

Women and Crime
Women's Studies/Sociology 435

Saunders 637
12:30-3:00

Course Description
Fall, