance of Rape Myths on the Pacific Lutheran University Campus: A Needs Assessment*.
- Sanday, Peggy Reeves. 1996. Rape-Prone Versus Rape-Free Campus Cultures. *Violence Against Women* 2: 191-208.
- Sanday, Peggy Reeves. 2007. The Socio-Cultural Context of Rape. Pg. 56-71 in *Gender Violence*, edited by L. O'Tootle, J. Schiffman, and M. Edwards. New York, NY: New York University Press.
- Spohn, Cassia, Dawn Beichner, and Erika Davis-Frenzel. 2001. Prosecutorial Justification for Sexual Assault Case Rejection: Guarding the "Gateway to Justice." *Social Problems* 48: 206-235.



**VIOLENCE AGAINST WOMEN**  
**Sociology 467**  
**Spring, 2011**

**Martin D. Schwartz**  
 Schwartz@ohio.edu



THIS COURSE AND POLITICS: Although it is not essential that students adopt any particular political position, it is essential for everyone to understand the political nature of all class discussion. More than most courses, the issues here touch upon a number of raw emotions, and it is an absolute requirement that people engage in great civility and respect for other people's positions. Think of the Golden Rule here. You can be sure that some people (probably both women and men) in this class have been attacked, battered or sexually assaulted. Conduct your discussions not in the abstract, but with the knowledge that people listening to you may be in a lot of pain.

That said, there is no need to stay out of any areas except endorsing victim blame. I am referring to form, not substance. There is a major difference between creating a space where people can explain their feelings, and proclaiming your own feelings in a way that shuts down debate. Either way, you are bringing the same facts, information or opinion forward.

It is very important that people feel free to ask questions, disagree with the instructor or other students, or begin a dialogue. Students will be expected to master the materials in the readings, and to begin to develop the ability to analyze this material to develop their own informed opinions. An informed and reasoned argument (whether in agreement or disagreement) will always result in better grades than an uninformed agreement (or disagreement, for that matter).

SELF-DISCLOSURE: I don't particularly encourage self-disclosure. If it is comfortable for you, great. Some people find it very important to explain their past as an offender or a survivor. If it is not comfortable, you should not disclose. It would be wonderful if a man felt comfortable enough to answer questions about why he used to try to force every date to have sex, for example. If he is going to feel regret for years, however, and maybe even drop the class to avoid embarrassment, it would be better to skip the public revelation. The same goes for women, and for survivors.

PLAGIARISM AND CHEATING: University rules require my policy to be stated in the syllabus. Accordingly, examinations that substantially use the work of others will result in at minimum a grade of F on the paper or exam, and at maximum will result in a grade of F in the course and a referral to student judiciaries. I had a sudden rash of F grades for plagiarism in this course, and I strongly suggest that if you are not completely confident of the definition of plagiarism that you consult any of a variety of "how to write a paper or thesis" books in the library, or the pamphlet put out by student judiciaries. Hey, just Google it.

TESTS/GRADING: There will be two tests, each worth 45% of your grade. The second test will be a take-home. The class presentation will be graded pass/fail. It will count 20% of the total grade if you fail, but a "pass" is neutral and will not affect your grade except in the positive possibility of participation points. The final 10% of the grade will be based on attendance and participation. See "attendance" below. This sounds confusing, but read it a few times. For a passing student the rubric is 45% MT, 45% Final, pass/fail presentation, 10% attendance and participation, If you fail the presentation, don't show up, etc. it will be 35% MT, 35% Final, 20% Presentation, 10% attendance and participation.

PARTICIPATION: Most students will get full credit for being an active participant. Students who miss class obviously have not participated. One confusing issue is that students who talk all of the time, are disruptive to the class, and don't add much to any discussion may THINK that they are participating, but they are not.

ATTENDANCE: In simple English, this is a class-based course. This is not a lecture class where attendance is optional. Attendance will be taken and expected, and counted in the calculation of final grades. Many students have lost up to a full letter grade for excessive cuts. Signing in other people who are absent will result in penalties taken against your own grade.

PRESENTATIONS: For the first 25 years I taught this course based mostly on hearing my own voice. It seemed to work according to student evaluations, but it began to bore me to tears. If challenged, I am fully prepared to talk until you are all comatose. But, I have discovered in recent years that at least some students will find things I never knew, find ways of presentation that I never considered, etc. Thus you are all going to make presentations – aside from anything else, it will send you off to do research in an area of your interest.

All students will take part in one presentation (usually 3 persons per event). Each team can organize the presentation as they wish, although a truly poor job can result in a poor grade. Often some imagination wakes up your classmates and peeps up your presentation, but this might be limited to a VERY SHORT film clip; playing one song that makes exactly your point; one of you dressing as Glinda, the good Witch of the North to tap dance out a message of hope, or perhaps dressing as the Archangel Michael to explain the true meaning of love. Don't schedule guest speakers (this is your presentation), and keep the songs, film clips and tap dancing to just something that helps your point, not something that drowns it out.

The key is that this is a substitute for a term paper. You are expected to know something about the field as gleaned from at least the professional articles (see below) or books, and to turn in your PowerPoint slides (if relevant) and bibliography to me **with an outline of your major points** before you start. A good job will stimulate debate, particularly if you can hold your ground and respectfully argue it. If necessary, I will myself challenge you to start some discussion. Don't worry. If I am the one challenging, it won't count against you (unless you misrepresent the entire literature or something), and I will be in the room to help you if the discussion gets beyond you or turns against you. No one will be publicly embarrassed, except perhaps me. The presentation topics are listed below. Sign up as early as possible to get what you want.

**PROFESSIONAL ARTICLES:** Each student must prepare a bibliography of at least 3 professional articles that they have read on the subject of their presentation. The material in them should show up in the presentations. There should be no overlap (i.e., each student has their own unique list of 3). We will discuss in class what a professional article is. It would not be stupid to show me your list in advance.

**TEXTBOOKS:**

1. Claire M. Renzetti, Jeffrey L. Edelson, Raquel Kennedy Bergen. Sourcebook on Violence Against Women: 2nd Edition, Sage Publications. 2011. Be sure to get the new second edition – the first edition is getting very old – like over a decade.
2. Walter S. DeKeseredy. Violence Against Women: Myths, Facts, Controversies, University of Toronto Press, 2011. [ISBN: 9781442603998]. Can't get more up to date than this – the book was released in early March! It is certainly very Canadian, but grounds everything in U.S. policy also, and really, the differences are less in this area than comparing, say, Maryland to Michigan.

**ASSIGNMENTS** Renz = Renzetti, Edelson & Bergen edited book; DEK = DeKeseredy book. Everything else is on Blackboard (TBA means To Be Announced; either I haven't decided between a couple of readings, or I am not positive that I can acquire a reading).

- W 3/30 What IS violence against women? Methods, definitions, Bb Ch 15, Renz 1,2
- M 4/4 Rape law & history – DEK, 1, 2 Renz 5
- W 4/6 Rape myths, marital rape Bb 3-20, Bb =tv rape myths
- M 4/11 Survivors and Victims –DEK 6, Bb –Stalking/BJIS; Tracee Hamilton
- W 4/13 VAW Supportive Culture – **Music, Art, Movies, etc.** Renz – **7,8,9**  
Film Dreamworlds 3

Short Paper: For discussion, try to put it together – street harassment, rape myths music and art; what does it mean???? Short Paper: just jot down a few thoughts, maybe a page.

For EXTRA CREDIT, give me in advance a music video that shows women in a positive light. Tell us how many you reviewed to find the positive one. Was it easy? Hard? I may show a few, or parts of a few, so we all can discuss, perhaps on Monday.

- M 4/18 **Presentation 1** – Does misogynist music support rape? Rap? Rolling Stones, Blues? Fred Astaire made Ginger Rodgers dance backwards? Jackson Katz?  
Read Bb Weitzer on rap

- W 4/20 Male Peer Support Theory

- M 4/25 Theories on why men are violent. Your theories? DEK 4

**Presentation 2:** Why do men do it? Does male peer support theory help explain any part of it? Tough guide video

- W 4/27 **TEST ONE**

**Jackson Katz lecture Lancaster campus 6:30?**

- M 5/2 Date Rape Drugs Blackboard 55-73

**Presentation 3** They are a Major Problem/used widely to sexually assault women

**Presentation 4** Date Rape Drugs are a Moral Panic

- W 5/4 The State Response: Police, Prosecutors & Sexual Assault. Renz 10,14  
NIJ and police detectives

**Presentation 5:** This might include police treatment of sexual assault victims, prosecutors' handling of rape cases, police sexual assault, etc.

- M 5/9 Sex Workers/Trafficking Donna Hughes; WeitzerPS; Miller & Schwartz
- Presentation 6** How large is the problem is sex trafficking? In the US? Internationally?
- W 5/11 Physical Violence Against Intimates – History, Naming Problems, Facts
- M 5/16 Physical Violence Against Women. Why do men do it? Why don't women leave? Gender symmetry; learned helplessness.
- Read Bb Kirkwood , DEK 4, Renz 4, 6
- W 5/18 Rapists; Sex Offender Treatment; Sex Offender Laws: Proof they work? Renz 18, Bb 298-306
- Presentation 7** – do any work?
- Presentation 8** – good & bad of sex registry laws
- M 5/23 Male Victims, Prison Rape Bb = 133-14, DEK 3
- Presentation 9**
- W 5/25 Victims/Survivors and the System/Shelters Read Bb: Do Shelters work?; Dugan on Shelters; Yet Another Warning, Renz 12
- Presentation 10**
- M 5/31 **Memorial Day.** University closed – all classes cancelled
- W 6/1 Guest lecture on shelter houses (are they a solution?).  
Read Future Directions

**TEST TWO -- TAKE HOME**. Although the papers will be accepted at any time after the assignment is distributed, the drop dead due date is Wednesday, June 9 at 5 pm. The paper should be submitted on any version of Microsoft Word as an attachment to Schwartz@ohio.edu. If there are any problems with this, then converting to an RTF file or a text file is acceptable.

## Category 3: Syllabi and Assignments

### Victimology



Department of Justice Studies  
**JUST/WMGS 316: Victimology**

**Professor:** Dr. Venezia Michalsen  
**E-mail:** [michalsenv@mail.montclair.edu](mailto:michalsenv@mail.montclair.edu)

A stranger rushes towards you with a knife, demanding your wallet. You yell:  
***HELP! POLICE!***

Good Samaritans and the police wrestle your assailant to the ground and make an arrest. Counselors help you cope with the trauma of the event, the assailant is punished, and you are compensated for what you lost.

This is how most people imagine the experience of *being a victim*. But victimization is not so simple: assailants are usually not strangers, the police are not always called, and it is not always clear how to “restore” what was lost in a crime. The study of victims, or victimology, has not always been the focus in the study of crime, but they occupy a crucial position in the commission of crime.

***IN THIS COURSE, I WILL...***

...be your partner as you learn about the field of *Victimology*, which is the scientific study of victims including the relationship between the victim and offender, the victim and the criminal justice system, and the victim with other societal institutions. As a sub-field of criminology (the social scientific study of crime), it too seeks to explain crime, but through more of a focus on the victims of crime. I will present this topic in three parts:

- Part one: Research and theory on victimization
- Part two: Exploration of special topics in victimology
- Part three: Historical and contemporary practical responses to victimization.

The collection of factual knowledge, however, is less important than the development of critical thinking and abstract reasoning. In general, I want to assist you in developing your critical thinking skills and social awareness with respect to understanding criminal victimization. I hope to increase your ability to examine victimization and social justice more social scientifically (rationally and empirically), as well as your willingness to challenge popular beliefs and assumptions (including those you hold) about the causes and impact of crime, the nature and functioning of justice systems, and what should be done with victims.

***WITH THIS COURSE, YOU WILL...***

- Increase your familiarity with the basic terms, concepts, theories and ideas in victimology
- Become familiar with the history of victimology and its subfields
- Become familiar with data related to the nature and extent of victimization in general, and about specific types of victimization.
- Broaden your traditional understanding of victimization from violent, “street crime” victimization to include state, corporate and white collar crime victimization
- Learn about the impact of policies intended to benefit victims and how to offer solutions to problems regarding victimization and justice
- Understand and analyze how criminal justice professionals respond to victims.
- Apply what you learn in this course to the world around you
- **Be confused!** This is a complicated topic, not easily divided into black and white areas. Get ready to complicate your thinking about this issue.
- Identify the strengths and weaknesses of the information provided to you in the text, articles and statistics.
- Articulate opinions on a variety of issues and support your positions.
- Apply your own creative, critical thinking

***WHAT YOU WILL BE DOING TO REACH THESE GOALS:***

***Attendance and Participation:***

- This is a 300 level class, which means that it is about more than lectures and reading: you are expected to attend and actively participate in every class in a way that is informed by reading and critical thinking.



- **Reading:** Students are responsible for all material listed in the *Reading Schedule* (see below). Prior to each class, students are expected to read the assigned material and be prepared with questions and reflections to ardently and coherently participate in class discussions. A critical assessment of the strengths and weaknesses of the readings is expected.
- **Group work** will be used extensively in this class: be prepared to work collaboratively with your classmates!
- **Class attendance:** It is your responsibility to be in class on time. I take attendance ten minutes after the beginning of class. If you are not in class by the time I take attendance, it is your responsibility to come up to me after class and tell me you were present, but late. *Three late arrivals will be counted as one absence. If you arrive to class more than 30 minutes late, you will be marked as absent for that class.* You may miss two classes without penalty. *After two classes, you will have 10 points taken off of your attendance grade for every absence.* If you leave early from class without alerting me beforehand, you will be marked as absent.
- **Being present in class:** I understand that college is an exhausting time, but if you come to class, it is your responsibility to stay awake and alert. If you start to feel tired, take the time to go outside of class to splash water on your face or walk in the hallway to wake yourself up. If I see you sleeping in class, you will be marked as absent. If you are having trouble concentrating, please speak to me, and we will work on how to remedy the situation.

***BlackBoard:***

- The course will heavily use the Blackboard software available through the Montclair State University website. Among other things, announcements, the syllabus, supplemental materials, assignments, discussion and grades will all be available and updated on the Blackboard website.
- If you do not know how to use Blackboard, please consult with me or with MSU library staff.
- If you do not have consistent computer access, you may want to rethink taking this class.
- Discussion boards will be posted by the professor at least twice a week, to provide many opportunities for participation. *You are required to post BEFORE EVERY CLASS ABOUT THE READING.* Failure to do so will be reflected in your participation grade for the class. Specific details about discussion board postings are in the “Assignments” section of the BlackBoard for this class.

***Book Reaction paper:***

- You will select a victimization-related book (fiction/non-fiction/memoir/etc) to read throughout the course. You will write a paper integrating course topics and the content

from the chosen book, and present this information to the class at the end of the semester. You must select a book that only they read, write about, and present. Suggestions for books will be available on BlackBoard.

***A note about papers:*** Students often find that different professors have different papers standards. In light of that truth, I have written a quick guide to “How to get an A on a reaction paper in Professor Michalsen’s class,” available on BlackBoard under “Assignments.” I would highly suggest a careful read of this document before you hand anything in.

***Group project:***

- You will each be assigned to a group with which you will be completing a project over the course of the semester. You will be given class time each week to meet with your group members to plan the project, and each group will have a full class time to present their project to the class at the end of the semester (see dates on the reading schedule, below). Each group must submit a project plan to me by the date specified on BlackBoard. Please use me as a resource! You will also have BlackBoard resources available to you, such as chat rooms, document exchange and discussion boards. Details about potential projects can be found in the Assignments section of BlackBoard.

***Quizzes and other assignments:***

- Neither I nor my students like pop quizzes. However, if I find that students are not doing the reading before class, I may decide to administer pop quizzes. Quizzes may be online (on BlackBoard) or on paper. Material on the quizzes will be based on material in readings and lectures, making the assigned reading and class attendance and participation very important to your grade. Other assignments may be assigned throughout the semester.

***Extra Credit:***

- Extra credit of 5 to 10 points (a whole grade) will be added to your participation grade if an extra credit project is completed. In general, extra credit opportunities will involve attendance at an event and writing a 1,000 word paper connecting what you learned at the event to what we have learned in class. Extra credit opportunities will be offered over the course of the semester at my discretion, and will be announced on BlackBoard and via e-mail.

**Academic Honesty:** Cheating and plagiarism will not be tolerated in this class. Cheating includes getting unauthorized help on any assignment or exam. Plagiarism means submitting someone else’s work as your own. Retyping something you have read, or copying and pasting from a website without citing the source is plagiarism. *If you plagiarize or cheat in this class, you will receive a zero for the assignment or for the semester, at the discretion of the professor. All incidents of cheating will be reported to the administration, and may result in disciplinary action.*

MSU uses a program called SafeAssign to ensure that students are not using the work of others without attribution. All papers submitted to me in hard copy must *first be submitted through SafeAssign on BlackBoard*, including extra credit papers.

**Communication devices in class:** Use of cell phones and other communication devices, including text messaging, is very disruptive for everyone in the class, including for me. Please refrain from using all such devices during class. Please turn your phone OFF before you enter class. This means that no device should ever ring during class and no text messaging or accessing caller ID, texts or other information is allowed during class time. If you are waiting for an important communication, you may leave the room to text, e-mail or talk on the phone. If I see you using your communication device in class, I will take it away, and you will be able to retrieve it at the end of class.

Most of the time, when you bring your laptop to class, it allows you to take digital notes and reference class materials. However, there is always the temptation to use the computer for non-class purposes. If I see you doing this, you will be asked to close the laptop immediately for the rest of class. I reserve the right to deny all laptop use if I see laptops being misused. If you find that you are bored or distracted during class (and that Facebook is therefore a temptation), let's talk about it! Laptops will not be allowed at all during guest speaker presentations or classes where a film is being shown. Laptops may be barred from the classroom completely if they prove to be counterproductive.

### ***HOW WILL YOU AND I KNOW HOW YOU ARE DOING?***

#### **Your Grade:**

- |  |     |
|--|-----|
| • Final Group Project – includes project plan                              | 40% |
| • Book Reaction Paper  | 25% |
| • Online participation – discussion board about reading before every class | 15% |
| • In Class Attendance and Participation                                    | 10% |
| • Other assignments  | 10% |

Grades for all assignments will be posted on BlackBoard in the “Gradebook.” For this class, the “points” column at the end is meaningless; do not calculate your grade according to this column.

#### **How to succeed in this class:**

- Do the assigned readings before class
- Participate in class and online
- Apply what you are learning to your life outside of class
- Communicate with the professor if you are confused or are falling behind

**A NOTE ABOUT CONTENT:** Many of the issues that we discuss in this class will be painful and controversial. Please be ready to talk about these difficult topics, and to do so with respect. While I know the material very well, and its possible effects, I do not know the personal experiences that you bring to this class. Some of the material we discuss in class may be disturbing to students because of their own personal experiences, and we should all be ready to work together to make our classroom a safe space, especially when we are discussing trauma. Please speak with me individually if you experience distress from the coursework.

**Required books:**

Controversies in Victimology, edited by Moriarty (2003).

**READING SCHEDULE**

- Introduction: What is victimology? Who is a victim?

**PART ONE: RESEARCH AND THEORY ON VICTIMIZATION**

- Theories of Victimization
  - Reading:
    - Moriarty, Chapter 2
- Fear of crime
  - Reading:
    - Moriarty, Chapter 6
    - Skogan, W. (1987). “The Impact of Victimization on Fear.” *Crime & Delinquency*, 33(1): 135-154.
- Measurement of Victimization
  - Reading by last name:
    - *Last names A-M:* Barnett, C. The Measurement of White Collar Crime Using UCR Data: <http://www.fbi.gov/ucr/whitecollarforweb.pdf>
    - *Last names N-Z:* Hart, T.C. & Rennison, C. (2003). *Reporting Crime to the Police, 1992-2000*. Washington, D.C.: Bureau of Justice Statistics. <http://bjs.ojp.usdoj.gov/content/pub/pdf/rcp00.pdf>

**PART TWO: EXPLORATION OF SPECIAL TOPICS IN VICTIMIZATION**

- Victims of sexual assault
  - Reading for all students:
    - Moriarty, Chapter 10
    - Stein, R.E. & Nofziger, S.D. (2008). “Adolescent Sexual Victimization: Choice of Confidant and the Failure of Authorities.” *Youth Violence and Juvenile Justice*, 6: 158-177.
- Intimate Partner Violence Victimization
  - Reading for all students:
    - Moriarty, Chapter 3
    - Moriarty, Chapter 7
  - Reading by last name:
    - *Last names A-M*: Gupta, M. (2008). “Functional Links Between Intimate Partner Violence and Animal Abuse: Personality Features and Representations of Aggression.” *Society & Animals*, 16 (3), 223-242.
    - *Last names N-Z*: Hare, S.C. (2006). “What Do Battered Women Want? Victims’ Opinions on Prosecution.” *Violence and Victims*, 21: 611-628.
- Child maltreatment
  - Reading for all students:
    - Herrenkohl, T.I., Sousa, C., Tajima, E.A., Herrenkohl, R.C. & Moylan, C.A. 2008. “Intersection of Child Abuse and Children's Exposure to Domestic Violence.” *Trauma, Violence and Abuse* 9: 84-99.
- Elder abuse
  - Readings by last name:
    - *Last names A-I*: A Fact sheet on caregiver stress and elder abuse:  
[http://www.ncea.aoa.gov/ncearoot/main\\_site/pdf/family/fact\\_sheet.pdf](http://www.ncea.aoa.gov/ncearoot/main_site/pdf/family/fact_sheet.pdf)
    - *Last names J-R*: 15 questions and answers about elder abuse:  
[http://www.ncea.aoa.gov/ncearoot/main\\_site/pdf/publication/FINAL%206-06-05%203-18-0512-10-04qa.pdf](http://www.ncea.aoa.gov/ncearoot/main_site/pdf/publication/FINAL%206-06-05%203-18-0512-10-04qa.pdf)
    - *Last names S-Z*: Payne, B.K. (2010). “Understanding Elder Sexual Abuse and the Criminal Justice System’s Response: Comparisons to Elder Physical Abuse.” *Justice Quarterly*, 27 (2): 206-224

- Victimization at work
  - Readings by last name:
    - *Last names A-I:* Henshaw, J.L., Gaffney, S.H., Madl, A.K. & Paustenbach, D.J. (2007). “The Employer’s Responsibility to Maintain a Safe and Healthful Work Environment: An Historical Review of Societal Expectations and Industrial Practices.” *Employee Responsibilities & Rights Journal*, 19:173–192.
    - *Last names J-R:* Rosenman, K.D., Kalush, A., Reilly, M.J., Gardiner, J.C., Reeves, M. & Luo, Z. (2006). “How Much Work-Related Injury and Illness is Missed by the Current National Surveillance System?” *Journal of Occupational and Environmental Medicine*, 48: 357-365.
    - *Last names S-Z:* Weeks, J.L. (2003). “The Fox Guarding the Chicken Coop: Monitoring Exposure to Respirable Coal Mine Dust, 1969-2000.” *American Journal of Public Health*, 93:1236-1244.
- Victimization at school:
  - Reading for all students:
    - Smith, P.K., Talamelli, L., Cowie, H., Naylor, P., Chauhan. (2004). “Profiles of non-victims, escaped victims, continuing victims and new victims of school bullying.” *British Journal of Educational Psychology*, 74(4): 565-581.
- Victimization of people in prison
  - Reading for all students:
    - *Confronting Confinement: A Report of the Commission on Safety and Abuse in America’s Prisons. Summary of Findings and Recommendations:*  
[http://www.prisoncommission.org/pdfs/prison\\_commission\\_summary.pdf](http://www.prisoncommission.org/pdfs/prison_commission_summary.pdf)
- Hate crimes
  - Readings by last name:
    - *Last names A-F:* Barnes, Arnold; Ephross, Paul H. (1994). “The Impact of Hate Violence on Victims: Emotional and Behavioral Responses to Attacks.” *Social Work*, 39(3): 247-251.

- *Last names G-M*: Lyons, C.J. (2006). "Stigma or Sympathy? Attributions of Fault to Hate Crime Victims and Offenders." *Social Psychology Quarterly*, 69(1): 39-59.
  - *Last names N-S*: Plumm, K.M., Terrance, C.A., Henderson, V.R.; Ellingson, H. (2010). "Victim Blame in a Hate Crime Motivated by Sexual Orientation." *Journal of Homosexuality*, 57(2): 267-286.
  - *Last names T-Z*: Willis, D.G. (2008). "Meanings in adult male victims' experiences of hate crime and its aftermath." *Issues in Mental Health Nursing*, 29(6): 567-584.
- State victimization
  - Readings by last name:
    - *Last names A-I*: Faust, Kelly & Kauzlarich, D. (2008). "Hurricane Katrina Victimization as a State Crime of Omission." *Critical Criminology*, 16(2): 85-103.
    - *Last names J-R*: Kauzlarich, D., Matthews, R.A. & Miller, W.J. (2001). "Toward a Victimology of State Crime." *Critical Criminology: An International Journal*, 10: 173-194.
    - *Last names S-Z*: Rothe, D.L. & Mullins, C.W. (2007). "Darfur and the Politicization of International Law: Genocide or Crimes Against Humanity?" *Humanity and Society*, 31: 83-107.
- Victims of white collar crime and corporate crime
  - Readings by last name:
    - *Last names A-E*: Rights, Roles and Responsibilities: A Handbook for Fraud Victims Participating in the Federal Criminal Justice System: <http://www.ojp.usdoj.gov/ovc/publications/infores/fraud/rrr/rrrpdf.pdf>
    - *Last names F-J*: Croall, H. (2009). "Community safety and economic crime." *Criminology & Criminal Justice: An International Journal*, 9(2): 165-185.
    - *Last names K-O*: Krause, J.H. (2006). "A Patient-Centered Approach to Health Care Fraud Recovery." *Journal of Criminal Law & Criminology*, 96(2): 579-619.

- *Last names P-T*: Moore, E. & Millsap, M. (1990). “The neglected victims and unexamined costs of white-collar crime.” *Crime & Delinquency*, 36(3): 408-418.
    - *Last names U-Z*: Rothe, D.L. & Ross, J.I. (2010). “Private Military Contractors, Crime, and the Terrain of Unaccountability.” *Justice Quarterly*, 27(4): 593-617.
  - Identity theft
    - Readings by last name:
      - *Last names A-I*: Lacey, D. & Cuganesan, S. (2004). “The Role of Organizations in Identity Theft Response: The Organization-Individual Victim Dynamic.” *Journal of Consumer Affairs*, 38(2): 244-261.
      - *Last names J-R*: Perl, M.W. (2003). “It’s Not Always About the Money: Why the State Identity Theft Laws Fail to Adequately Address Criminal Record Identity Theft.” *Journal of Criminal Law & Criminology*, 94(1): 169-208.
      - *Last names S-Z*: Sullivan, K.M. (2009). “But Doctor, I Still Have Both Feet! Remedial Problems Faced by Victims of Medical Identity Theft.” *American Journal of Law & Medicine*, 35(4): 647-681.

### **PART THREE: PRACTICAL RESPONSES TO VICTIMIZATION**

- History of the “Victims’ Rights Movement”
  - Reading for all students:
    - Trulson, C.R. (2005). “Victims’ Rights & Services: Eligibility, Exclusion, & Victim Worth.” *Criminology & Public Policy* 4: 399-414.
- Restorative justice
  - Reading for all students:
    - Moriarty, Chapter 5
    - Moriarty, Chapter 9
  - Reading by last name



- *Last names A-M*: Boyes-Watson, C. (2004). "The Value of Citizen Participation in Restorative/Community Justice: Lessons from Vermont." *Criminology & Public Policy*, 3: 687-692.
    - *Last names N-Z*: Rodriguez, N. (2005). "Restorative Justice, Communities, and Delinquency: Whom Do We Reintegrate?" *Criminology and Public Policy*, 4: 103- 130.
  - Law enforcement responses to victims
    - Readings by last name:
      - *Last names A-F*: Cauchi, R. & Powell, M.B. (2009). "An examination of police officers' notes of interviews with alleged child abuse victims." *International Journal of Police Science & Management*, 11(4): 505-515.
      - *Last names G-L*: Rumney, P.N.S. (2009). "Gay male rape victims: law enforcement, social attitudes and barriers to recognition." *International Journal of Human Rights*, 13(2/3): 233-250.
      - *Last names M-R*: Sun, I.Y. "Police Response to Victims of Domestic and Non-Domestic Violence." (2006). *Journal of Health & Human Services Administration*, 29(2): 145-172.
      - *Last names S-Z*: Taylor, T.J., Holleran, D., Topalli, V. (2009). "Racial Bias in Case Processing: Does Victim Race Affect Police Clearance of Violent Crime Incidents?" *Justice Quarterly*, 26(3): 562-591.
  - Government and Political responses to Victimization
    - Readings by last name:
      - *Last names A-M*: New Jersey Victims of Crime Compensation Office Annual Report, 2009. <http://www.nj.gov/oag/njvictims/pdfs/reports/vcco-09ar-1104a-FINAL.pdf>
      - *Last names N-Z*: New Jersey Attorney General Standards to Ensure the Rights of Crime Victims: <http://www.state.nj.us/lps/dcj/agguide/3victims.pdf>
  - Court system response:
    - Reading for all students:
      - Moriarty, Chapter 1

- Victim participation in the CJ system
  - Reading for all students:
    - Moriarty, Chapter 8
  - Readings by last name:
    - *Last names A-M*: Morgan, K. & Smith, B.L. (2005). "Victims, Punishment, & Parole: The Effect of Victim Participation on Parole Hearings." *Criminology & Public Policy*, 4: 333-360.
    - *Last names N-Z*: Sims, B., Yost, B. & Abbott, C. (2005). "Use & Nonuse of Victim Services Programs: Implications From a Statewide Survey of Crime Victims." *Criminology & Public Policy*, 4: 361-384.
- News media coverage of victims
  - Reading for all students:
    - Moriarty, Chapter 4
  - Readings by last name:
    - *Last names A-F*: "The News Media's Coverage of Crime and Victimization" in the National Victim Assistance Academy Textbook (<http://www.ojp.usdoj.gov/ovc/assist/nvaa2002/chapter18.html>)
    - *Last names G-L*: Anastasio, P.A. & Costa, D.M. (2004). "Twice Hurt: How Newspaper Coverage May Reduce Empathy and Engender Blame for Female Victims of Crime." *Sex Roles*, 51: 535-542.
    - *Last names M-R*: Franiuk, R., Seefeldt, J.L., Cephress, S.L. & Vandello, J.L. (2008). "Prevalence and Effects of Rape Myths in Print Journalism: The Kobe Bryant Case." *Violence Against Women*, 14: 287-309.
    - *Last names S-Z*: Muschert, G.W. (2007). "The Columbine Victims and the Myth of the Juvenile Superpredator." *Youth Violence and Juvenile Justice*, 5: 351-366.
- **Looking ahead**
  - Reading for all students:
    - Moriarty, Chapter 11

**VICTIMOLOGY CCJ6665**  
**(Graduate Level Course)**  
Instructor: Professor Ellen G. Cohn

## COURSE DESCRIPTION

This course is designed to introduce students to the topic of victimology, the scientific study of victims. Although at least one pioneer in the field, Benjamin Mendelsohn, argues that the term “victimology” should encompass a broad spectrum of “victims”, this course will focus only on criminal victimization, and the physical, emotional, psychological, and financial harm suffered by victims. In this course, we will examine the victim-offender relationship, interactions among victims, the criminal justice system, and other social institutions and groups. We will also consider victim rights, the measurement of victimization, the impact of victimization on the individual, and current trends concerning victims.

Please note that many of the issues discussed in this course may be controversial and emotionally charged. **Every member of this class is expected to respect the position of all class members, regardless of personal viewpoint.**

## COURSE OBJECTIVES

After successfully completing this course, students will be able to:

- Explain the historical development of victimology and the victim’s movement.
- Understand the ways by which the amount of victimization in the U.S. is estimated.
- Be familiar with the different types of victimization and the various methods developed to assist victims in dealing with the effects of crime and with the criminal justice system.
- Understand and evaluate research into various victim-related issues.
- Explain the development of victim rights in the United States.
- Understand the impact of the increased societal concern over victims on social policy and practice.

## COURSE REQUIREMENTS AND EXPECTATIONS

This course will be conducted online using Blackboard. To enroll in this course, you will need the following:

- access to a computer
- a java compatible browser such as Internet Explorer
- speakers and/or headphones because the lectures will be in audio format (headphones will be needed if you plan on listening to the lectures in an FIU computer lab)
- a World Wide Web connection through an Internet Gateway company.

Instruction on accessing and using the internet is not included in the course. Before you begin, you will need to **login to Blackboard** at <http://online.fiu.edu/login info.html>. Use your Panther ID and your default password which is your date of birth, input as MMDDYYYY. The first time you log into Blackboard, you will be required to change your password. To lookup your Panther ID number, go to <http://panthersoft.fiu.edu/> and click on "**Panther ID Lookup**." Students who fail to create an account by the end of the first week of classes will be administratively dropped from the course.

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Online courses are not independent study courses. You will be expected to interact online with instructor/s and peers and keep up with all assignments.

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## TEXTBOOK

*Victims and Victimization: Essential Readings*,  
D. Shichor & S.G. Tibbetts,  
Waveland Press, 2002.

ISBN:1-5776-6223-7

*Controversies in Victimology*  
L.J. Moriarty,  
LexisNexis, 2nd edition, 2008.

ISBN: 1-5934-5568-2

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## COURSE PREREQUISITES

There are no prerequisites for this course. For more information about prerequisites, consult the FIU course catalog.

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## COMMUNICATING WITH THE INSTRUCTOR

**E-mail:** Please contact the instructor via Blackboard e-mail only, unless otherwise specified.  
**Discussion Forum:** The forum will be used for class discussions and other postings of general interest that are directly related to the course. Because everyone can read Discussion Forum postings, you should not post private information.

## STUDENT HOMEPAGE

Your first assignment is to create a student homepage. It is a great way for all of us to get to know each other. Please post a brief written “bio” of yourself on the discussion forum, including items such as your undergraduate and current major, your current job, your future plans after graduation, and so on. Also include information about your level of expertise within criminal justice. For example, are you a criminal justice practitioner or a victim services advocate? Please also post a recent favorite photograph of yourself.

Your homepage must be created by 11:59pm on **Friday January 15, 2010**. Please note that the homepage is a graded element of the course and failure to create a homepage by the assigned deadline will impact your final grade.

To access directions on creating student homepages please click [here](#). For technical assistance, please contact FIU Online support .

## EXAMS

This course will have two exams, a midterm and a final. The exams are not cumulative. Each exam will cover material from the online PowerPoint lectures, assigned readings and online class discussions. Exams will include both timed multiple choice questions and take home essay questions. **The multiple choice portion of each exam is closed book, while the essay portion is open book. Both parts of each exam are to be completed independently - collaborating with any other person, including another student, is not allowed.** Grammar, spelling, punctuation, etc. will be considered in grading your essays. References must be in APA format and a proper reference list must be included. Only academic references should be used. Please note that Wikipedia is *not* considered an appropriate academic reference. Essays must be submitted through the Turnitin link on Blackboard.

The multiple choice questions for the first exam will be available from **10:00 am on Monday February 22, until 5:00 pm on Tuesday February 23**. You will have one hour to complete the multiple choice exam and you may not pause the exam once you have begun. The essay questions must be completed and submitted by **11:55 pm on Friday, February 26**.

The multiple choice questions for the second exam will be available from **10:00 am on Monday April 19 until 5:00 pm on Tuesday April 20**. You will have one hour to complete the multiple choice exam and you may not pause the exam once you have begun. The essay questions must be completed and submitted by **11:55pm on Friday, April 23**.

Failure to take an exam on the specified date will result in a score of “0” for that exam. Make-up exams will be given only under extreme extenuating circumstances and appropriate documentation will be required. All make-ups are at the discretion of the instructor, who has the right to determine when circumstances are sufficiently extreme so as to warrant such special treatment. Make-up exams may be different from those given during the assigned examination period.

## PAPER

Select a book from the Victimology Book List provided and write a paper of at least 8 but no more than 15 pages that discusses the book in relationship to other course material.

***DO NOT CHOOSE A BOOK THAT WILL BE DIFFICULT FOR YOU TO OBTAIN, TO READ, OR TO LINK TO COURSE MATERIAL.***

**All students must receive approval of the chosen book from the instructor by 11:55pm on Friday, January 22nd.** Approval is obtained by sending me an email that includes:

- Your name
- Your Panther ID number
- The title and author of the chosen book

You will receive an emailed response indicating approval.

**Once the book selection is approved, it may not be changed.**

If you do not contact me by the deadline for book approval, you will be assigned a book at my discretion. Please note that book selection is a graded element of the course and failure to select a book by the deadline will result in a loss of points.

- Your paper must be between 8 and 15 pages in length, typewritten, double-spaced, with 1.25 inch margins, using Times New Roman 12-point type. It should include a title page with your name, Panther ID, and the title and author of your chosen book. The title page and reference list are **not** included in the final page count.
- References should be in APA format. Your reference list must be in APA format. An APA style “crib sheet” may be found at: <http://www.docstyles.com/apacrib.htm>. Primarily scholarly references should be used. Please note that Wikipedia is *not* considered an acceptable reference.
- Your paper will be graded based on organization, clarity of concepts, and the accuracy and integration of ideas. The paper should have a logical structure and be written in clear English prose. Grammar, spelling, and punctuation will affect the final grade.
- Your paper is subject to review for text comparison by Turnitin, a plagiarism detection service. The penalties for plagiarism range from failing the paper to failing the course. You are required to submit your paper electronically to Turnitin, using the link in the Course Content section of the Blackboard site. Turnitin currently accepts the following file types for submission: MS Word (.doc), WordPerfect (.wpd), PostScript (.eps), Portable Document Format (.pdf), HTML (.htm), Rich Text (.rtf) and Plain Text (.txt).

**The paper must be submitted by 11:55pm on April 2, 2010**

**Papers must be submitted on time. I do NOT accept late papers.**

## PARTICIPATION

The Blackboard site includes a Discussion Forum. This Forum will be used for class discussions and other postings of general interest that are related to the course. Because everyone can read postings on the Forum, please do not post private information.

Each week, I will post a number of discussion topics to which you are expected to respond. I will also provide a “General Discussion” topic which you may use to start your own discussions on relevant issues. You are expected to participate actively in these online discussions by posting **multiple** high quality course-related messages each week during the semester. You can check how many online postings you have made within Blackboard.

Please note that regular participation in online discussions is a graded element of this course. Regular participation will be factored into your final grade. Participation includes not only responding to the established topics which I will post each week, but also beginning new and relevant discussions in the weekly general discussion topic.

Please note that in most cases, discussion topics **will be closed after two weeks**. This means that you will no longer be able to post on these topics! So please do not wait to post – you need to post regularly each week.

## GRADING

Your final grade will be based on the percentage of total points earned on the two exams, the paper, participation, and your homepage. The possible points for each course requirement are set out in the table below:

Course Requirements	Possible Points
Exam I	50
Exam II	50
Paper	50
Book selection for paper	5
Discussion / Participation	15
Student Home Page	5
<b>Total</b>	<b>175</b>

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	above 93	B-	80 – 82	D+	68 – 69
A-	90 – 92	C+	78 – 79	D	63 – 67

B+	88 – 89	C	73 – 77	D-	60 – 62
B	83 – 87	C-	70 – 72	F	< 60

**INCOMPLETE GRADE**

An incomplete grade is a temporary grade given at the instructor’s discretion. It is only used in a situation when course work has not been completed because of serious interruption not caused by the student's own negligence. To be eligible for an incomplete, the student must have successfully completed a minimum of half of the work in the course with a C or better. In addition, written documentation must be provided.

An incomplete grade must be made up within two semesters or it will automatically default to the grade that the student earned in the course. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete. A student receiving an incomplete grade and applying for graduation at the end of the term must complete the incomplete grade by the end of the third week of the following term. Failure to do so will result in the cancellation of graduation application. The student will need to reapply for graduation.

**POLICIES AND PROCEDURES**

FIU's policies and procedures are important to the quality of your education

**COURSE CALENDAR**

**Full-text versions of articles without associated links are available online through the FIU Libraries website.**

**Be certain to review and fully familiarize yourself with the course and site.  
Print and read the course syllabus and course calendar.**

**PLEASE NOTE THAT THE ONLINE LECTURE MATERIAL INCLUDES AN AUDIO COMPONENT – BE SURE TO TURN ON YOUR SPEAKER**

Week	Topic	Readings/Due Dates
<b>Week 1</b> 1/4/10	Introduction to Victimology	Shichor and Tibbetts pp. 1-11, pp. 15-19, pp. 24-28  Shichor and Tibbetts Chapter 2  Van Dijk, J.J.M. (1997). “Introducing Victimology.”



	Victim Precipitation	Moriarty Ch 2
<b>Week 2</b> 1/11/10	Measuring Victimization	Shichor and Tibbetts pp. 19-22 of Chapter 1 “The Nation’s Two Crime Measures” Department of Justice publication
	Theories of Victimization	Shichor and Tibbetts pp. 28-31 Shichor and Tibbetts Chapter 3
	Create a homepage with a picture to introduce yourself to the class	<b>Homepage due Friday, January 15th, 2010 by 11:55 pm.</b>
<b>Week 3</b> 1/18/10	Property Victimization	Mustaine, E.E. and Tewksbury, R. (1998). “Predicting risks of larceny theft victimization: A routine activity analysis using refined lifestyles measures.” <i>Criminology</i> , 36(4): 829-858.
	White Collar Crime	Shichor and Tibbetts Chapter 4, Chapter 11
	Select the book you will use for your paper and notify me.	<b>Book selection must be emailed by Friday, January 22nd, 11:55 pm.</b>
<b>Week 4</b> 1/25/10	Personal Victimization	MacMillan, R. (2001). “Violence and the life course: The Consequences of victimization for personal and social development.” <i>Annual Review of Sociology</i> , v.27, pp.1-22.
	Homicide	Shichor and Tibbetts Chapter 10 Broidy, L.M., Daday, J.K., Crandall, C.S., Sklar, D.P., and Jost, P.F. (2006). “Exploring demographic, structural, and behavioral overlap among homicide offenders and victims.” <i>Homicide</i>

		<i>Studies</i> , 10(3): 155-180.
<b>Week 5</b> 2/1/10	Sexual Victimization	<p>Moriarty, Chapter 4</p> <p>Tjaden, P. and Thoennes, N. (1998). <i>Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey</i>. National Institute of Justice Research in Brief.  <b>*** skip the section on stalking***</b></p> <p>Schwartz, M. and Pitts, V. (1995). "Exploring a feminist routine activities approach to explaining sexual assault." <i>Justice Quarterly</i>. 12(1): 9-32.  <b>***focus on introduction and results***</b></p> <p>Tewksbury, R. and Mustaine, E.E. (2001). "Lifestyle factors associated with the sexual assault of men: A routine activity analysis." <i>The Journal of Men's Studies</i>, 9(2): 153-182.</p>
<b>Week 6</b> 2/8/10	Intimate Partner Violence	<p>Moriarty, Chapter 3</p> <p>Shichor and Tibbetts, Chapter 8, Chapter 9</p> <p>Bergen, R.K. (2006). "Marital rape: New research and directions." <i>Applied Research Forum</i>.</p> <p>Zahn, M.A. (2003). "Intimate partner homicide: An overview." <i>NIJ Journal</i>, 250: 2-3.</p> <p>Campbell, J.C., Webster, D., Koziol-McLain, J., Block, C.R., Campbell, D., Curry, M.A., Gary, F., McFarlane, J., Sachs, C., Sharps, P., Ulrich, Y., and Witt, S.A. "Assessing risk factors for intimate partner homicide." <i>NIJ Journal</i>, 250: 14-19.</p>

<p><b>Week 7</b> 2/15/10</p>	<p>Hate Crimes</p>	<p>Shichor and Tibbetts Chapter 13</p> <p>Harlow, C.W. (2005). <i>Hate Crime Reported by Victims and Police</i>. Bureau of Justice Statistics special report.</p>
<p><b>Week 8</b> 2/22/10</p>	<p>Exam I</p>	<p><b>Multiple choice segment available online from Monday, February 22nd, 10:00 am, through Tuesday, February 23rd, 5:00 pm. You will have one hour to complete the exam.</b></p> <p><b>The essay segment is open book. It must be completed and submitted by Friday, February 26, 11:55 pm.</b></p>
<p><b>Week 9</b> 3/1/10</p>	<p>Stalking</p>	<p>Moriarty, Chapter 7</p> <p>“Stalking.” Chapter 22 of the National Victim Assistance Academy Textbook.</p> <p>Tjaden, P. and Thoennes, N. (1998). <i>Stalking in America: Findings from the National Violence Against Women Survey</i>. National Institute of Justice Research in Brief.</p> <p>Mustaine, E.E. and Tewksbury, R. (1999). “A routine activity theory explanation for women’s stalking victimizations.” <i>Violence Against Women</i>, 5(1): 43-62.</p>
<p><b>Week 10</b> 3/8/10</p>	<p>Child Abuse and Maltreatment</p>	<p>Shichor and Tibbetts, Chapter 5, Chapter 6</p> <p>“Child Abuse.” A report from the National Center for Victims of Crime.</p> <p>Widom, C.S., Czaja, S.J., and Dutton, M.A. (2008). “Childhood victimization and lifetime revictimization.” <i>Child Abuse and Neglect</i>, 32(8): 785-796.</p>
<p><b>Week 11</b> 3/15/10</p>	<p>SPRING BREAK</p>	

<p><b>Week 12</b> 3/22/10</p>	<p>Elder Maltreatment and Other Crimes Against the Elderly</p>	<p>Klaus, P. (2005). <i>Crimes Against Persons Age 65 or Older, 1993-2002</i>. BJS Special Report.</p> <p>Payne, B.K. &amp; Cikovic, R. (1995). An empirical examination of the characteristics, consequences, and causes of elder abuse in nursing homes. <i>Journal of Elder Abuse and Neglect</i>. 7(4): 61-74.</p> <p>Wolf, R.S. (1997). "Elder abuse and neglect: An update." <i>Reviews in Clinical Gerontology</i>, 7(2): 177-182.</p>
<p><b>Week 13</b> 3/29/10</p>	<p>Violence in Schools and College Campuses</p>	<p>Shichor and Tibbetts, Chapter 7</p> <p>"School Crime: K-12." A report from the National Center for Victims of Crime.</p> <p>Fisher, B. and Wilks, A. (2003). "A tale of two ivory towers: A comparative analysis of victimization rates and risks between university students in the United States and England." <i>British Journal of Criminology</i>, 43(3): 526-545.</p> <p><i>Indicators of School Crime and Safety, 2007: Executive Summary.</i></p>
	<p><b>PAPER DUE</b></p>	<p><b>Must be submitted by Friday, April 2, 11:55 pm.</b></p>
<p><b>Week 14</b> 4/5/10</p>	<p>Workplace Violence and Victimization</p>	<p>Flannery, R.B. (1996). "Violence in the workplace, 1970-1995: A review of the literature." <i>Aggression and Violent Behavior</i>, 1(1): 57-68.</p> <p>Yagil, D. (2008). "When the customer is wrong: A review of research on aggression and sexual harassment in service encounters." <i>Aggression and Violent Behavior</i>, 13: 141-152.</p> <p>Tobin, T.J. (2001). "Organizational determinants of violence in the workplace." <i>Aggression and Violent Behavior</i>, 6(1): 91-102.</p>

<p><b>Week 15</b> 4/12/10</p>	<p>Victims' Rights</p>	<p>Moriarty Chapter 1, Chapter 8</p> <p>Shichor and Tibbetts Chapter 16, Chapter 19</p> <p>“Rights of Crime Victims” A report from the National Center for Victims of Crime.</p> <p>Davis, R.C. and Mulford, C. (2008). “Victim rights and new remedies: Finally getting victims their due.” <i>Journal Of Contemporary Criminal Justice</i>, 24(2): 198-208.</p>
<p><b>Week 16</b> 4/19/10</p>	<p><b>EXAM II</b></p>	<p><b>Multiple choice segment available online from Monday April 19th, 10:00 am, through Tuesday, April 20th, 5:00 pm. You will have one hour to complete the exam.</b></p> <p><b>The essay segment is open book. It must be completed and submitted by Friday, April 23rd, 11:55 pm.</b></p>

**VICTIMOLOGY CCJ3666**  
**(Undergraduate Level Course)**  
**ONLINE COURSE**

**PROFESSOR INFORMATION**

**Instructor:** Prof. Ellen G. Cohn

**Phone:** (305) 348-5846

**COURSE DESCRIPTION**

This course is designed to introduce students to the topic of victimology, the scientific study of victims. Although at least one pioneer in the field, Benjamin Mendelsohn, argues that the term "victimology" should encompass a broad spectrum of "victims", this course will focus only on criminal victimization. While traditionally, criminologists and criminal justice professionals have focused on the offender and the criminal justice system, it is only recently that they have begun to examine the victim, the forgotten member of the criminal process. In this course, we will examine the field of victimology, including its scope and development, review the problems associated with victimization, examine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society. We will also discuss various practical applications and policies that have resulted from society's increasing concern about victims.

Please note that many of the issues discussed in this course may be controversial and emotionally charged. **Every member of this class is expected to respect the positions and opinions of all class members, regardless of any personal viewpoint.**

**COURSE OBJECTIVES**

Students who successfully complete this course will be familiar with the basic ideas, concepts, terms, and trends in the field of victimology, as well as understanding the role of the victim in the crime and in the criminal justice system. Upon successfully completing this course, students will be able to:

- Explain the historical development of victimology and the victim's movement;
- Discuss the progress away from a criminal justice system towards the development of a victim justice system; Understand the impact of specific types of crimes on victims;
- Be familiar with the various methods developed to assist victims in dealing with the effects of crime and with the criminal justice system;
- Discuss the impacts of specific types of violent crimes on victims;
- Understand the impact of the increased social concern over victims on social policy and practice.

### **ASSURANCE OF LEARNING**

The College of Business cares about the quality of your education. More on the College's commitment to Assurance of Learning can be found at the following link:

[http://businessonline.fiu.edu/course\\_addons/Learning\\_Commitment.pdf](http://businessonline.fiu.edu/course_addons/Learning_Commitment.pdf)

### **TECHNICAL SKILLS**

Basic computer knowledge.

### **COURSE PREREQUISITES**

There are no prerequisites for this course. **This online section does not require an on-campus meeting and/or exam**

### **COURSE TEXTBOOK**

*Victimology (6th Edition)*

W.G. Doerner & S.P. Lab

LexisNexis(2012)

ISBN: 978-1-4377-3486-7

### **COURSE COMMUNICATION**

Communication in this course will take place via **messages only**.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

### **WEEKLY MATERIALS**

Blackboard Learn will contain folders corresponding to each week of the course. You are expected to keep up with the contents of each weekly folder. Each folder will contain:

- An audio lecture linked to accompanying power point slides
- A pdf version of the power points slides which you may print out if you wish
- Additional required online materials such as readings and videos

You are also expected to read the assigned chapter in the textbook each week.

**PLEASE NOTE:** Some of the audio lecture material may not be appropriate for young children. Please take this into consideration when scheduling time to listen to the lecture

### **STUDENT INTRODUCTION**

Your first assignment is to introduce yourself to the class. This is a great way for all of us to get to know each other. Please post a brief written "bio" of yourself, including items such as your undergraduate and current major, your current job, your future plans after graduation, and so on. Also include information about your level of expertise within criminal justice. For example, are you a criminal justice practitioner or a victim services advocate? Please also post a recent favorite photograph of yourself.

Your introduction is to be posted on the Discussion Forum and you will find more details there regarding what information you should post. Your introduction must be posted by 11:55 pm on **Friday, September 2, 2011**. Please note that this is a graded element of the course and failure to complete this assignment by the deadline will impact your final grade. Late introductions will not receive a grade.

### **DISCUSSION FORUMS**

Keep in mind that forum discussions are public, and care should be taken when determining what to post. Each week, I will post a number of discussion topics to which you are expected to respond. In addition, there is a "General Discussion" topic which you may use to start your own discussions on relevant issues or to post information that may be of interest to other members of the class. You are expected to participate actively in these online discussions by posting **multiple high quality course-related messages** each week during the semester. You can check how many online postings you have made within Blackboard.

Please note that regular participation in online discussions is a graded element of this course. Regular participation will be factored into your final grade. Participation includes not only responding to the established topics but also replying to your classmates posts. Please note that in most cases, discussion topics **will be locked after two weeks**. This means that you will no longer be able to post on these topics! So please do not wait to post – you need to post regularly each week.

To earn full credit for the discussion forum you must:

- Post multiple messages to every discussion topic
- Post high quality messages – one-sentence posts generally are not acceptable



## QUIZZES

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum

Quizzes will be given online and will consist of 20 multiple choice questions. You will have 30 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz.

**Please remember that all quizzes are closed book and that no collaboration among students is permitted!**

Each quiz will be available from **7:00am Monday to 11:55pm Tuesday**. Failure to take a quiz during the availability period will result in a score of "0" for that quiz.

Please note that all quizzes will be taken in Respondus LockDown Browser. Information on how to install and use the Browser is available under the "Assessments" tab on our Blackboard course homepage. While using the Lockdown Browser, you will be unable to print, copy, go to another URL, or access any other applications on your computer. All screen capture, screen-sharing, virtual machines, and messaging programs are blocked from running during the quiz and must be shut down before the quiz can be started. If any prohibited programs are running, a warning message will appear telling you to close the programs before starting the browser.

Once you have begun a quiz, you will be locked into it until you submit it for grading. If you attempt to minimize the quiz, the quiz will end immediately and your responses will be automatically submitted, regardless of how much time may be left.

**Make-ups will not be given for quizzes.** However, the two lowest quiz grades will be dropped, so if a student misses a quiz, it will count as one of the two lowest grades.

There will be a total of 13 quizzes, each worth 20 points. Your two lowest grades will be dropped. As a result, the total possible points you can earn on the quizzes is 220 points.

## WRITING ASSIGNMENT

Students will be required to complete a written assignment, which will be worth 80 points and will count for 25 percent of the final grade. The assignment is due no later than 11:55pm on November 4, 2011. The topic of this paper is:

**Your textbook discusses the topic of victim compensation, which involves the state government reimburses victims for losses sustained as a result of a crime. Do you think that the state should provide financial assistance to crime victims who suffer? Why or why not? Explain your opinion.**

This is an opinion paper. There is no wrong opinion; your goal is to present and justify your opinion regarding this issue. You might want to assume that I hold a differing opinion and try to convince me to change my views.

To write an opinion paper, you should provide your opinion and then give rational reasons as to why you hold this opinion. Generally, this type of paper should have at least three good reasons. So you should have about five paragraphs. Your opinion is your thesis statement and should appear in the first paragraph of the paper. I should not have to search through your paper to figure out your opinion! You should also list your supporting reasons briefly in the first paragraph. You should then expand upon each reason in a separate paragraph – if you have three reasons, you should have three paragraphs! Of course, you can have more. You may need multiple paragraphs to fully discuss one of your supporting arguments, or you may have more than three supporting reasons to discuss. Finally, conclude your essay with a final paragraph that summarizes your argument.

Although this is an opinion paper, and may be written in first person, you are still required to write properly. You will lose points if your paper lacks proper grammar, spelling, punctuation, organization, clarity, or insight.

**Your paper must meet the following requirements:**

1. The paper must be **no less than two** and **no more than four** pages in length, not including the title page or reference page. You **will be penalized** if your paper is too short or too long.
2. **DO NOT** include the assignment question/topic in your paper! In other words, **DO NOT** cut and paste the topic from the syllabus into your paper!! If you do, **I will automatically deduct 5 points** from your paper grade!
3. The paper must be **typewritten, double-spaced, with 1.25 inch margins, using Times New Roman 12 point type. Pages must be numbered.** Handwritten manuscripts will **not** be accepted. You must include a **title page** with your name, Panther ID number, and course information. Remember, the title page is **not** included in the page count and should not be numbered.

4. If you use references, all works cited **must be presented in APA format**. The reference page is not included in the page count. For details of APA format, see

<http://www.docstyles.com/apacrib.htm#Sec60>

5. Your paper must be submitted through Turnitin.com no later than **11:55pm on November 4, 2011. No late papers will be accepted.**

6. I am happy to review drafts of papers and discuss them with you in person, by phone, or using Adobe Connect on Blackboard Learn. The last day upon which I will review papers is **October 28, 2011** – one week before the paper is due – and I will do reviews on that day by prior appointment only.

7. Plagiarism will result in an automatic grade of "zero" on the paper and may also incur additional university penalties. Remember – cutting and pasting off the internet **IS** plagiarism!!

And for a bit of fun: Lobachevsky (The Plagiarism Song) by Tom Lehrer

**Turnitin:**

Your paper is subject to review for text comparison by Turnitin.com, a plagiarism detection service. You are required to submit your paper electronically to <http://www.turnitin.com> and **also** provide a hard copy to the professor on or before the due date. Turnitin currently accepts the following file types for submission: MS Word (.doc), WordPerfect (.wpd), PostScript (.eps), Portable Document Format (.pdf), HTML (.htm), Rich Text (.rtf) and Plain Text (.txt). The link to submit your paper is in the "Course Content" section of the class Blackboard site.

## Category 4: Syllabi and Assignments

### Qualitative Research Methods

**SOC 506 Qualitative Data Analysis**  
**Fall 2009**  
**Professor Kimberly Cook**  
**cookk@uncw.edu**

**Required Text for purchase:**

Patton, M. Q. 2002. Qualitative Research and Evaluation Methods, Third Edition. Thousand Oaks, CA: Sage Publications

**Additional support texts (not required for purchase):**

Lofland, J., D. Snow, L. Anderson, and L. H. Lofland. 2006. Analyzing Social Settings: A guide to qualitative observation and analysis, Fourth Edition. Belmont, CA: Wadsworth

Denzin, N. and Y. Lincoln, editors. 2005. The Sage Handbook of Qualitative Research. Third Edition. Thousand Oaks, CA: Sage Publications.

Charmaz, K. 2006. Constructing Grounded Theory: A practical guide through qualitative analysis. Thousand Oaks, CA: Sage Publications.

Naples, N. 2003. Feminism and Method: Ethnography, Discourse Analysis and Activist Research. New York, NY: Routledge.

Hesse-Biber, S. and P. Leavy. 2006. Emergent Methods in Social Research. Thousand Oaks, CA: Sage Publications.

Corbin, J. and A. Strauss. 2008. Basics of Qualitative Research. Third Edition. Thousand Oaks, CA: Sage Publications.

**Course Description:**

This course is designed to familiarize graduate students with qualitative research methods, including epistemological assumptions, grounded theory, data collection, data analysis, and interpretation. We will begin by exploring the philosophical lens required for qualitative data analysis (inductive, rather than deductive), and continue to explore the techniques for successful qualitative projects.

**Student Learning Outcomes:**

- Students will understand the epistemological foundations of qualitative research methods.
- Students will understand and apply the techniques of qualitative research methods.
- Students will learn to write effectively about qualitative research methods.

**Required Assignments:**

There are four writing assignments for this class. Each assignment is described in greater detail in additional assignment sheets (to be available in the first week of class). All assignments will

be graded on the standard A-F letter grades, with plusses and minuses used. Briefly, the four assignments are as follows:

Paper 1: positioning yourself as a qualitative researcher (4-6 pages) (15% of final grade)

Paper 2: Book review (4-5 pages) (15% of final grade)

Paper 3: Field Observation or Interview (5-7 pages) (25% of final grade)

Paper 4: Analysis and Interpretation of paper 3 subject (5-7 pages) (25% of final grade)

Class attendance and participation: No more than two unexcused absences during the semester, full participation in the discussion of the materials, and occasionally leading class discussions on the topics. (20% of final grade)

### **General Items:**

Academic Integrity and Plagiarism: All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (available in the student handbook). Academic dishonesty in any form will not be tolerated. Plagiarism is a form of academic dishonesty that includes (but is not limited to): writing about someone else's work/ideas without giving them credit or proper citation; oral presentation of someone else's work/ideas and do not identify them as coming from another person; failing to identify and cite properly quotes from someone else's work. Be very careful with proper referencing techniques at all times.

Student Academic Honor Code: *"As a student at The University of North Carolina Wilmington, I am committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. I pledge to uphold and promote the UNCW Student Academic Honor Code."* For more information go to: <http://www.uncw.edu/stuaff/doso/>

Services for Students with Disabilities: Students with diagnosed disabilities should contact the Office of Disability Services on campus (910-962-7555). Students should present documentation of required accommodations from the Office of Disability Services to their professors at the beginning of every semester. Students should remind professors at least three days prior to scheduled exams/assignments of their specific accommodation needs.

Problems of Violence and/or Harassment: UNCW takes problems of violence and harassment very seriously, and apply a zero-tolerance policy to such events when investigated and verified. If you are experiencing an emergency of this type, contact the police by calling 911 or UNCW CARE at 910-962-2273. Resources for individuals concerned with a violent or harassing situation can be located here: [www.uncw.edu/wsrc/crisis.html](http://www.uncw.edu/wsrc/crisis.html).

### Reading and Assignment Schedule

I reserve the right to alter this schedule during the semester should the need arise. All changes will be announced in advance, after consulting with students.

Week 8/24	1:	Introduction, student interests, assignments for the semester
Week 8/31	2:	Getting Started, read Patton Chapters 1 and 2.  And  McCorkel, J. A., & Myers, K. 2003. What difference does difference make? Position and privilege in the field. <i>Qualitative Sociology</i> , 26(2), 199-231.  McIntosh, P. 2006. White privilege, color, and crime: A personal account. In C. R. Mann & M. S. Zatz (Eds.), <i>Images of color, images of crime: Readings</i> (3 <sup>rd</sup> ed.) (pp. 52-60). Los Angeles: Roxbury.
Week 3:	9/7	LABOR DAY – NO CLASS
Week 9/14	4:	Theory of Method, read Patton Chapter 3  Application articles:  Charmaz, K. 2006. An invitation to grounded theory (chapter 1) in <i>Constructing Grounded theory: A practical guide through qualitative analysis</i> . Thousand Oaks, CA. Sage.  Naples, N. 2003. <i>Feminism and Method</i> (p. 3-33). New York: Routledge.  <b>paper 1 is due</b>
Week 9/21	5:	Research Design, read Patton Chapter 4  Application article:  Conner, T. and E. Bliss-Moreau. 2006. Sampling Human Experience in Naturalistic Settings. p 109-129. In <i>Emergent Methods in Social Research</i> , S. N. Hesse-Biber and P. Leavy, editors. Thousand Oaks, CA. Sage.
Week 9/28	6:	Continued... (ethical issues)  Application articles:  Miller, J. 2000. The protection of ‘human subjects’ in street ethnography. <i>Focaal</i> , 36, 53-68.  Fine, G. A. 1993. Ten lies of ethnography: Moral dilemmas of field research. <i>Journal of Contemporary Ethnography</i> , 22(3), 267-294.  Westervelt, Sandra D. and Kimberly J. Cook, 2007. “Feminist Research Methods in Theory and Practice: Learning from Death Row Exonerees.” In <i>Criminal Justice Research and Practice: Diverse Voices from the field</i> . Susan Miller (ed.) Boston:

	<p>University Press of New England.</p> <p>Israel, M. 2004. Strictly Confidential? Integrity and the Disclosure of Criminological and Socio-Legal Research. <i>British Journal of Criminology</i> 44(5):715-740.</p>
Week 10/5	7: FALL BREAK – NO CLASS
Week 10/12	<p>8: Field Work/Observation, read Patton Chapter 6</p> <p>Application article:</p> <p>Crowley, J. E. 2007. Friend or foe? Self-expansion, stigmatized groups, and the researcher-participant relationship. <i>Journal of Contemporary Ethnography</i>, 36(6), 603-630.</p>
Week 10/19	<p>9: Continued...</p> <p>Application articles:</p> <p>Cook, K. J. 2006. Doing Difference and Accountability in Restorative Justice Conferences in <i>Theoretical Criminology</i> (10:1) 107-124, special issue on Gender, Race and Restorative Justice. Co-editors: Kimberly J. Cook, Kathleen Daly, and Julie Stubbs.</p> <p>Cook, K. J. and C. Powell. 2003. Unfinished Business: Aboriginal Reconciliation and Restorative Justice in Australia in <i>Contemporary Justice Review</i> 6:279-291.</p> <p>Dragiewicz, Molly. 2008. Patriarchy Reasserted: Fathers' Rights and Anti-VAWA Activism. <i>Feminist Criminology</i> 3(2):121-144.</p> <p>Kavanaugh, P. and Anderson, T. 2009. Managing Physical and Sexual Assault Risk in Urban Nightlife: Individual- and Environmental Level Influences. <i>Deviant Behavior</i> 30: 680-714</p> <p><b>paper 2 due</b></p>
Week 10:10/26	<p>In-Depth Interviews, read Patton Chapter 7</p> <p>Application article:</p> <p>Tierney, William. 1998. "Life History's History: Subjects Foretold." <i>Qualitative Inquiry</i> 4:49-70.</p>
Week 11/2	<p>11: Continued...</p> <p>Application article:</p> <p>Hoffman, E. A. 2007. Open-ended interviews, power, and emotional labor. <i>Journal of Contemporary Ethnography</i>, 36(3), 318-346.</p> <p><b>paper 3 due</b></p>



Week 11/9	12: Analysis and Interpretation, read Patton Chapter 8  Application article:  Charmaz, K. 2006. Reconstructing theory in grounded theory studies (chapter 6) in <i>Constructing Grounded theory: A practical guide through qualitative analysis</i> . Thousand Oaks, CA. Sage.
Week 11/16	13: Continued...  Application article:  TBA
Week 11/23	14: Software for analyzing Qualitative Data, shared class with Pro-Seminar and Dr. Sutherland
Week 11/30	15: Wrapping up.  <b>Paper 4 due.</b>

## Qualitative Methods ~ SOC 6820 (Call #13775) ~ Spring 2010

### *Course Syllabus*

#### General Information

Professor ~ Dr. Angie Moe

Email ~ [angie.moe@wmich.edu](mailto:angie.moe@wmich.edu)

#### Objective & Description

The objective of this course is to familiarize graduate-level students with qualitative epistemological and methodological approaches to data collection, analysis and reporting. We will consider qualitative research through a philosophical and practical lens, blending debate about its utility and validity with hands-on experience. We will consider the entirety of qualitative inquiry, but will focus our attention on field research, interviews, focus groups, action research, unobtrusive research, applied research, and evaluation research. Class sessions will be structured so as to maximize dialogue about the various readings while providing a forum for everyone to share their experiences of collecting and working with actual data.

#### Required Materials

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth.

All other required readings will be posted on WebCT/Blackboard. You are encouraged to develop your library by purchasing any of the texts represented in the readings. Full citations are given under “course schedule and content” -- also note the “supplemental materials”.

#### Requirements

**Papers:** Four papers are required, worth 100 points each. The first two are aimed at getting you into the mindset of a qualitative researcher. (Set aside what you’ve learned about quantitative research, and possibly much of what you’ve been told about qualitative...you’ll benefit from a fresh and open mind in this class.)

Paper 1: Positioning Yourself as a Researcher

Paper 2: Book Review

The third and fourth papers will provide a forum for critically thinking through the salient issues with regard to conducting qualitative research, as well as experimenting with a couple of qualitative approaches to gathering data. It will be the experiential learning of these assignments that is of greatest importance.

Paper 3: Field Observation *or* Interview

Paper 4: Unobtrusive Research

**Participation:** Your participation is worth 50 points. Points will be earned through consistent and responsible attendance, as well as contributions to discussions based on your comprehension and synthesis of assigned readings. You will also develop discussion questions from the readings for one class meeting, post them to WebCT/Blackboard (via the class email option) by the Sunday evening (7pm) prior, and facilitate discussion for half of the class period. Other activities will ensue throughout class meetings to provide ample opportunities for you to contribute. Feedback about the level and quality of your participation is available at any time.

**Grading Scale (450 total points possible)**

A ~ 93-100% (417-450 pts)   B ~ 83-87% (372-393 pts)   C ~ 73-77% (327-348 pts)  
 BA ~ 88-92% (394-416 pts)   CB ~ 78-82% (349-371 pts)

**Academic Integrity**

You are expected to conduct yourself ethically during all activities associated with this class. You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. Academic dishonesty in any form will not be tolerated. Any form of academic dishonesty will result in an E (0 points) on the applicable assignment. You may also be referred to the Office of Student Conduct where you will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of your work.

**Course Schedule & Content****Week 1 (1/11) ~ Introduction to Course and Each Other****Week 2 (1/18) ~ No Class, MLK Holiday****Week 3 (1/25) ~ Positioning Qualitative Research in the Social Sciences**

***Facilitator: Dr. Moe (I will cover this week as an illustration.)***

Esterberg, K. G. (2002). What is social research: Some practical and theoretical concerns. In *Qualitative methods in social research* (pp. 1-24). Boston: McGraw-Hill.

Hesse-Biber, S. N., & Leavy, P. (Eds.) (2004). Distinguishing qualitative research. In *Approaches to qualitative research: A reader on theory and practice* (pp. 1-15). New York: Oxford University Press.

Kvale, S. (1996). Qualitative research in science and practice. In *InterViews: An introduction to qualitative research interviewing* (pp. 59-80). Thousand Oaks, CA: Sage.

Sprague, J., & Zimmerman, M. K. (2004). Overcoming dualisms: A feminist agenda for sociological methodology. In Hesse-Biber, S. N., & Leavy, P. (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 39-61). New York: Oxford University Press.

**Week 4 (2/1) ~ Positioning Yourself as a Qualitative Researcher**

***Facilitator:*** \_\_\_\_\_

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Starting where you are. In *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.) (pp. 9-14). Belmont, CA: Wadsworth.

Ullman, S. E. (2005). Interviewing clinicians and advocates who work with sexual assault survivors: A personal perspective on moving from quantitative to qualitative research methods. *Violence Against Women, 11*(9), 1113-1139.

McIntosh, P. (2002). White privilege, color, and crime: A personal account. In C. R. Mann & M. S. Zatz (Eds.), *Images of color, images of crime: Readings* (2<sup>nd</sup> ed.) (pp. 45-53). Los Angeles: Roxbury.

McCorkel, J. A., & Myers, K. (2003). What difference does difference make? Position and privilege in the field. *Qualitative Sociology, 26*(2), 199-231.

Hill Collins, P. (1986). Learning from the outsider within: The sociological significance of Black feminist thought. In M. M. Fonow & J. A. Cook (Eds.), *Beyond methodology: Feminist scholarship as lived research* (pp. 33-59). Bloomington, IN: Indiana University Press.

## Week 5 (2/8) ~ The Qualitative Research Process ~ PAPER 1 DUE

**Facilitator:** \_\_\_\_\_

Esterberg, K. G. (2002). Strategies for beginning research. *Qualitative methods in social research* (pp. 25-41). Boston: McGraw-Hill.

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Evaluating data sites. In *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.) (pp. 15-32). Belmont, CA: Wadsworth.

Yeh, C. J., & Inman, A. G. (2007). Qualitative data analysis and interpretation in counseling psychology: Strategies for best practices. *The Counseling Psychologist, 35*(3), 369-403.

Kvale, S. (1996). The 1,000-page question. In *InterViews: An introduction to qualitative research interviewing* (pp. 176-186). Thousand Oaks, CA: Sage.

Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing and Health, 18*, 179-183.

## Week 6 (2/15) ~ Ethical Considerations

**Facilitator:** \_\_\_\_\_

Adler, P. A., & Adler, P. (2002). Do university lawyers and the police define our research value system? In W. van den Hoonaard (Ed.), *Walking the tightrope: Ethical issues for qualitative researchers* (pp. 34-42). Toronto: University of Toronto Press.

Johnson, J., & Altheide, J. M. (2002). Reflections on professional ethics. In W. van den Hoonaard (Ed.), *Walking the tightrope: Ethical issues for qualitative researchers* (pp. 59-69). Toronto: University of Toronto Press.

Miller, J. (2000). The protection of 'human subjects' in street ethnography. *Focaal, 36*, 53-68.

Fine, G. A. (1993). Ten lies of ethnography: Moral dilemmas of field research. *Journal of Contemporary Ethnography, 22*(3), 267-294.

Peruse WMU HSIRB website: <http://www.wmich.edu/research/compliance/hsirb/index.html>

**Week 7 (2/22) ~ Analysis & Reporting****Facilitator:** \_\_\_\_\_

Creswell, J. W. (2007). Five qualitative approaches to inquiry. In *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed.) (pp. 53-84). Thousand Oaks, CA: Sage.

Creswell, J. W. (2007). Data analysis and representation. In *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed.) (pp. 147-175). Thousand Oaks, CA: Sage.

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Developing analysis. In *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.) (pp. 195-219). Belmont, CA: Wadsworth.

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Writing analysis. In *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.) (pp. 220-240). Belmont, CA: Wadsworth.

Matthews, S. H. (2005). Crafting qualitative research articles on marriages and families. *Journal of Marriage and Family*, 67(4), 799-808.

**Week 8 (3/1) ~ No Class, Spring Break****Week 9 (3/8) ~ Evaluation & Quality Assessments ~ PAPER 2 DUE****Facilitator:** \_\_\_\_\_

Silverman, D. (2006). Credible qualitative research. In *Interpreting qualitative data* (3<sup>rd</sup> ed.) (pp. 271-312). Thousand Oaks, CA: Sage.

Kvale, S. (1996). The social construction of validity. In *InterViews: An introduction to qualitative research interviewing* (pp. 229-252). Thousand Oaks, CA: Sage.

Johnson, J. L. (1997). Generalizability in qualitative research. In J. M. Morse (Ed.), *Completing a qualitative project: Details and dialogue* (pp. 191-208). Thousand Oaks, CA: Sage.

Review 2<sup>nd</sup> half of this article from Week 4: Yeh, C. J., & Inman, A. G. (2007). Qualitative data analysis and interpretation in counseling psychology: Strategies for best practices. *The Counseling Psychologist*, 35(3), 369-403.

**Week 10 (3/15) ~ Field Research, Ethnography & Observation****Facilitator:** \_\_\_\_\_

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Getting in. In *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.) (pp. 33-54). Belmont, CA: Wadsworth.

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Getting along. In *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.) (pp. 54-80). Belmont, CA: Wadsworth.

Van Maanen, J. (1988). Confessional tales. In *Tales of the field: On writing ethnography* (pp. 73-100). Chicago: University of Chicago Press.

Crowley, J. E. (2007). Friend or foe? Self-expansion, stigmatized groups, and the researcher-participant relationship. *Journal of Contemporary Ethnography*, 36(6), 603-630.

Ellis, C., & Bochner, A. P. (2003). Autoethnography, personal narrative, reflexivity: Researcher as subject. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.) (pp. 199-258). Thousand Oaks, CA: Sage.

### Week 11 (3/22) ~ Interviewing

**Facilitator:** \_\_\_\_\_

Fontana, A., & Frey, J. H. (2003). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.) (pp. 61-106). Thousand Oaks, CA: Sage.

Kvale, S. (1996). The interview situation. In *InterViews: An introduction to qualitative research interviewing* (pp. 125-143). Thousand Oaks, CA: Sage.

Kvale, S. (1996). From speech to text. In *InterViews: An introduction to qualitative research interviewing* (pp. 160-175). Thousand Oaks, CA: Sage.

Bat-Ami, B. O. (1992). Marginality and epistemic privilege. In L. Alcoff & E. Potter (Eds.), *Feminist epistemologies* (pp. 83-100). New York: Routledge.

Hoffman, E. A. (2007). Open-ended interviews, power, and emotional labor. *Journal of Contemporary Ethnography*, 36(3), 318-346.

### Week 12 (3/29) ~ Focus Groups

**Facilitator:** \_\_\_\_\_

Morgan, D. L. (2004). Focus groups. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 263-285). New York: Oxford.

Krueger, R. A., & Casey, M. A. (2000). Developing a questioning route. In *Focus groups: A practical guide for applied research* (3<sup>rd</sup> ed.) (pp. 39-67). Thousand Oaks, CA: Sage.

Krueger, R. A., & Casey, M. A. (2000). Moderating skills. In *Focus groups: A practical guide for applied research* (3<sup>rd</sup> ed.) (pp. 97-123). Thousand Oaks, CA: Sage.

Hollander, J. A. (2004). The social contexts of focus groups. *Journal of Contemporary Ethnography*, 33(5), 602-637.

Madriz, E. (2003). Focus groups in feminist research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.) (pp. 363-388). Thousand Oaks, CA: Sage.

### Week 13 (4/5) ~ Unobtrusive Research (Texts, Objects & Materials as Data) ~ PAPER 3 DUE

**Facilitator:** \_\_\_\_\_

Esterberg, K. G. (2002). Unobtrusive measures: Analyzing texts and material artifacts. In *Qualitative methods in social research* (pp. 115-134). Boston: McGraw-Hill.

Hodder, I. (2003). The interpretation of documents and material culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.) (pp. 155-175). Thousand Oaks, CA: Sage.

Prosser, J. & Schwartz, D. (2004). Photographs within the sociological research process. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 334-349). New York: Oxford.

Alexander, S. M. (2003). Stylish hard bodies: Branded masculinity in men's health magazine. *Sociological Perspectives*, 46(4), 535-554.

### Week 14 (4/12) ~ Applied & Evaluation Research

**Facilitator:** \_\_\_\_\_

Greene, J. C. (2003). Understanding social programs through evaluation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.) (pp. 590-618). Thousand Oaks, CA: Sage.

Rist, R. C. (2003). Influencing the policy process with qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2<sup>nd</sup> ed.) (pp. 619-644). Thousand Oaks, CA: Sage.

Carey, M. A. (1997). Qualitative research in policy development. In J. M. Morse (Ed.), *Completing a qualitative project: Details and dialogue* (pp. 345-355). Thousand Oaks, CA: Sage.

### Week 15 (4/19) ~ Community-Based & Action Research

**Facilitator:** \_\_\_\_\_

Borda, O. F. (2001). Participatory (action) research in social theory: Origins and challenges. In P. Reason & H. Bradbury (Eds.), *Handbook of action research: Participative inquiry and practice* (pp. 27-37). Thousand Oaks, CA: Sage.

Greenwood, D. J., & Levin, M. (2003). Reconstructing the relationships between universities and society through action research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (2<sup>nd</sup> ed.) (pp. 131-166). Thousand Oaks, CA: Sage.

Reinharz, S. (1992). Feminist action research. In *Feminist methods in social research* (pp. 175-196). New York: Oxford University Press.

Wang, C. C., Morrel-Samuels, S., Hutchison, P. M., Bell, L., & Pestronk, R. M. (2004). Flint photovoice: Community building among youths, adults, and policymakers. *American Journal of Public Health, 94*(6), 911-913.

Facilitators: \_\_\_\_\_

## Week 16 (4/26) ~ No Class, Exam Week ~ PAPER 4 DUE

### Supplemental Materials

The following sources may be helpful as you build your methodological library. I have most of these in my office and many are represented in our readings. They are roughly organized by basic methods reader<sup>1</sup>, how-to or reference text<sup>2</sup>, more philosophical or theoretical<sup>3</sup>, and illustrative<sup>4</sup>. I have several more readings (and reading lists) on feminist research methodology – only a few such sources are listed here. I also have references and recommendations (via listserv conversations) on recording devices, transcription, and analysis software.

- Alcoff, L., & Potter, E. (Eds.). (1992). *Feminist epistemologies*. New York: Routledge. <sup>3</sup>
- Bridgman, R., Cole, S., & Howard-Bobiwash, H. (Eds.). (1999). *Feminist fields: Ethnographic insights*. Orchard Park, NY: Broadview Press. <sup>4</sup>
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage. <sup>2</sup>
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. <sup>1 2</sup>
- Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage. <sup>1</sup>
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed method research*. Thousand Oaks, CA: Sage. <sup>1 2</sup>
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2005). *Handbook of qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage. <sup>2 3</sup>
- Also available through 3 volume set (multiple editions with distinct readings):
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003, 2007). *The Landscape of qualitative research: Theories and issues*. Thousand Oaks, CA: Sage. <sup>3</sup>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003, 2007). *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage. <sup>2</sup>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003, 2007). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage. <sup>2</sup>
- DeVault, M. (1999). *Liberating method: Feminism and social research*. Philadelphia: Temple University Press. <sup>2 3</sup>
- Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill. <sup>1</sup>
- Fonow, M. M., & Cook, J. A. (1991). *Beyond methodology: Feminist scholarship as lived research* (3<sup>rd</sup> ed.). Bloomington, IN: Indiana University Press. <sup>2</sup>
- Grbich, C. (2007). *Qualitative data analysis: An introduction*. Thousand Oaks, CA: Sage. <sup>2 3</sup>
- Harding, S. (ed.) (1987). *Feminism and methodology*. Bloomington, IN: Indiana University Press. <sup>3</sup>
- Hesse-Biber, S. N., & Leavy, P. (Eds.) (2004). *Approaches to qualitative research: A reader on theory and practice*. New York: Oxford University Press. <sup>3</sup>
- Hesse-Biber, S. N., & Leavy, P. (2006). *Emergent methods in social research*. Thousand Oaks, CA: Sage. <sup>2</sup>



- Hesse-Biber, S. N., & Leavy, P. (2006). *The practice of qualitative research*. Thousand Oaks, CA: Sage.<sup>1</sup>
- Kirby, S. L., Greaves, L., & Reid, C. (2006). *Experience research social change: Methods beyond the mainstream* (2<sup>nd</sup> ed.). Orchard Park, NY: Broadview Press.<sup>2</sup>
- Kleinman, S. (2007). *Feminist fieldwork analysis*. Thousand Oaks, CA: Sage.<sup>2</sup>
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.<sup>2</sup>
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.<sup>1 2</sup>
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth.<sup>1</sup>
- Madison, D. S. (2005). Critical ethnography: Method, ethics, and performance. Thousand Oaks, CA: Sage.<sup>2 4</sup>
- Marshall, C. & Rossman, G. B. (2006). *Designing qualitative research* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.<sup>1</sup>
- Meneley, A., & Young, D. J. (Eds.). (2005). *Auto-ethnographies: The Anthropology of academic practices*. Orchard Park, NY: Broadview Press.<sup>4</sup>
- Miles, M. B., & Huberman, M. A. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.<sup>2</sup>
- Milinki, A. K. (1999) *Cases in qualitative research: Research reports for discussion and evaluation*. Los Angeles: Pyrczak.<sup>4</sup>
- Morse, J. M. (Ed.) (1997). *Completing a qualitative project: Details and dialogue*. Thousand Oaks, CA: Sage.<sup>2</sup>
- Naples, N. A. (2003). *Feminism and method: Ethnography, discourse analysis, and activist research*. New York: Routledge.<sup>3</sup>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.<sup>1 2</sup>
- Pink, S. (2007). *Doing visual ethnography: Images, media and representation in research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.<sup>2</sup>
- Reinharz, S. (1992). *Feminist methods in social research*. New York: Oxford University Press.<sup>3</sup>
- Reinharz, S. (1979). *On becoming a social scientist: From survey research and participant observation to experimental analysis*. San Francisco: Jossey-Bass.<sup>3</sup>
- Richards, L. (2005) *Handling qualitative data: A practical guide*. Thousand Oaks, CA: Sage.<sup>2</sup>
- Rubin, H., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.<sup>2</sup>
- Shaffir, W. B., & Stebbins, R. A. (Eds.). (1991). *Experiencing fieldwork: An inside view of qualitative research*. Newbury Park, CA: Sage.<sup>1 2</sup>
- Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.<sup>1 2</sup>
- Stringer, E. T. (2007). *Action research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.<sup>1</sup>
- Van den Hoonaard, W. (Ed.) (2002). *Walking the tightrope: Ethical issues for qualitative researchers*. Toronto: University of Toronto Press.<sup>4</sup>
- Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.<sup>2 4</sup>
- Wolf, D. L. (Ed.). (1996). *Feminist dilemmas in fieldwork*. Boulder, CO: Westview Press.<sup>3 4</sup>

**SOCIOLOGY 824 - Qualitative Research Methods  
Spring 2009**

**Professor: Dana Britton**

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**COURSE DESCRIPTION**

This aim of this course is to teach you how to conduct qualitative research in the social sciences. The course outlines major sociological debates about qualitative methods and explores issues of theory and types of methodologies. The primary emphasis, however, is on a hands-on approach. The objectives of this course are (1) to examine the philosophy and epistemology of qualitative methods, (2) to understand various approaches to qualitative research, (3) to develop the skills to design a qualitative research project, to gather and analyze qualitative data, and to write up qualitative findings.

**COURSE FORMAT**

Sessions in this course will usually be divided into two parts. Part of the course will be conducted as a seminar - members discuss assigned reading materials. Each session will also include a task component. Class members will review and comment on all stages of classmates' research in progress.

**REQUIRED READINGS AND COURSE MATERIALS**

Books/readings for this course fall into two categories - methodological guides and exemplars. In the former category are three texts (two required, one recommended) and some additional readings devoted to helping you learn the process of qualitative research. In the latter are pieces of research that illustrate the various approaches we will discuss.

**Books**

Esterberg, Kristen. 2002. *Qualitative Methods in Social Research*. New York: McGraw-Hill. 0767415604

Daniels, Jessie. 1995. *White Lies: Race, Class, Gender and Sexuality in White Supremacist Discourse*. New York: Routledge. 0415912903

Weiss, Robert Stuart. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press. 0684823128

Williams, Christine. 2006. *Inside Toyland: Working, Shopping, and Social Inequality*. Berkeley: University of California Press. 0520247175

**Recommended (not ordered from bookstore):**

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. 0226206815

Becker, Howard. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press. 0226041085

Additional readings, listed below - - note well, the article assignments may change. I will always stay at least two weeks ahead (e.g., the readings for 2/15 will be final no later than 2/1), and I will not increase the number of readings. Reading assignments from the books are final as listed below.

**Course materials:** You must have access to a tape recorder (micro or standard size) or a digital recorder. We will discuss the pros and cons of different kinds of equipment during the first class session. No videorecording for the purposes of this course. I do not want to deal with the IRB complications in a group this large.

### **Course Requirements**

Final project: You will be required to collect and analyze three in-depth interviews and write a research report. Your project must have my approval as well as the approval of the university's IRB. You will write and turn in a letter of intent, which is due by February 4th. Human subjects materials (which include a research proposal, interview schedule, and informed consent form) will be completed and submitted by February 18th. Topics cannot be changed after this point. See other deadlines below. The final report will be approximately fifteen pages long and will comprise 50% of your course grade. This paper is due and will be presented during the last two sessions of the course. Late papers lose one letter grade for each day they are late. Components of the project will constitute 30% of your grade. See below for more specifics.

Seminar contribution: Attendance and quality of contribution to discussions will constitute 20% of your course grade. High quality discussion contributions indicate to me that the seminar participant has read, considered, and critiqued the weekly readings. Tangible evidence of this will be provided by weekly discussion questions, which must be submitted by 5:00 P.M. on the Wednesday preceding the seminar, in-class discussions, a brief presentation on April 29th (more on this in class), and the final presentation of your research report.

Human subjects review (training and application): Anyone who conducts research with human subjects must complete online training and get approval for their projects from the KSU Institutional Review Board (see <http://www.ksu.edu/research/human/index.htm>). You must complete the online training by 5:00 P.M. on Tuesday, January 27th. To access the modules, you will need a username and password which will be provided in class. If you have completed this training within the last three years you are not required to do so again. After you complete the training you will submit IRB review materials. We will discuss drafts of these materials in class.

### **Grade summary:**

Final research report - 50% - 100 points  
 Research report components – 30% - 60 points  
     Letter of intent – 10 points  
     IRB materials – 25 points  
     Coding tree – 10 points  
     Methodology section – 15 points  
 Seminar contribution - 20% - 40 points

The standard scale will be used for the purposes of assigning final grades.

**CLASS SCHEDULE AND READING ASSIGNMENTS****January 21** - Review syllabus, course requirements and expectations

Task session: How to do IRB training

IRB Training must be completed by 5 PM on January 27

**January 28** - Epistemology in qualitative/quantitative research

Esterberg: Pp. 1-13 and chapter 2, and Weiss, Chapter 1

Goffman, Erving. 1989. On Fieldwork. *Journal of Contemporary Ethnography* 18:123-132. K-State OnlineBrunt. Lodewijk. 1999. Thinking About Ethnography. *Journal of Contemporary Ethnography* 28: 500-509. KSOLLieberson, Stanley. 1985. Introduction and Further Suggestions. Pp. 3-13 and 218-235 in *Making it Count: The Improvement of Social Research and Theory*. Berkeley: University of California Press. KState Online

Task session: Issues raised by IRB training

**February 4** – Unique issues and dilemmas in qualitative research

Weiss, Chapter 5

Blee, Kathleen. 1998. White-Knuckle Research: Emotional Dynamics in Fieldwork with Racist Activists. *Qualitative Sociology* 381-400. Kluwer OnlineMcCorkel, Jill A. and Kristen Myers. 2003. What Difference Does Difference Make? Position and Privilege in the Field. *Qualitative Sociology* 26(2): 199-231. Kluwer OnlineThorne, Barrie. 1980. "You Still Takin' Notes? Fieldwork and Problems of Informed Consent. *Social Problems* 27 (3) 284-297. JSTORTolich, Martin. 2004. Internal Confidentiality: When Confidentiality Assurances Fail Relational Informants. *Qualitative Sociology* 27(1): 101-106. Kluwer OnlineOrtiz, Steven M. 2004. Leaving the Private World of Wives of Professional Athletes: A Male Sociologist's Reflections. *Journal of Contemporary Ethnography* 33: 466 - 487. KSOL.Task session: Discuss letters of intent, IRB procedure  
Letter of intent due**February 11** - CANCELLED for German conference

Read and respond to Weiss, Chapters 2, 3 and 4

**February 18** - Ethical and political issues

Esterberg: Chapter 3 and Appendix A

Weiss, Appendices C and D

Zussman, Robert. 2002. Editor's Introduction: Sex in Research. *Qualitative Sociology* 25(4): 473-477. Kluwer Online.

Goode, Erich. 2002. Sexual Involvement and Social Research in a Fat Civil Rights Organization. *Qualitative Sociology* 25(4): 501-534. Read responses following this article by Bell, Manning, Saguy and Williams. Kluwer Online

Hessler, Richard M. et al. 2003. Qualitative Research on Adolescent Risk Using E-Mail: A Methodological Assessment. *Qualitative Sociology* 26 (1): 111-124. Kluwer Online

Stacey, Judith. 1988. Can There Be a Feminist Ethnography? *Women's Studies International Forum* 11(1): 21-27. K-State Online

Guillemin, Marilys and Lynn Gillam. 2004. Ethics, Reflexivity, and "Ethically Important Moments" in Research. *Qualitative Inquiry* 10: 261 - 280. Highwire.

Task session: final review of IRB materials

IRB materials must be submitted

Begin NVIVO tutorial

**February 25** – Guest speaker: Doing field research in an international context

Readings TBA - I will keep you posted on whether this class will happen.

Additional resource - Grounded theory: A thumbnail sketch.

<http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html>

**March 4** - Interviewing

Esterberg, Chapter 5

Schilt, Kristen. 2006. Just One of the Guys?: How Transmen Make Gender Visible at Work. *Gender & Society* 20: 465 - 490.

Dellinger, Kirsten and Christine Williams. 2002. The Locker Room and the Dorm Room: Workplace Norms and the Boundaries of Sexual Harassment in Magazine Editing *Social Problems* 49(2): pp. 242-257.

JSTOR Stable URL: [http://links.jstor.org/sici?sici=0037-](http://links.jstor.org/sici?sici=0037-7791%28200205%2949%3A2%3C242%3ATLRATD%3E2.0.CO%3B2-3)

[7791%28200205%2949%3A2%3C242%3ATLRATD%3E2.0.CO%3B2-3](http://links.jstor.org/sici?sici=0037-7791%28200205%2949%3A2%3C242%3ATLRATD%3E2.0.CO%3B2-3)

Britton, Dana M. 1999. Cat fights and gang fights: Preference for work in a male-dominated organization. *The Sociological Quarterly* 40(3): 455-474. KSOL

Read, Jen'nan Ghazal and John Bartkowski. 2000. To Veil or Not to Veil?: A Case Study of Identity Negotiation among Muslim Women in Austin, Texas. *Gender & Society*, 14: 395 - 417.

Hollander, Jocelyn A. 2004. The Social Contexts of Focus Groups. *Journal of Contemporary Ethnography* 33: 602 - 637.

Revised interview schedule due

Task session: mock interviews/critiques (I)

**March 11** - Participant and non-participant observation/Ethnography  
Esterberg, Chapter 4

Kang, Miliann. 2003. The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons. *Gender & Society* 17: 820 - 839.

Williams, Christine. 2006. *Inside Toyland: Working, Shopping, and Social Inequality*. Berkeley: University of California Press. 0520247175

Task session: mock interviews/critiques (II)

**March 25** - Unobtrusive methods  
Esterberg, Chapter 6

Daniels, Jessie. 1997. *White Lies: Race, Class, Gender and Sexuality in White Supremacist Discourse*. New York: Routledge.

Interviews and transcribing begin (assumes IRB approval)

Task session: Transcribing, downloading and using Express Scribe

**April 1** – CANCELLED: MSS

**April 8** - Race and gender in qualitative research

Merton, Robert. 1972. Insiders and outsiders: A chapter in the sociology of knowledge. *American Journal of Sociology* 78(1): 9-47.

De Andrade, Lelia Lomba. 2000. Negotiating from the Inside: Constructing Racial and Ethnic Identity in Qualitative Research. *Journal of Contemporary Ethnography*, 29: 268 - 290.

Riessman, Catherine. 1987. When gender is not enough: Women interviewing women. *Gender & Society* 1(2): 172-207.

Arendell, Terry. 1997. Reflections on the Researcher-Researched Relationship: A Woman Interviewing Men. *Qualitative Sociology* 20 (3): 341-368.

Lareau, Annette. 2000. My Wife Can Tell Me Who I Know: Methodological and Conceptual Problems in Studying Fathers. *Qualitative Sociology* 23 (4): 407-433.

Data analysis begins

Task session: Intro to NVIVO

Complete tutorial, all interviews into NVIVO before next class session

### **April 15** – Analysis and interpretation

Esterberg, Chapter 8

Weiss, Chapter 6, Appendix E

Wolcott, Harry F. 1994. *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage. Chapter 2. K State Online

Cherukuri, Suvarna, Dana M. Britton and Mangala Subramaniam. 2009. Women in an Indian State Prison: Intersections of Gender, Caste and Class. *Feminist Criminology* (forthcoming).

Task session: More on NVIVO

### **April 22** - Action research

Esterberg, Chapter 7

Detardo-Bora, Kimberly A. 2004. Action Research in a World of Positivist-Oriented Review Boards. *Action Research* 2:237 - 253.

Morgan, D.L. 1996. Focus Groups. *Annual Review of Sociology* 22: 129-153.

Chiu, Lai Fong. 2003. Transformational Potential of Focus Group Practice in Participatory Action Research. *Action Research* 1:165 - 183.

Whyte, William Foote. 1995. Encounters with participatory action research. *Qualitative Sociology* 18: 289-299.

Task session: Coding critique - bring interview transcripts and index trees

### **April 29** - Doing exemplary research

Seminar participants will bring in ONE empirical book, book chapter, or article in their field that uses qualitative methodology and that they see as an exemplary piece of research. Students will be prepared to discuss the substance of the piece, as well as its strengths and weaknesses.

Esterberg, Chapter 9

Marshall, Catharine and Gretchen B. Rossman. 1999. *Designing Qualitative Research* (3rd edition). Thousand Oaks, CA: Sage. (Chapter 7). K-State Online

Presentations of exemplary research

Task session: refining coding, advanced analysis techniques

**May 6** - Professional issues - Defending a qualitative proposal and publishing

Esterberg, Chapter 10

Weiss, Chapter 7

Richardson, Laurel. 1994. Writing: A method of inquiry. Pp. 516-529 in Denzin, Norman and Yvonna S. Lincoln (eds.) *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage. K-State Online.

Golden-Biddle, Karen and Karen D. Locke. 1997. *Composing qualitative research*. Thousand Oaks, CA: Sage. (Excerpt). K-State Online.

Task session: critiquing methods sections  
Methodology sections due

**May 13**– Presentations – papers due



# Category 5: Syllabi and Assignments

## Special Topics

**Dr. Molly Dragiewicz**

**Assistant Professor**

**ADVANCED JUSTICE STUDIES: Human Trafficking**

**SSCI 4000U – Sec. 2**

**Human Trafficking**

**Fall 2010**

Note: It is easiest to contact me by e-mail. You can normally expect a reply within 48 hours on weekdays.

### **Course Description and Objectives**

SSCI 4000U Advanced Justice Studies. This capstone course will provide an opportunity for critical analysis of specific justice topics. Students will be expected to synthesize material from previous courses and apply it to a social justice issue, demonstrating significant mastery of justice concepts, theory and research. 3 cr, 3 lec. Prerequisite: Fourth year standing in Criminology and Justice.

The focus of the course is sex work and human trafficking policy, an area which continues to be contested in practice, scholarship and public opinion.

The main objectives of this course are to introduce students to:

- historical context of the contemporary discussion on trafficking
- the theoretical debates around trafficking
- data on trafficking and issues related to data collection
- organizations addressing the issue
- national and international policies relevant to trafficking

Students taking this course will become acquainted with the following:

- Definitions of trafficking used by international organizations, governments and NGOs
- Organizations in Canada and internationally dealing with the issue of human trafficking
- Theories about the causes of trafficking and how to prevent it
- International instruments applicable to trafficking
- Canadian and American policies on trafficking

Human trafficking is by its nature an international issue. Accordingly, the texts for this course include work by Canadian scholars as well as scholars and activists from other countries.

Students are encouraged to critically compare international approaches to the issue.

### REQUIRED COURSE BOOKS

- Barry, K. (1995). *The Prostitution of Sexuality: The Global Exploitation of Women*. New York: NYU Press.
- Kempadoo, K. Ed. (2005). *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. Boulder: Paradigm Press.
- Additional readings are online and on Web CT

### COURSE EVALUATION

Pop reading quizzes	40 points
Paper 1	30 points
Paper 2	30 points

**Participation** Everyone will participate in learning activities by sharing your informed positions on a number of topics and issues (this is not the same as your personal opinion) with other students. In class discussion will be an important component of this class as we examine various texts.

**Pop reading quizzes** will be used to assess whether or not you have done the reading for the course and check basic knowledge. I will drop your 2 lowest quiz grades when calculating this portion of your course grade.

**Papers** will allow you to demonstrate your understanding of key terms and issues in human trafficking. These will be in the form of an essay you write at home answering key questions about the course content using the course readings, films, and lectures.

**Late papers** will not be accepted. They will receive a mark of 0. Papers must be turned in by you in person at the beginning of the class period in which they are due.

### TURNITIN.COM STATEMENT

UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

### STUDENTS WITH SPECIAL NEEDS

If there is any student in this course, who, because of a disability, may have a need for special accommodations, please come and discuss this with me after you have contacted The Centre for Students with Disabilities (also known as REACH). In compliance with University of Ontario Institute of Technology policy and disability laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first week of the semester so arrangements can be made. I encourage you to register with REACH for disability verification and for determination of reasonable academic accommodations.

### GRADING SCHEME

The grading scheme used in this class is as follows:

Grade	Percentage	Grade Points	Description
A+	90-100	4.3	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Good. Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; an ability to communicate clearly and fluently.
B	73-76	3.0	
B-	70-72	2.7	
C+	67-69	2.3	Adequate. Student is profiting from his/her university experience; an acceptable understanding of the subject matter; ability to develop solutions to representative problems in the material; some ability to organize and analyze ideas; an ability to communicate adequately.
C	60-66	2.0	
D	50-59	1.0	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
F	0-49	0.0	Inadequate. Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; an inability to communicate.

### **ACADEMIC INTEGRITY**

Academic dishonesty will not be tolerated and may result in severe penalties. Regarding academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework, I draw your attention to the following points, as outlined in the Academic Calendar:

#### **Academic misconduct includes, but is not limited to:**

- Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, or threatening others).
- Violation of safety regulations in a laboratory or other setting.
- Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.
- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.
- Plagiarism, which is the act of presenting the ideas, words, or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material.
- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.
- Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.
- Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.
- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.

### **GENERAL EXPECTATIONS**

- I expect students to attend classes, be on time, be prepared and not disrupt class by arriving late or leaving early. This is an early class. If you will not be able to make it on time, I encourage you to enroll in another section.
- I will be on time, prepared, and return assignments as promptly as possible.
- There will be some overlap between class lectures, discussions and the required reading, however, there will be much material provided in class that will ***not*** be found in the reading assignments. Therefore, it is important for you to show up and take notes in class. If you must miss a class, you are responsible for getting notes from a classmate. My lecture notes and the PowerPoint files are not available to copy. However, you are

welcome to come to my office to ask questions about any lecture notes you have or the readings. Please do not come to my office or email and ask what you missed if you do not attend class. It is not my responsibility to cover the material again for you.

- All assignments are due at the beginning of class turned in by you in person on the designated date unless you have a university approved medical excuse. There will be no make up quizzes.
- Grades are not negotiable. I do not give them to you, you earn them based on your performance.
- Please turn off your phone when you come to class.
- Throughout the semester, we will discuss both abstract, theoretical ideas and concrete, practical information about a variety of issues related to gender, sexuality, sex work, human rights, and human trafficking. These issues touch on what are core values for most people. I hope that these materials will challenge you intellectually and personally. In exploring this topic, we will inevitably touch on some issues that are socially and/or personally sensitive and will make you uncomfortable. This is a good thing. Part of learning is investigating and challenging your own assumptions and beliefs, and coming to understand experiences and viewpoints different from your own.
- In a class like this that deals with difficult material, I encourage students to be aware of the viewpoints expressed in a reading or by a classmate make you uncomfortable. When you notice that happening, take a moment to consider what it is you find challenging. Make an extra effort to be open to hearing and understanding what is being said. You don't have to agree, but you do need to understand what is being argued and why to get the most out of this class.

## LECTURE TOPICS AND READING SCHEDULE

### Week 1 Introductions 9/14/2010

- First day of class
- Syllabus and course overview
- Introduction to trafficking

### Week 2 Theoretical foundations 9/21/2010

- Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. In H. Abelow, M. A. Barale & D.M. Halperin (Eds.), *The lesbian and gay studies reader* (pp. 3-44). New York, NY: Routledge. (Web CT)
- Outshoorn, J. (2005). The political debates on prostitution and trafficking of women. *Social Politics: International Studies in Gender, State and Society*, 12 (1), 141-155. (Web CT)

### Week 3 Where we are now 9/28/2010

- Balos, B. (2004). The wrong way to equality: Privileging consent in the trafficking of women for sexual exploitation. *Harvard Women's Law Journal*, 27, 137-175. (Web CT)
- Kempadoo, K. (2005). From moral panic to global justice: Changing perspectives on trafficking. In K. Kempadoo (Ed.), *Trafficking and Prostitution Reconsidered: New*

*Perspectives on Migration, Sex Work and Human Rights* (pp. vii-xxxiv). Boulder: Paradigm Press.

#### **Week 4 Historical foundations 10/5/2010**

- Barry, K. (1995). *The Prostitution of Sexuality*. New York: NYU Press. Chapter 3, Josephine Butler: The first wave of protest (pp. 91-121).
- Goldman, E. (1911). The traffic in women. In *Anarchism and Other Essays* (2 ed., pp. 105-114). New York: Mother Earth Publishing Association. (Web CT)

#### **Week 5 Lines of debate 10/12/2010**

- Barry, K. (1995). *The Prostitution of Sexuality*. New York: NYU Press. Chapter 1, Prostitution of sexuality (pp. 20-48).
- Sanghera, J. (2005). Unpacking the trafficking discourse. In K.Kempadoo (Ed.), *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work and Human Rights* (pp. 3-24). Boulder: Paradigm Press.
- Chew, L. (2006). Reflections by an anti-trafficking activist. In K. Kempadoo (Ed.), *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights* (pp. 65-82). Boulder: Paradigm Publishers.

#### **Week 6 U.S. policy in global context 10/19/2010**

- Barry, K. (1995). *The Prostitution of Sexuality*. New York: NYU Press. Chapter 5, Traffic in Women (pp. 165-197).
- *Trafficking in Persons Report*. (2010). Washington, D.C.: U.S. Department of State, Office of the Undersecretary for Global Affairs. (Web CT), Pages 1-47 (you can skim the victim stories and other boxes) and browse the interesting parts of the remainder.
- Ditmore, M. (2005). New U.S. funding policies on trafficking affect sex work and HIV-prevention efforts world wide. *SIECUS Report*, 33, 26-29.
- *Dying to leave* in class

#### **Week 7 Canadian contexts 10/26/2010**

- Davis, S. and Shaffer, M. (1994). Prostitution in Canada: The Invisible Menace or the Menace of Invisibility? Online <http://www.walnet.org/csis/papers/sdavis.html> (Web CT)
- Don't become a victim <http://www.justice.gc.ca/eng/fs-sv/tp/pub/brochure/pdf/eng-ang.pdf> and a PDF posted in the required readings folder in Web CT
- *Born Into Brothels* in class

#### **Week 8 Canadian contexts 11/2/2010**

- Kuszelewski, R. & Martin, D. L. (1997). The perils of poverty: Prostitutes' rights, police misconduct, and poverty law. *Osgoode Hall Law Journal*, 35 (4), 835-863.
- Canadian legislation <http://www.justice.gc.ca/eng/fs-sv/tp/legis-loi.html>
- Key Canadian *Criminal Code* offences relevant to trafficking in persons <http://www.justice.gc.ca/eng/fs-sv/tp/p3.html#one>

#### **Week 9 11/9/2010 State policies and their effects continued**

## Paper 1 due

- Thukral, J. (2005). Behind closed doors: An analysis of indoor sex work in New York city. *SIECUS Report*, 33, 3-9. (Web CT)
- Stachowiak, J. A., Sherman, S., Konakova, A., Krushkova, I., Beyrer, C., Peryskina, A. et al. (2005). Health risks and power among female sex workers in Moscow. *SIECUS Report*, 33, 18-25. (Web CT)
- Barry, K. (1995). *The Prostitution of Sexuality*. New York: NYU Press. Chapter 7, The State: Patriarchal laws and prostitution (pp. 220-249)

**Week 10 11/16/2010 no class meeting (faculty away at American Society of Criminology meetings). Use this time to work on Paper 2!**

**Week 11 State policies and their effects continued 11/23/2010**

- Ho, J. (2005). From trafficking to social discipline: Or, the changing role of "women's" NGOs in Thailand. In K. Kempadoo (Ed.), *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work and Human Rights* (pp. 83-106). Boulder: Paradigm Press.
- Ditmore, M. (2005). Trafficking in lives: How ideology shapes policy. In K. Kempadoo (Ed.), *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work and Human Rights* (pp. 107-126). Boulder: Paradigm Press.

**Week 12 State policies and their effects continued 11/30/2010**

- Barry, K. (1995). *The Prostitution of Sexuality*. New York: NYU Press. Chapter 9, Human rights and global feminist action (pp. 276-320).
- Pong, P. (2003). "We don't want rescue, We want our rights!" Experiences on anti-trafficking efforts in Thailand. *Research for Sex Work, December*, 8-9. (Web CT)
- Surtees, R. (2003). Brothel raids in Indonesia – Ideal solution or further violation? *Research for Sex Work, December*, 5-7. (Web CT)

**Week 13 12/7/2010 Wrap up: What you can do to promote human rights**

Paper 2 due



**Fayetteville State University**  
**College of Arts & Sciences**  
**Criminal Justice Department**  
**CRJC 370: Sex, Sexuality & the Law**

**Fall 2010**

**I. Locator Information:**

Instructor: **Dr. Emily Lenning**

Course # and Name: **CRJC 370: Sex, Sexuality & the Law**

Email address: **elenning@uncfsu.edu**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**\*SPECIAL NOTICE\***

Due to the nature of this course, you need to be aware that some of the course content (including readings, films, lectures and discussions) will contain graphic material. Graphic material may include profanity and sexually-explicit language and images (including but not limited to nudity). Throughout the semester we will be addressing highly sensitive and controversial topics that are central to meeting the learning outcomes for this course. Though you are not required to engage in material that makes you uncomfortable, you are responsible for understanding all of the course material. Thus, before beginning this class or making the decision to remain enrolled, be sure that you are emotionally prepared to confront controversial, sexually-explicit and uncomfortable topics. If you are unsure about your ability to deal with such material, I encourage you to consider taking another course to fulfill your elective requirements. Remember: knowing your own limitations and comfort level is a sign of maturity, not weakness.

\*\*It is also important to note that multiple perspectives on various topics will be explored this semester. *The instructor does not necessarily endorse any of the specific ideas being presented in any of the course materials.*

**II. Course Description:** This is a survey course designed to give students an overview of criminal law, civil law and legal issues as they relate to sex and sexuality. Taught from a social constructionist perspective, this class considers why certain behaviors come to be legal or illegal, how laws that regulate sex and sexuality affect our culture, and how criminal justice professionals confront issues of sexuality within the framework of the law. Though specific topics may vary by professor or current events, they may include sexual assault, prostitution, sex trafficking, pedophilia, sting operations, abortion, hate crimes, GLBTQ rights (both civilians and CJ professionals), sex registries, and pornography.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

#### IV. Textbooks:

There are no required textbooks for this course. There are, however, many **required** assigned readings, which can be found under “Readings” on Blackboard.

#### V. Student Learning Outcomes:

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

- Understand how sexual deviance is socially constructed and how these constructions affect the law and the CJS.
- Deconstruct complex social debates as they relate to sex and sexuality.
- Understand the connection between moral panics surrounding sexuality and criminal justice policy.

#### VI. Course Requirements and Evaluation Criteria

##### a. Grading Scale:

Quizzes (14 @ 10 points each)	140 points	374-415 = A
Reaction Papers (7 @ 25 points each)	175 points	332-373 = B
<u>In-Class Activities (10 @ 10 points each)</u>	<u>100 points</u>	290-331 = C
Total	415 points	249-289 = D
		248 or below = F

##### b. Attendance Requirements

You are expected to be *fully present* and *fully prepared* for each class meeting.

***Being Fully Present:*** Attendance is important, but it is just as important that you are fully active and engaged during class. This involves asking questions and being a participant in classroom discussions. *Arriving late or leaving early should only occur in an emergency and all cell phones and pagers should be put on a non-audible setting. If you regularly arrive late to class, leave early, or miss class on a regular basis, I will ask you to drop the course.*

***Being Prepared:*** You are expected to keep up with all assigned materials and to be prepared to engage the rest of the class in interesting discussions. Additionally, you should bring in any notes, insights and/or questions you have about the assigned materials. Always feel free to bring in additional resources (e.g., news article) that you feel compliment the material. It is always abundantly clear when students are not prepared, so please avoid embarrassing yourself.

### **c. Graded Assignments**

**Quizzes:** You will have 14 quizzes worth 10 points each throughout the semester. The quizzes will consist of multiple choice, true/false and short essay questions. They will primarily cover the reading materials but you will at times be asked to apply concepts learned in class, thus it is imperative that you keep up on all assigned materials and attend every class session. *Note:* You are responsible for any material you miss due to absence. Quizzes will be taken via Blackboard and always close on Tuesdays at noon. You have 30 minutes to complete the quiz and you must complete it the first time it is launched, so be sure you are fully prepared before you log in. If you experience trouble with Blackboard it is your responsibility to contact ITTS and Dr. Lenning as soon as possible. The decision to re-open quizzes will be made on a case-by-case basis and is not guaranteed, especially after the quiz has been closed on Tuesday. To access quizzes you should click on “Readings” in Blackboard and then click on the appropriate week (see the schedule below for more details).

**Reaction Papers:** You will have 7 reaction papers worth 25 points each throughout the semester. Though you are allowed some freedom in what you write about, you are expected to use the prompt questions to guide your essays and it is essential that you demonstrate an understanding of the assigned readings and lecture material. Detailed descriptions of the assignments can be found under “Reaction Papers” on Blackboard, where you must submit your work by clicking “View/Complete Assignment” and attaching a word document. Please do not copy and paste your work into the comments section. You should also consult the “Reaction Paper Grading Rubric” found under “Course Documents” on Blackboard so you know exactly how your work will be assessed. All reaction papers must be a minimum of two pages, typed and double-spaced, using 12-point Times New Roman font. Because you are given plenty of advanced notice for all reaction paper deadlines, they WILL NOT be accepted late.

**In-Class Activities:** You will have 10 in-class activities worth 10 points each throughout the semester. You must be present in order to earn credit for these activities, so your regular attendance is crucial to your success in the course. In-class activities will take on a variety of formats – sometimes it may be a short writing exercise, while at other times you will be working in small groups. You may be asked to bring something to class for the activity (e.g., a news article), and you will not receive full credit if you fail to do so, so please pay close attention to instructions during class.

**d. Value of Each Assignment**

Quizzes = 34% of your grade  
Reaction papers = 42% of your grade  
In-Class Activities = 24% of your grade

**e. Policy on Missed or Late Assignments**

Late assignments will **not** be accepted and make-up quizzes and in-class activities are unlikely to occur. The **ONLY** time I will consider (not guarantee) an exception to this rule is in the case of a *documented* illness that requires hospitalization (i.e., a hospital stay) or the death of an immediate family member (i.e., parent, child or sibling). If such an emergency occurs it is your responsibility to contact me immediately. The decision to accept any late work will be made on a case-by-case basis, and is **NOT** guaranteed. If an extension and/or make up opportunity is granted, it will likely be given in a different format than the original assignment/quiz.

**f. Academic Dishonesty**

Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook, and will likely earn a failing grade for the assignment in question and/or the course. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity to academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of an illness, injury, accident, family death, etc. to avoid the timely submission of academic work).

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

**VII. Academic Support Resources** – If you are struggling with the material and/or assignments please contact me immediately so that we can connect you with the appropriate resources. Also, see the “Academic Support” link found on our class Blackboard site.

**VIII. Course Outline and Assignment Schedule** - All aspects of this schedule are subject to change – Please check Blackboard daily for changes and/or updates.

<b>Date</b>	<b>Topics/Assignments</b>	<b>Readings/Materials</b>
Week One 8/19	Introduction to the Course	
<i>Quiz #1 closes at noon on 8/24</i>		
Week Two 8/24, 8/26	Setting the Stage: Definitions, concepts, moral panics, etc.	Schwartz & Rutter Herdt
<i>Quiz #2 closes at noon on 8/31</i>		
Week Three 8/31, 9/2	GLBTQ legal issues in N.C. <i>Reaction Paper #1 due by 3:45 on Tuesday, 8/31 (submit via Blackboard)</i>	Equality NC website HP/IH Checklists Murphy
<i>Quiz #3 closes at noon on 9/7</i>		
Week Four 9/7, 9/9	Hate Crimes	Bufkin
<i>Quiz #4 closes at noon on 9/14</i>		
Week Five 9/14, 9/16	GLBTQ Issues in Policing	Miller, Forest & Jurik Stiffler
<i>Quiz #5 closes at noon on 9/21</i>		
Week Six 9/21, 9/23	Reproductive Issues in the Past <i>Reaction Paper #2 due by 3:45 on Tuesday, 9/21 (submit via Blackboard)</i>	Lindquist-Dorr
<i>Quiz #6 closes at noon on 9/28</i>		
Week Seven 9/28, 9/30	Reproductive Issues in the Present	Guttmacher Institute
<i>Quiz #7 closes at noon on 10/5</i>		
Week Eight 10/5, 10/7	Pornography & Obscenity <i>Reaction Paper #3 due by 3:45 on Tuesday, 10/5 (submit via Blackboard)</i>	McElroy
<i>Quiz #8 closes at noon on 10/12</i>		
Week Nine 10/12, 10/14	Pornography & Obscenity	Egan Rosen
<i>Quiz #9 closes at noon on 10/19</i>		
Week Ten 10/19, 10/21	Prostitution <i>Reaction Paper #4 due by 3:45 on Tuesday, 10/19 (submit via Blackboard)</i>	Raymond Weitzer
<i>Quiz #10 closes at noon on 10/26</i>		
Week Eleven 10/26, 10/28	Sex Trafficking	Weitzer U.S. Dept of State
<i>Quiz #11 closes at noon on 11/2</i>		

Week Twelve 11/2, 11/4	Sexual Assault <i>Reaction Paper #5 due by 3:45 on Tuesday, 11/2 (submit via Blackboard)</i>	Zilney & Zilney Ch. 6
<i>Quiz #12 closes at noon on 11/9</i>		
Week Thirteen 11/9, 11/11	Sexual Predators & Policy <b>*No Class 11/11: Veterans Day</b>	Zilney & Zilney Ch. 4 & 5
Week Fourteen 11/16, 11/18	<b>*VIRTUAL CLASS ALL WEEK: Details to be announced in class!</b>	
<i>Quiz #13 closes at noon on 11/23</i>		
Week Fifteen 11/23, 11/25	Age of Consent <i>Reaction Paper #6 due by 3:45 on Tuesday, 11/23 (submit via Blackboard)</i>  <b>*No Class 11/25: Thanksgiving</b>	Robertson
<i>Quiz #14 closes at noon on 11/30</i>		
Week Sixteen 11/30, 12/2	Sexual Assault in Prison <i>Reaction Paper #7 due by 3:45 on Thursday 12/2 (submit via Blackboard)</i>	Stop Prisoner Rape: Report to U.N.

## IX. Teaching Strategies

This course will consist of lectures, readings, class discussions, assignments, quizzes, activities and films.

## X. Bibliography

Bufkin, J.L. 1999. *Bias Crime as Gendered Behavior*. Social Justice, 26, (1): 155-176.

Cohen, S.A. 2008. *Abortion and Women of Color: The Bigger Picture*. Guttmacher Policy Review, 11, (3): 2-5, 12.

Dorr, L.L. 1999. *Arm in Arm: Gender, Eugenics, and Virginia's Racial Integrity Act of the 1920s*. Journal of Women's History, 11, (1): 143-166.

Egan, T. 2000. *Wall Street Meets Pornography*. New York Times. Accessed from <http://rfrost.people.si.umich.edu/courses/SII10/readings/InfoEcon/Techno-Porn.pdf> on 7/13/10.

Herd, G. 2009. *Introduction: Moral Panics, Sexual Rights, and Cultural Anger*. From Herdt, G. *Moral Panics, Sexual Rights, and Cultural Anger*. New York: New York University Press.

McElroy, Wendy. 2006. *A Feminist Overview of Pornography, Ending in a Defense Thereof*. Accessed from [www.wendymcelroy.com/freeinqu.htm](http://www.wendymcelroy.com/freeinqu.htm) on 7/3/10.

Murphy, B. C. 2001. *Chapter 2: Anti-Gay/Lesbian Violence in the United States*. In Christie, D.J., Wagner, R.V. & Winter, D.A. (Eds.) Peace, Conflict and Violence: Peace Psychology for the 21<sup>st</sup> Century. Englewood Cliffs, New Jersey: Prentice-Hall.

Miller, S.L., Forest, K.B., & Jurik, N.C. 2003. *Diversity in Blue: Lesbian and Gay Police Officers in a Masculine Occupation*. Men and Masculinities, 5, (4): 355-385.

Raymond, J. 2003. *Ten Reasons for Not Legalizing Prostitution and a Legal Response to the Demand for Prostitution*. Journal of Trauma Practice, 2: 315-332.

Robertson, Stephen. 2008. *Age of Consent Laws: Introduction*. Accessed from: <http://chnm.gmu.edu/cyh/teaching-modules/230?section=introduction> on 7/13/10. Center for New Media & History, George Mason University.

Rosen, J. 2004. *Pornography and the Internet*. The New Atlantis. Accessed from <http://www.thenewatlantis.com/docLib/TNA06-JRosen.pdf> on 7/13/10.

Schwartz, P. & Rutter, R. 1998. *The Gender of Sexuality*. From Schwartz, P. & Rutter, V. *The Gender of Sexuality*. Thousand Oaks, CA: Pine Forge Press.

Stop Prisoner Rape. 2006. *In the Shadows: Sexual Violence in U.S. Detention Facilities*. Accessed from [http://www.justdetention.org/pdf/in\\_the\\_shadows.pdf](http://www.justdetention.org/pdf/in_the_shadows.pdf) on 7/13/10.

U.S. Department of State. 2004. *The Link Between Prostitution and Sex Trafficking*. Bureau of Public Affairs.

Weitzer, R. 2005. *New Directions in Research on Prostitution*. Crime, Law & Social Change, 43: 211-235.

Weitzer, R. 2005. *The Growing Moral Panic Over Prostitution and Sex Trafficking*. The Criminologist, 30, (5): 1, 3-5.

Zilney, L. & Zilney, L. 2009. *Perverts & Predators: The Making of Sexual Offending Laws*. Lanham, MD: Rowman & Littlefield.

**THE UNIVERSITY OF ILLINOIS AT CHICAGO**

**Fall 2010**

**JANE ADDAMS COLLEGE OF SOCIAL WORK**

**Patricia O'Brien, PhD**

312.996.2203 [pob@uic.edu](mailto:pob@uic.edu)

### **SOCIAL WORK IN CORRECTIONS**

#### **DESCRIPTION:**

This course explores policy and practice roles of social workers in correctional settings, with particular emphasis on issues related to race, ethnicity, gender, sexual orientation, and poverty. The course will include the history of corrections in the U.S., criminological theories, and current policies and practices affecting adults involved in the criminal justice system. The course discusses ethical dilemmas and decisions faced by social workers who practice in correctional settings. The course uses a strengths perspective and social justice focus to examine possibilities for personal and social change within correctional systems.

#### **REQUIRED TEXTS:**

Alexander, R. (2000). *Counseling, Treatment, and Intervention with Juvenile and adult offenders*. Belmont, CA: Wadsworth.

*Online articles, reports, as assigned from websites or ERes (as indicated on the syllabus and assigned)*

**And**—either *Making good: How ex-convicts reform and rebuild their lives* by Shadd Maruna or *Making it in the “free” world* by Patricia O'Brien

#### **EVALUATION-BASIS FOR GRADING:**

All students will be held accountable for adhering to academic and nonacademic standards of conduct as described in the *JACSW Student Handbook*.

**Attendance and participation**—15 points (jointly assessed). Attendance and class participation are essential to your learning in this class. Class participation for adult learners means reading the assigned material, showing up on time, interacting with each other, the instructor, and guest speakers by raising questions and making observations. As professionals it will be to your benefit to develop critical, creative, and practical thinking and communication skills that reflects not only what you know about complicated issues related to crime and offenders, but also what you consider effective solutions to some of these thorny issues—how you can move knowledge into effective practice. Discussion adds diversity to the class, helps you think out your ideas, learn to express them clearly to others, and enable you to better comprehend the topic.

**Essay posting** on *BlackBoard*-Discussion Board in response to Cook County Detention Center visit (questions posted on discussion board thread—**DUE 9/27**) 20 points



**Book review/discussion** prepared paper and class discussion by group of Maruna or O'Brien books on desistance. *Complete reading by Oct. 12, Presentation & collaborative paper due by Oct. 26* 30 points

**Final paper**—Research-based final paper must be related to policy or practice in corrections. It should be 10-12 pages exclusive of references and cover page. Papers should be double-spaced with one-inch margins; Citations and references should be formatted according to APA. Organize (and use headings): Introduction and Statement of problem, Discussion, Conclusions. (Score based on writing and organization, contents, argument, use of appropriate references). Appropriate references are articles from peer-reviewed journals and statistics from federal (BJS) or state (ICJIA) sources. Due by Tuesday of finals week submitted on Blackboard (uploaded on Assignments page where indicated). 40 points

**Grading scale (total points: 90-100=A, 80-89=B, 70-79= C, 60-69= D < 60 = F**

**Late Assignments:** Points for a given assignment will be deducted for assignments submitted after the due date. Only urgent issues will be considered for exception that must be discussed in advance of when the assignment is due.

**Incompletes:** "I" (Incomplete) Course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to final examination week. A date for completion of the incomplete work will be established with you.

**Mutual Respect:** Social Work deals with controversial issues from multiple perspectives and consideration of these issues may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect for one another (including any guests to the class). *Please avoid text messaging, use of cell phones and other electronic objects that can be distracting to you or others and detract from a climate of mutual learning and/or attentive listening and participation.*

**BLACK BOARD-Course Website**—Information about the course, announcements, and useful links are in the Blackboard for this course <http://blackboard.uic.edu/>. When you enroll for the course, you are automatically registered in BB. There is a link to the E-Reserves site within BB. You will use the BB discussion board to post your essay on the trip to the CCDC and upload the final paper. You will also be able to see your grades in the BB grade book; please don't hesitate to let me know if there is an inaccurate posting of your points. See link on the "Orientation" page for how to use BB.

**STUDENTS NEEDING ACCOMODATIONS FOR DISABILITIES:**

Students needing accommodations for disabilities must do the following:

1. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
2. Show the UIC Office for Disability Services accommodation letter to the instructor of the class for which the student requests accommodation.
3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

**TOPICAL OUTLINE (all readings required unless otherwise indicated):**

**Session 1-Aug. 24** Introduction to course; course expectations and process.

Linkage between corrections and social work: values/contradictions and connections.

Brownell, P. & Roberts, A. R. (2002). A century of forensic social work in criminal justice and correctional settings. *Journal of Offender Rehabilitation*, 35(2), 1-17.

Overview:Defining the CJS---demographics of involvement

*Class work and discussion—your beliefs and attitudes about “crime” and “offenders.”*

**Session 2—Aug. 31—**Responses to crime: Legal issues in treatment

Alexander Chapter 1, “Correctional Counseling and Intervention” (pp. 1-30),  
Chapter 2, “Legal Issues in Correctional Treatment” (pp. 31-57).

*Class work—go to BJS and ICJIA sites. Identify at least one report at each site that interests you—bring written 1-pager to class that describes the report to share.*

**Session 3—Sept. 7--**Theories of crime and intervention.

Alexander Chapter 3, “Treatment theories” (pp. 58-100).

Onwudiwe, I. D. (October, 2004). Theoretical perspectives on juvenile delinquency: Root causes and control. *Corrections Today*, 66(6), 153-156.

Pearson, F. S., & Weiner, N. A. (1985). Toward an integration of criminological theories.

*Journal of Criminal law & Criminology*, 76(1), 116-150.

**Session 4—Sept. 14-**Processing through the criminal justice system.

Alexander Chapter 4, “Screening, Assessment, and Diagnosis” (pp. 101-130).

Vines & O’Brien (2010)—Comparison of assessment instruments (on BB)

Guide to the CJ System: [http://www.co.cook.il.us/Agencies/ccpd\\_cjs\\_brochure.htm](http://www.co.cook.il.us/Agencies/ccpd_cjs_brochure.htm)

State: <http://www.lawyers.com/lawyers/A~1020044~LDS/Criminal+Process+in+Illinois.html>

Federal: <http://www.ojp.usdoj.gov/bjs/largechart.htm>

*Class work—Discussion—Decision points in the CJS.*

**Session 5—Sept. 21--**—*Individual and Group Treatment,*

Alexander Chapter 5, “Individual Counseling Processes” (pp 131-159)  
Chapter 6, “Group treatment processes” (pp. 160-189)

**TOUR OF THE COOK COUNTY DETENTION CENTER WOMEN’S JUSTICE SERVICES** [http://www.cookcountysheriff.org/womens\\_justice\\_services/wjs\\_main.html](http://www.cookcountysheriff.org/womens_justice_services/wjs_main.html)

**Session 6—Sept. 28--**Physical and mental health needs of CJ populations

Crime/Race & Social Inequalities

James, D., & Glaze, L. (2006). *Mental health problems of prison and jail inmates (NCJ Report No. 213600)*. Washington, DC: US. Department of Justice, Bureau of Justice Statistics. Retrieved from [http://nami.beardog.net/AdvHTML\\_Upload/090606DOJReport.pdf](http://nami.beardog.net/AdvHTML_Upload/090606DOJReport.pdf)

National Commission on Correctional Health Care (2002). *The health status of soon to-be released inmates: A report to Congress*. Available at: [http://www.ncchc.org/pubs/pubs\\_stbr.vol1.html](http://www.ncchc.org/pubs/pubs_stbr.vol1.html) (**read Executive Summary**).

The Sentencing Project (2008). *Reducing racial disparity within the criminal justice system: A manual for practitioners and policy makers*. Washington, DC: Author. [http://www.sentencingproject.org/doc/publications/rd\\_reducingracialdisparity.pdf](http://www.sentencingproject.org/doc/publications/rd_reducingracialdisparity.pdf)

**Class work:**

*How and where to address racial disproportionality in the CJS? What change in practices? Policy changes? Cultural changes?*

*Discussion—Film: “ The new Asylums ”*

**Session 7—October 5--**—How and when gender/race matters/sexuality/trauma

Alexander, Chapter 7, “Treating female juvenile offenders” (pp 190-212)  
Chapter 9, “Treating female adult offenders” (pp 244-269)

Mahoney, A. M., & Daniel, C. A. (2006). Bridging the power gap: Narrative therapy with incarcerated women. *The Prison Journal*, 86(1), 75-88.

Sudbury, J. (2005). Celling Black bodies: Black women in the global prison industrial complex. *Feminist Review*, 70, 57-74.

*Class work—Film: “Healing Neen”* How does adverse childhood experiences and trauma shape thinking and responses?

**Session 8— October 12** Policing Responses

Watson AC Morabito MS, Draine J, Ottati V. (2008) Improving police response to persons with mental illness: A multi-level conceptualization of CIT. *International Journal of Law & Psychiatry*, 31, 359-368.

*Group time—organizing book review presentation*

Guest speaker—Dr. Amy Watson, Procedural justice/crisis intervention with mentally ill persons (C)

**Session 9—October 19**—Rehabilitation and Treatment

Alexander Chapter 8, “Treating male juvenile offenders, (pp. 213-243)  
Chapter 10, “Treating male adult offenders (pp. 270-297)

Lowenkamp, C. T., Latessa, E. J., & Smith, P. (2006). Does correctional program quality really matter? The impact of adhering to the principles of effective intervention. *Criminology & Public Policy*, 5, 575-594.

Wilks, D. (2004). Revisiting Martinson—Has Corrections made progress in the past 30 years? *Corrections Today*, 66(6), 108-111. *Online*.

**Guest speaker:** Helen Hazlett, Vice President of Campus Programs at Alternative Behavior Treatment Centers (ABTC)

**Session 10—October 26--**Prison culture: sexual relationships and sexual harm.

National Prison Rape Elimination Commission (2009) – read executive summary of report and standards for adult prisons and jails and standards for juvenile facilities.  
<http://www.cybercemetery.unt.edu/archive/nprec/20090820154816/http://nprec.us/publication/>

Fowler, S. K., Blackburn, A.G., Marquart, J. W., & Mullings, J. L. (2010). Would they officially report an in-prison sexual assault? An examination of inmate perceptions. *The Prison Journal*, 90(2), 220-243.

Huggins, D. W., Capeheart, & Newman, E. (2006). Deviants or scapegoats: An examination of pseudofamily groups and dyads in two Texas prisons. *The Prison Journal*, 86(1), 114-139.

Prison stories (narratives written by a former prison guard).

[http://www.cjcj.org/files/prison\\_stories.pdf](http://www.cjcj.org/files/prison_stories.pdf)

**Class work**—Presentation of book reviews/class discussion of re-entry and desistance

**Session 11—November 2**—Re-entry/recovery

Egbert, S. C., Church, W. T., & Byrnes, E. C. (2006). Justice and Treatment Collaboration: A process evaluation of a drug court. *Best practice in mental health: An international Journal*, 2 (1), 74-91.

Pager, D. (2003). The mark of a criminal record. *American Journal of Sociology*, 108, (5), 937-975.

Spjeldnes, S., & Goodkind, S. (2009). Gender differences and offender reentry: A review of the literature. *Journal of Offender Rehabilitation*, 48(4), 314-335.

<http://www.nationalreentryresourcecenter.org/about/second-chance-act>

**Class work**—Who gets parole? Who gets pardoned? Case examples & application.

**Session 12—November 10**--Effective practice in Re-entry

Flavin, J. (2004). Employment counseling, housing assistance... and Aunt Yolanda? How strengthening families' social capital can reduce recidivism. *Criminology & Public Policy*, 3, 209-216.

Martin, C., Lurigio, A. J., & Olson, D. E. (2003). An Examination of Rearrests and Reincarcerations Among Discharged Day Reporting Center Clients. *Federal Probation*, 68(2), 24-31.

Petersilia, J. (2004). What works in prisoner reentry? Reviewing and questioning the evidence. *Federal Probation*, 68(2), 4-8.

<i>Guest speakers:</i> Walter Boyd, Protestants for the Common Good
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**Session 13—November 16**--Issues related to families of incarcerated adults—Reentry and Reintegration

Martinez, D. J., Christian, J. (2009). The familial relationships of former prisoners. *Journal of Contemporary Ethnography*, 38(2), 201-224.

O'Brien, P. (2001). "Just like baking a cake": Women describe the necessary ingredients for successful reentry after incarceration. *Families in Society*, 82(3), 287-295.

<i>Guest speaker:</i> Tiffany Chin—Moving beyond incarceration (TBC)
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**Session 14—November 23-**Advocacy & social justice, Sentencing reform and legislative efforts.  
 Amnesty International (1999). *Not part of my sentence: Violations of the human rights of women in custody*. <http://web.amnesty.org/library/Index/engAMR510011999>

Amnesty International (March, 2009). *Conditions must be improved at Illinois Super-Max Security Facility*.  
<http://www.amnestyusa.org/document.php?id=ENGAMR510422009&lang=e>

Crime Reduction Act of 2009—Adult Redeploy  
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-0761>

Vera Institute of Justice (June 2010) *Criminal Justice Trends: Changes in Sentencing Policy 2001-2010*. (Available from Instructor)

*Guest speaker:* Kathie Kane-Willis, Director of the IL Consortium on Drug Policy (C)

**Session 15—November 30--**Restorative Justice as a model for social work practice

Brocato, J., & Wagner, E. E. (2003). Harm reduction: A social work practice model and social justice agenda. *Health & Social work, 28* (2),

Gumz, E. J. (2004). American social work, corrections and restorative justice: An appraisal. *Journal of Offender Therapy and Comparative Criminology, 48*(4), 449-60.

**Class Work:**

*Evaluation of class-*

Final go-around: Brief discussion of final papers and next steps.

## Additional Resources

**DWC Film Recommendations**  
**Rebecca Hayes**

**Mississippi Burning**

**Director:** Alan Parker

**Writer:** Chris Gerolmo

**Summary:** Two FBI agents investigating the murder of civil rights workers during the 60's seek to breach the conspiracy of silence in a small Southern town where segregation divides black and white.

**Crash**

**Director:** Paul Haggis

**Writer:** Paul Haggis

**Summary:** Several stories interweave during two days in Los Angeles involving a collection of inter-related characters, a police detective with a drugged out mother and a thieving younger brother, two car thieves who are constantly theorizing on society and race, the white district attorney and his irritated, pampered and prejudiced wife, a racist white veteran cop (caring for a sick father at home) who disgusts his more idealistic younger partner, a successful Hollywood director and his wife who must deal with the racist cop, a Persian-immigrant father who buys a gun to protect his shop, Hispanic locksmith and his young daughter, and more.

**Hip Hop: Beyond Beats & Rhymes**

**Director:** Byron Hurt

**Writer:** Byron Hurt

**Summary:** Hip-Hop: Beyond Beats & Rhymes provides a riveting examination of manhood, sexism, and homophobia in hip-hop culture. Director Byron Hurt, former star college quarterback, longtime hip-hop fan, and gender violence prevention educator, conceived the documentary as a "loving critique" of a number of disturbing trends in the world of rap music. He pays tribute to hip-hop while challenging the rap music industry to take responsibility for glamorizing destructive, deeply conservative stereotypes of manhood. The documentary features revealing interviews about masculinity and sexism with rappers such as Mos Def, Fat Joe, Chuck D, Jadakiss, and Busta Rhymes, hip-hop mogul Russell Simmons, and cultural commentators such as Michael Eric Dyson and Beverly Guy-Shetfall. Critically acclaimed for its fearless engagement with issues of race, gender violence, and the corporate exploitation of young culture.

**American History X\***

**Director:** Tony Kaye

**Writer:** David McKenna

**Summary:** This flashback-laden film delves into the world of a former neo-NAZI and shows how his hatred spawned itself in his younger brother. After Derek's father is killed in the line of duty by a minority, his view of mankind was tainted. However, after committing a brutal assault and being sent to prison, he discovers that there is good and bad in every race. There he sees that all humans have potential and all life should be



respected. With his life turned around and back out on the streets, he tries to cure his brother of the same disease that took him.

### **Ghosts of Rwanda**

**Director:** Greg Barker

**Writer:** Greg Barker

**Summary:** Ghosts of Rwanda marks the 10th anniversary of the Rwandan genocide with a documentary chronicling one of the worst atrocities of the 20th century. In addition to interviews with key government officials and diplomats, this documentary offers eyewitness accounts of the genocide from those who experienced it firsthand.

FRONTLINE illustrates the failures that enabled the slaughter of 800,000 people to occur unchallenged by the global community.

### **Higher Learning**

**Director:** John Singleton

**Writer:** John Singleton

**Summary:** This drama examines the personal, political, and racial dilemmas facing a group of college freshmen as they begin their first semester at Columbus University. Students, already under pressure to perform in the classroom, on the track, or in front of their friends, are strained to the breaking point by prejudice, inexperience, and misunderstanding. All from different countries, races, and social backgrounds, each of the characters struggle with their own personal issues while simultaneously fighting the affects of racism.

### **Bowling for Columbine**

**Director:** Michael Moore

**Writer:** Michael Moore

**Summary:** The United States of America is notorious for its astronomical number of people killed by firearms for a developed nation without a civil war. With his signature sense of angry humor, activist filmmaker Michael Moore sets out to explore the roots of this bloodshed. In doing so, he learns that the conventional answers of easy availability of guns, violent national history, violent entertainment and even poverty are inadequate to explain this violence when other cultures share those same factors without the equivalent carnage. In order to arrive at a possible explanation, Michael Moore takes on a deeper examination of America's culture of fear, bigotry and violence in a nation with widespread gun ownership. Furthermore, he seeks to investigate and confront the powerful elite political and corporate interests fanning this culture for their own unscrupulous gain.

### **Lord of the Flies**

**Director:** Harry Hook

**Writer(s):** William Golding & Sara Schiff

**Summary:** Young military cadets are marooned on an island and must take up adult responsibilities. With no supervision, they create a new society -- but two chiefs emerge with vastly different leadership styles. Ralph organizes shelter and fire for his followers,

while Jack would rather have fun and hunt with his entourage of adventure-seekers. In the end, the foes face off in a battle of primal urges and civilized behavior.

### **Mario's Story**

**Director:** Jeff Werner

**Summary:** Shot over the course of seven years, this documentary from filmmakers Susan Koch and Jeff Werner relates the inspiring true story of Mario Rocha, an East L.A. teen who unlocked his talent for writing while serving out a murder sentence behind bars. As his family and a team of pro bono attorneys labor on the outside to clear his name for a crime he didn't commit, Mario keeps himself grounded on the inside by writing poems, short stories and plays.

### **Law and Order: An Inside View of the Criminal Justice System**

**Summary:** One of the ways that the Constitution ensures our rights to life, liberty, and property is by providing for an impartial criminal justice system. In this 2-part series, lawyers, prosecutors, judges, and police officers take us through the entire process of jurisprudence, from investigation and arrest procedures to courtroom proceedings and sentencing. Both programs point out any differences applicable to juvenile law. Legal concepts such as misdemeanor, felony, Miranda, probable cause, indictment, and right of appeal are clearly explained.

### **The Mind of a Serial Killer**

**Director:** Larry Klein

**Writer:** Mark Olshaker

**Summary:** Step behind the scenes at the FBI's Investigative Support Unit, where psychological detectives race against time to penetrate the minds and emotions of the most elusive of murderers. Using state-of-the-art science, elite investigators tease a-part crime scene evidence and scrutinize victim profiles to construct an astonishingly accurate personality print of the perpetrator- and a good guess as to how and when he'll make his next move.

### **America the Beautiful**

**Director:** Darryl Roberts

**Writer:** Darryl Roberts

**Summary:** Using archival footage and interviews with image-makers and beauty battle victims, Roberts reveals how media, marketers and retailers manipulate women into thinking they must be avid beauty product and service consumers in order to measure up to unattainable standards set by magazine editorials and advertising. The film strongly advocates for women--and the men in their lives--to accept and love themselves as they are.

### **Ring of Fire: The Emile Griffith Story**

**Director(s):** Ron Berger & Dan Klores

**Summary:** Ring of Fire: The Emile Griffith Story documents one of the most shocking and brutal events in the history of boxing. During a bout against Benny Paret in 1962, Griffith beat the man so badly that Paret died from the injuries sustained in the ring. This

tragic incident becomes more complex when one learns that before the fight Paret made a derogatory comment about Griffith's possible homosexual orientation. The bout was televised nationally. The film includes footage from the fight as well as interviews with Griffith himself, journalists, historians, and others. This film played at the Sundance Film Festival.

### **Violence Against Women**

#### **Terror at Home**

**Director:** Maryann DeLeo

**Summary:** Documentary produced by Lifetime television a few years ago. The film shows several different women's experiences with domestic violence.

#### **Every F\*\*\*\*ing Day of My Life**

**Director:** Tommy Davis

**Writer:** Tommy Davis

**Summary:** The documentary follows Wendy Maldonado, a domestic abuse victim, while she prepares to do 10 years for killing her abusive husband.

#### **From one Prison**

**Director:** Carl Jacobsen

**Summary:** A prison documentary told through the voices of four women serving life or long-term prison sentences for fighting back in self-defense against their abusive husbands or lovers.

#### **Defending our Lives**

**Director:** Margaret Lazarus & Renner Wunderlich

**Summary:** The film features the tragic personal testimonies of four women imprisoned for killing their batterers. Each of these women tells her own horrific tale of beatings, rape, and torture at the hands of her husband or boyfriend.

#### **Power and Control: Domestic Violence in America**

**Director:** Peter Cohn

**Writer:** Peter Cohn

**Summary:** This documentary is a comprehensive and timely exploration of the shocking persistence of domestic violence in our society. The complex issues around domestic abuse are refracted through the story of Kim, a mother of three in Duluth, MN. Kim's journey takes her from a domestic violence shelter, to a promising fresh start, and then through a disturbing final twist.

#### **V-Day: Until the Violence Stops**

**Director:** Abby Epstein

**Writer:** Eve Ensler

**Summary:** In 2002, eight hundred cities participated in a movement to end violence against women and girls called V-Day that grew out of Eve Ensler's play, "The Vagina Monologues." This documentary follows the extraordinary grassroots impact of V-Day

in five international communities while exposing the pervasive and cultural forms of violence that women experience all over the world.

### **Sin by Silence**

**Director:** Olivia Klaus

**Writer(s):** Olivia Klaus & Ann-Caryn Cleveland

**Summary:** From behind prison walls, SIN BY SILENCE reveals the lives of extraordinary women who advocate for a future free from domestic violence. Inside the California Institution for Women, the first inmate-initiated and led group in the U.S. prison system, shatters the misconceptions of domestic violence. Against the system and against the odds, the women of Convicted Women Against Abuse have risen to expose the stigma of the cycle of domestic violence. Through their stories of terror and hope, the viewer can begin to understand the cycle of violence, the signs of an abuser, and how each and every one of us is responsible for changing the tragedy of domestic violence.

### **Rape in Ranks: The Enemy Within**

**Director:** Pacale Bourgaux & Mercedes Gallego

**Summary:** Journalists investigated stories on rape in the US military. They made a documentary called “Rape in the Ranks: The Enemy Within” which focuses on four military women who had been raped. The fact that there are more chances for a woman to get raped in the military is haunting. This shows the severity of the issue and that it should be addressed.

## **PRISON RIGHTS**

### **Writ Writer (Independent Lens)**

**Director:** Susanne Mason

**Writer(s):** Michelle Ferrari, Dagoberto Gilb, Eric Martin & Lois Vossen

**Summary:** Self-taught jailhouse lawyer Fred Cruz challenged the constitutionality of prison conditions in Texas in the 1960s. His extraordinary battle to expose the sanctioned brutality of life in prison and strike down rules that blocked prisoners from legal representation blazed the path to state prison reform.

### **A Hard Straight**

**Director:** Goro Toshima

**Writer:** Joe Loya

**Summary:** A Hard Straight is a documentary about doing time on the outside. It tells the story of what it is really like for a person to make the radical transition from prison life to society. The film interweaves the stories of two men and one woman as they begin to construct new lives on the outside.

## SEXUAL EXPLOITATION

### The Price of Pleasure: Pornography, sexualities and relationships-

**Director(s):** Miguel Picker & Chyng Sun

**Writer:** Robert Wosnitzer

**Summary:** This eye-opening and disturbing film places the voices of critics, producers, and performers alongside the observations of men and women as they candidly discuss the role pornography has played in shaping their sexual imaginations and relationships. The film moves beyond the liberal versus conservative debates so common in the culture to paint a myth-busting and nuanced portrait of how pleasure and pain, commerce and power, liberty and responsibility have become intertwined in the most intimate areas of our lives

### Live Nude Girls Unite!

**Director(s):** Vicky Funari & Julia Query

**Writer(s):** Vicky Funari & Julia Query

**Summary:** Documentary look at the 1996-97 effort of the dancers and support staff at a San Francisco peep show, The Lusty Lady, to unionize. Angered by arbitrary and race-based wage policies, customers' surreptitious video cameras, and no paid sick days or holidays, the dancers get help from the Service Employees International local and enter protracted bargaining with the union-busting law firm that management hires. We see the women work, sort out their demands, and go through the difficulties of bargaining. The narrator is Julia Query, a dancer and stand-up comedian who is reluctant to tell her mother, a physician who works with prostitutes, that she strips.

## HUMAN TRAFFICING

### Very Young Girls

**Director(s):** David Schisgall, Nina Alvarez and Priya Swaminathan

**Summary:** Very Young Girls, whose title reflects the fact that in the United States the average age of entry into prostitution is just thirteen. The film takes us into the work of a former sexually exploited youth-turned-activist named Rachel Lloyd, who started the New York City organization GEMS (Girls Educational and Mentoring Services) to help victimized young women escape their pimps and find another way of life. We meet teen aged girls at different stages of this transition. Some have been so psychologically manipulated by their pimps that they feel compelled to return. Others have successfully broken with their pasts. As we come to know these girls better, they emerge as well-rounded individuals full of unexpected laughter and insight. One chilling element the film uncovers is a videotape - confiscated by police - of two pimps recording their activities with the intent of making a reality television show

### Sex & Money:

**Director:** Joel Angyal

**Writer:** Kevin Miller

**Summary:** *Sex+Money: A National Search for Human Worth* is a documentary about domestic minor sex trafficking and the modern-day abolitionist movement fighting to stop it. Since September 2009, the crew has traveled to over 30 states and conducted

more than 75 interviews with federal agents, victims, politicians, activists, psychologists, porn-stars, among others.

### **Born into Brothels: Calcutta's Red Light Kids**

**Director(s):** Zana Briski & Ross Kauffman

**Writer(s):** Zana Briski & Ross Kauffman

**Summary:** This film is a chronicle of filmmakers Zana Briski and Ross Kauffman's efforts to show that world of Calcutta's red light district. To do that, they inspired a special group of children of the prostitutes of the area to photograph the most reluctant subjects of it. As the kids excel in their new found art, the filmmakers struggle to help them have a chance for a better life away from the miserable poverty that threatens to crush their dreams.

## **CHILDBIRTH**

### **A Walk to Beautiful**

**Director(s):** Mary Olive Smith & Amy Bucher

**Summary:** "A Walk to Beautiful" tells the story of five women in Ethiopia suffering from devastating childbirth injuries. Rejected by their husbands and ostracized by their communities, these women are left to spend the rest of their lives in loneliness and shame. We follow each of these women on their journey to a special hospital in Addis Ababa where they find solace for the first time in years, and we stay with them as their lives begin to change.

### **The Business of Being Born**

**Director:** Abby Epstein

**Summary:** Birth is a miracle, a rite of passage, a natural part of life. But birth is also big business. Compelled to explore the subject after the delivery of her first child, actress Ricki Lake recruits filmmaker Abby Epstein to question the way American women have babies. The film interlaces intimate birth stories with surprising historical, political and scientific insights and shocking statistics about the current maternity care system.

## **LGBT RIGHTS**

### **Fall from Grace**

**Director:** K. Ryan Jones

**Writer:** K. Ryan Jones

**Summary:** The first feature-length documentary to explore the hate-filled world of Rev. Fred Phelps and his Westboro Baptist Church of Topeka, KS. Since the mid-90s, this group has participated in nearly 25,000 anti-homosexual demonstrations around the world. With signs that say things like "God hates fags," "You're going to Hell," "Thank God for 9/11," "God hates your tears," "Thank God for dead soldiers," the small congregation of 75 members has garnered international attention, especially now that they have targeted military funerals as a venue for their picketing. 'Fall From Grace' features interviews with Rev. Phelps, other members of the church, many of its dissenters, and two members that left the church and their family behind.

**For My Wife****Director:** David Rothmiller**Writer:** David Rothmiller**Summary:** For My Wife is a feature documentary chronicling the making of an activist. After the tragic death of her wife, Charlene Strong was thrust into the spotlight becoming a powerful voice for the equal rights of same-sex couples and their families, resulting in the passage of Washington State's historic Domestic Partnership legislation.**For the Bible Tells Me So****Director:** Daniel Karlake**Writer:** Daniel Karlake**Summary:** This documentary brilliantly reconciles homosexuality and Biblical scripture, and in the process reveals that Church-sanctioned anti-gay bias is based almost solely upon a significant (and often malicious) misinterpretation of the Bible. As the film notes, most Christians live their lives today without feeling obliged to kill anyone who works on the Sabbath or eats shrimp (as a literal reading of scripture dictates).**Renee'****Director:** Eric Drath**Summary:** From his days championing college sports to his stint as a naval officer, tennis ace, ladies' man, and all-American boy Richard Raskind was an archetypical male in every sense. And then in his 40s, after getting married and having a son, Richard became Renée. Renée was still dynamite on the tennis court, but being the first transsexual player in the women's US Open would put her in a spotlight she couldn't escape. As she publicly fought those who said she shouldn't be allowed to play as a woman, Renée alienated her increasingly troubled son—a relationship she struggles to repair to this day.**Trained in the Ways of Men****Director:** Michelle Prévost**Summary:** The 2002 murder of transgender teen Gwen Araujo is the focus of this harrowing documentary, which chronicles the explosive and controversial trial, as well as the demonstrations staged by supporters who encouraged prosecution of the assailants under California's hate crime laws. Exploring issues of justice and gender identity, the film offers a gripping account of the tragic case.**Hate Crimes/Sexual Identity****Not in This Town****Director:** Donald Wrye**Writer:** Adam Gilad**Summary:** Local aryan-type thugs, financed by an outside racist, attempt to create an atmosphere of fear in a small Montana community by intimidating black churchgoers, as well as Native American and Jewish residents. Through the efforts of a crusading woman, her Jewish Physician husband, and backed by the towns Police Chief, the entire community mobilizes to thwart the plans of these hoodlums.

**In the Heat of the Night****Director:** Norman Jewison**Writer:** Stirling Silliphant**Summary:** After a wealthy northern factory owner is murdered, racist Mississippi cops accuse African American Virgil Tibbs (Sidney Poitier) of the crime. Once they learn that he is a renowned Philadelphia homicide detective, they reluctantly seek his help. As Tibbs displays his skills as a detective, he begins to win the respect, protection, and ultimately friendship of the Police Chief Bill Gillespie (Rod Steiger).**Boys Don't Cry****Director:** Kimberly Peirce**Writer(s):** Kimberly Peirce & Andy Bienen**Summary:** Based on actual events. Brandon Teena is the popular new guy in a tiny Nebraska town. He hangs out with the guys, drinking, cussing, and bumper surfing, and he charms the young women, who've never met a more sensitive and considerate young man. Life is good for Brandon, now that he's one of the guys and dating hometown beauty Lana. However, he's forgotten to mention one important detail. It's not that he's wanted in another town for GTA and other assorted crimes, but that Brandon Teena was actually born a woman named Teena Brandon. When his best friends make this discovery, Brandon's life is ripped apart.**Brandon Teena Story****Director(s):** Susan Muska & Gréta Olafsdóttir**Writer(s):** Susan Muska & Gréta Olafsdóttir**Summary:** Documentary about Brandon Teena (aka Teena Brandon), a transgendered person, who was murdered along with two others in 1993 in rural Nebraska. The story is told through interviews with people who knew Brandon, recorded interrogation and trial transcripts, and photographs and film footage.**Who Killed Vincent Chin?****Director(s):** Christine Choy & Renee Tajima-Pena**Summary:** This film recounts the murder of Vincent Chin, an automotive engineer mistaken as Japanese who was slain by an assembly line worker who blamed him for the competition by the Japanese auto makers that were threatening his job. It then recounts how that murderer escaped justice in the court system**Finding Dawn****Director:** Christine Welsh**Summary:** Puts a human face on a tragedy that has received precious little attention – and one which is surprisingly similar to the situation in Ciudad Juarez, on the other side of the U.S. border. Dawn Crey, Ramona Wilson and Daleen Kay Bosse are just three of the estimated 500 Aboriginal women who have gone missing or been murdered in Canada over the past 30 years. Acclaimed Métis filmmaker Christine Welsh embarks on an epic journey to shed light on these murders and disappearances that remain unresolved to this day. She begins at Vancouver's skid row where more than 60 poor women disappeared and travels to the "Highway of Tears" in northern British Columbia where



more than two dozen women (all but one Native) have vanished. This engrossing film illustrates the deep historical, social and economic factors that contribute to the epidemic of violence against Aboriginal women. It highlights the disturbing, world-wide culture of impunity that allows murders of women – especially those who are poor, indigenous, or sex workers – to go unsolved and unpunished.

### **Senorita Extraviada, Missing Young Woman**

**Director:** Lourdes Portillo

**Summary:** Tells the haunting story of the more than 350 kidnapped, raped and murdered young women of Juárez, Mexico. Visually poetic, yet unflinching in its gaze, this compelling investigation unravels the layers of complicity that have allowed for the brutal murders of women living along the Mexico-U.S. border. In the midst of Juárez's international mystique and high profile job market, there exists a murky history of grossly underreported human rights abuses and violence against women. The climate of violence and impunity continues to grow, and the murders of women continue to this day. Relying on what Portillo comes to see as the most reliable of sources – the testimonies of the families of the victims – SENORITA EXTRAVIADA, MISSING YOUNG WOMAN documents a two-year search for the truth in the underbelly of the new global economy. An Independent Television Service (ITVS) Production

### **Searching for Angela Shelton**

**Director:** Angela Shelton

**Writer:** Angela Shelton

**Summary:** In the documentary Searching for Angela Shelton, filmmaker Angela Shelton journeys across the United States meeting other Angela Sheltons in an effort to survey women in America. She discovers that 24 out of the 40 Angela Sheltons she spoke to had been raped, beaten or molested. (now 28 out of 40). Then the filmmaker meets an Angela Shelton who tracks sexual predators and lives in the same town as the filmmaker's father who molested her and her step siblings for years. The filmmaker's survey of women becomes a journey of self-discovery during which she decides to finally confront her own past and her father - on Father's Day. The Angela Sheltons complete the journey by teaching the filmmaker about forgiveness, faith and the power of the human spirit, no matter what your name is.

### **Dreamworlds 3**

**Director:** Sut Jhally

**Writer:** Sut Jhally

**Summary:** Dreamworlds 3 is the latest version of a documentary analyzing the portrayal of women in the music industry. This version cuts scenes from real life attacks on women at a Puerto Rican pride parade in NY with music videos - very effective. Dreamworlds 2 cut scenes from music videos with the rape scene in the Accused. Also powerful, but the videos are a little dated in that version. This film is relevant to the topics of violence against women, women in the media, and the performance of masculinity. Dreamworlds 3 offers a unique and powerful tool for understanding both the continuing influence of music videos and how pop culture more generally filters the identities of young men and women through a dangerously narrow set of myths about

sexuality and gender. In doing so, it inspires viewers to reflect critically on images that they might otherwise take for granted.

### **Licensed to Kill**

**Director:** Arthur Dong

**Summary:** Winner of both the Directors and Filmmakers Trophy awards at the Sundance Film Festival, "Licensed to Kill" goes behind the media headlines of recent high-profile anti-gay murders to investigate their causes. Attacked by gay bashers in 1977, filmmaker Arthur Dong probes the hearts and minds of murderers convicted of killing gay men he faces them in one-on-one cell block interviews and asks them directly: "Why did you do it?" Probing on-camera interviews with seven convicted killers behind bars propel the narrative drive of "Licensed To Kill." These inmates include a wide range of distinct profiles: a young man who claims he justifiably killed as protection from his victim's sexual advances - a defense known as "homosexual panic"; a self-loathing, religious gay man who killed because of his own homosexual tendencies; a victim of child abuse who feared losing his manhood; an army sergeant angry over the gays in the military debate; and a self-described homeboy looking for easy prey.

### **TwoSpirits**

**Director:** Lydia Nibley

**Writer:** Russell Martin & Lydia Nibley

**Summary:** Fred Martinez was nadleeh -someone who possesses a balance of masculine and feminine traits- a special gift according to his traditional Navajo culture. But his determination to express his truest identity tragically cost him his life. At age sixteen, he was one of the youngest hate-crime victims in modern history when he was murdered in Cortez, Colorado.

### **Boy A**

**Director:** John Crowley

**Writer:** Jonathan Trigell & Mark O'Rowe

**Summary:** A young man is released from prison after many years and given a new identity in a new town. Aided by a supervisor who becomes like a father to him he finds a job and friends and hesitantly starts a relationship with a compassionate girl. But the secret of the heinous crime he committed as a boy weighs down on him, and he learns that it is not so easy to escape your past.

### **La Operacion**

**Director:** Victor Cruz

**Writer:** Victor Cruz

**Summary:** More than one-third of all Puerto Rican women of childbearing age have been sterilized. So common is the procedure that it is simply called la ó. In this documentary exposé, the personal testimony of sterilized women is conjoined with newsreels, excerpts from government propaganda films and interviews with doctors, birth-control specialists and politicians to unmask the controversial use of sterilization as a tool of social policy. Begun in the 1930s as a means of curbing the surplus population and reinforced in subsequent decades, the sterilization of women was tied to America's

interventionist economic policies. Women were encouraged to undergo this fashionable procedure without being informed about the operation or its consequences. When the jobs promised by the 1950s Operation Bootstrap program failed to materialize, the campaign for female sterilization intensified. In the 1960s Puerto Rican women were used as guinea pigs in the development of the birth control pill. Using data derived from these experiments, the U.S. Agency for International Development promoted sterilization and birth control in developing nations to prevent revolutions troublesome to multinational corporations. More recently, Puerto Rico's dependence on welfare subsidies has caused political leaders to recommend sterilization, a procedure that has also been urged among minority women in the South Bronx.

### **The Laramie Project**

**Director:** Moisés Kaufman

**Writer:** Moisés Kaufman

**Summary:** Moisés Kaufman and members of New York's Tectonic Theater Project went to Laramie, Wyoming after the murder of Matthew Shepard. This is a film version of the play they wrote based on more than 200 interviews they conducted in Laramie. It follows and in some cases re-enacts the chronology of Shepherd's visit to a local bar, his kidnap and beating, the discovery of him tied to a fence, the vigil at the hospital, his death and funeral, and the trial of his killers. It mixes real news reports with actors portraying friends, family, cops, killers, and other Laramie residents in their own words. It concludes with a Laramie staging of "Angels in America" a year after Shephard's death.

### **Juveniles and Crime**

#### **When Kids Get Life**

**Director:** Ofra Bikel

**Writer:** Ofra Bikel

**Summary-** *When Kids Get Life* profiles the cases of five juveniles sentenced in Colorado to life in prison without the possibility of parole. The film explores whether juveniles should receive sentences that, in effect, end any possibility of life outside of prison. The film makes the point that the United States is one of the only countries in the world that allows persons under 18 to be sentenced to life in prison without the possibility of parole. According to Human Rights Watch, over 2,200 of the inmates in the United States who are serving life sentences without the possibility of parole received those sentences for crimes they committed when they were under 18 years old. By contrast, according to self-reporting numbers from the rest of the world, only 12 people serving the same sentence were sentenced as juveniles.

#### **Juvs**

**Director:** Leslie Neale

**Summary:** Twelve juveniles, who have been tried as adults, were picked at random for a video workshop at Eastlake Juvenile Hall, Los Angeles. Their stories are inter-cut with commentary from academics, neurologists, a former district attorney of Los Angeles County, and others who discuss the trend in recent years across the United States to try juveniles as adults - more than 200,000 each year. The film argues that this public policy

is misguided, unfair, expensive, and counterproductive. One of the youth ends an autobiographical poem, "Do you think he'll go mad?"

### ACTIVISM

#### Every Mother's Son:

**Director(s):** Tami Gold & Kelly Anderson

**Writer(s):** Tami Gold & Kelly Anderson

**Summary:** This powerful documentary explores the involvement of the New York Police Department in the high profile slayings of three men, and the mothers working for their cases to be brought to justice. The circumstances surrounding the deaths of Anthony Baez, Amadou Diallo and Gideon Busch brought into question the conduct of police officers while on duty, and were hallmarks of a time in which many American cities adopted aggressive law enforcement strategies to fight crime.

#### Sister Helen

**Director(s):** Rob Fruchtmann & Rebecca Cammisa

**Summary:** In this compelling no-frills documentary, a 69-year-old Benedictine nun runs a private home for recovering male addicts in the South Bronx with strict curfews, tough language and a large heart. The men in Sister Helen's residence must obey curfews, undergo frequent urine tests, participate in community service, seek employment and pay rent.

#### Pray the Devil Back to Hell

**Director:** Gini Reticker

**Summary:** Pray the Devil Back to Hell is the extraordinary story of a small band of Liberian women who came together in the midst of a bloody civil war, took on the violent warlords and corrupt Charles Taylor regime, and won a long-awaited peace for their shattered country in 2003.

### Women and Crime

#### Absolutely Safe

**Director:** Carol Ciancutti-Levya

**Summary:** The story of ABSOLUTELY SAFE always returns to the women and girls who stand front and center—both willingly and unwillingly—in the traffic jam of beauty, media, risk, and “choice.” The quest for physical perfection leads the film’s characters to operating rooms, support groups, hospital beds, and public hearings. In a plastic surgeon’s waiting room, a patient is both enthusiastic about her own silicone implants and also shocked by tales of family friends with implant ruptures and sickness. At a support group of breast cancer survivors with failed breast implants, group leader and photographer Anne Stansell reveals that she never had the option to live without implants after mastectomy—her implants were presented as a given part of her treatment package. At a discussion with 8 year-old girls, the pre-teens flip through magazines rating beauty and breasts with sharp, judgmental tongue. Shockingly, the quest to be the “ideal beauty” begins long before breasts grow.

**The Execution of Wanda Jean****Director:** Liz Garbus**Summary:** An unflinching investigation of the role that poverty, mental health, race, and sexuality play within the criminal justice system. Wanda Jean Allen was an attractive young woman with what many considered to be an appealing personality. She was also an African-American lesbian whose low IQ indicated borderline retardation. By the age of 29, Wanda Jean had killed twice - and would become one of the most controversial death-row inmates in recent history**SherryBaby****Director:** Laurie Collyer**Writer:** Laurie Collyer**Summary:** Newly released from prison, recovering addict Sherry Swanson struggles to normalize her life so she can be a good person and a trustworthy mother to her young daughter, Lexie. The stresses mount as she clashes with her sober housemates, disappoints a parole officer who's growing impatient and faces old temptations, all the while her daughter grows attached to Sherry's brother, Bobby.**Tough Guise****Director:** Sut Jhally**Writer:** Jeremy Earp & Jackson Katz**Summary:** Looks systematically at the relationship between the images of popular culture and the social construction of masculine identities in the U.S. at the end of the 20th century. Jackson Katz argues that there is a crisis in masculinity and that some of the guises offered to men as a solution (e.g., rugged individualism, violence) come loaded with attendant dangers to women, as well as other men.**When the Levees Broke****Director:** Spike Lee**Summary:** Spike Lee commemorates the people of New Orleans with a four-hour epic documentary that doesn't just recount the events of late August 2005 but asks why they unfolded the way they did in the first place. Weaving interviews with news footage and amateur video, Lee uses the film to give meaningful voice to the people who were left behind. With a detached unsentimental eye, he delivers a poignant account of a major moment in recent U.S. history.**Reefer Madness****Director:** Louis Gasnier**Writer:** Paul Franklin**Summary:** A 1936 exploitation film revolving around the tragic events that ensue when high school students are lured by pushers to try "marihuana": a hit and run accident, manslaughter, suicide, rape, and descent into madness all ensue

## Women and Prison

### Girl Trouble

**Director(s):** Lexi Leban & Lidia Szajko

**Writer(s):** Lisa Ko, Eric Martin, Scott Pearson & Lois Vossen

**Summary:** Although the youth crime rate in San Francisco declined in the past decade, the number of girls in the juvenile justice system doubled. Shot over the course of four years, GIRL TROUBLE tells the compelling personal stories of three of those young girls, each of whom has grown up in a harsh world defined by neglectful or abusive family members, drug use, early pregnancy, homelessness, and poverty.

### A Sentence For Two

**Director:** Randi Jacobs

**Writer(s):** Randi Jacobs & Dee Dixon

**Summary:** Four women share their very personal details of pregnancy, incarceration and delivery as they struggle with the uncertain future of their newborns. The search for safe and healthy homes for their babies is agonizing as one plan after another falls apart. When it comes to placing their children, pregnant inmates have few options; foster care, family members or adoption. Only a small number of states have prison nurseries where inmates can keep their newborns with them. This documentary visits the nursery at Bedford Hills Correctional Facility in New York where Dr. Mary Byrne of Columbia University conducted the first-ever research study on the development of babies during their first year of life in a prison environment. As the number of women in prison continues to rise, Dr. Byrne's findings will have a big impact on the future of other states considering prison nurseries in their women's facilities.

### Girlhood

**Director:** Liz Garbus

**Summary:** The film follows Shanae Owens and Megan Jenson over three years. Both are incarcerated in a juvenile detention facility. Shanae, at the age of 11, stabbed another girl to death in a knife fight. Megan, abandoned by a drug-addicted mother who has spent years in prison, attacked another girl with a box cutter. The film shows these young women's struggle to deal with and reform their lives.

### What I Want My Words to Do to You

**Director(s):** Dyanna Taylor & Paul Gibson

**Writer:** Gary Sunshine

**Summary:** This film offers an unprecedented look into the minds and hearts of the women inmates of New York's Bedford Hills Correctional Facility. The film goes inside a writing workshop led by playwright and activist Eve Ensler, consisting of 15 women, most of whom were convicted of murder. Through a series of exercises and discussions, the women delve into their pasts and explore the nature of their crimes and the extent of their own culpability. The film culminates in an emotionally charged prison performance of the women's writing by acclaimed actors Mary Alice, Glenn Close, Hazelle Goodman, Rosie Perez and Marisa Tomei.

**Freedom Road****Director:** Lorna Ann Johnson**Summary:** It is a barren stretch that leads in and out of the Edna Mahan Correctional Facility for Women. Yet, for some of the women incarcerated there, freedom has been redefined through the power of the pen. A testament to the profound influence of arts and education, Lorna Johnson's compelling film features six female prisoners who are part of a unique memoir-writing workshop called "Woman is the Word." Reading classic autobiographies such as *INCIDENTS IN THE LIFE OF A SLAVE GIRL* by Harriet Ann Jacobs and *THE CANCER JOURNALS* by Audre Lorde, the women are empowered to claim the events of their own lives and retell their own stories—ultimately liberating them from long-held secrets and silence. Moving interviews with the women inmates, their instructors and family members combined with verité footage of their fascinating classroom discussions reveal how poverty, under-education, domestic abuse have had a role in the destiny of many women in the program. Ultimately, the film examines the devastating cycle of imprisonment for the poor and underprivileged, and points to an inspired embodiment of prison reform.**We Are Not Who You Think We Are****Summary:** Discusses how violence and crime will cycle through generations using women inmates at a maximum security prison as proof as they reveal their stories of family violence, sexual abuse, drugs and alcohol.**Frozen River****Director:** Courtney Hunt**Writer:** Courtney Hunt**Summary:** After her husband takes off in their family vehicle for an unknown destination, Ray Eddy attempts to survive alone, raising two sons, Richard and James, and works part-time at Yankee Dollar, near Saint Lawrence River near Quebec and New York State. One day she witnesses a Mohawk woman driving their family vehicle, she follows and confronts her, finds out that the woman's name is Lila Littlewolf, and is actively engaged in smuggling illegal immigrants into the United States via a treacherous frozen river. The lure of money attracts Eddy and she decides to join forces with her new associate.**Race and the Courts****Two Towns of Jasper****Director:** Whitney Dow & Marco Williams**Summary:** Using two separate filmmaking teams (an all-white crew filming white residents and an all-black camera crew filming black residents), *Two Towns of Jasper* captures very different racial views by townfolk in Jasper, Texas, the location for a racially motivated murder of an African American in 1998.**Scottsboro: An American Tragedy****Director:** Daniel Anker & Barak Goodman**Writer:** Barak Goodman

**Summary:** A look at the infamous "Scottsboro Boys" case that occurred in Alabama in 1931, in which nine young black men were arrested, tried and quickly convicted in the rape of two white women, despite overwhelming evidence that showed their accusers had falsely accused them and the fact that one of the women later admitted that no rape had in fact occurred (although both had had sexual relations with their boyfriends on the day prior to the "rape"). The case was one of the first that shined a spotlight on what many called the "legal lynchings" that occurred in the South whenever blacks were accused of crimes, especially against whites and most especially against white women.

### **Race and Police**

#### **Tulia, Texas**

**Director:** Cassandra Herrman & Kelly Whalen

**Summary:** This striking documentary looks at the investigation behind the massive 1999 Tulia, Texas drug bust, and the aftermath, which resulted in the arrest of 46 people, 39 of whom were African American. The picture features many of the people that played a central role in the story.

#### **The Boys of Baraka**

**Director:** Heidi Ewing & Rachel Grady

**Summary:** Four 12-year-old black boys from one of the most violent ghettos in Baltimore, Maryland, are taken 10,000 miles away to an experimental boarding school in rural Kenya, to try to take advantage of the educational opportunities they can't get in their own country.



**Citation Recommendation**

If you choose to use an idea from one of the syllabi in this collection, we ask that you make an acknowledgement to the author on your syllabus. For instance, if you were to use Rosemary Barberet's film reaction assignment, we recommend that you provide a footnote stating something to the effect of "thanks to Dr. Rosemary Barberet for creating and sharing this assignment." If you have any particular questions about using an idea/assignment/reading list, please direct these questions to the appropriate contributor.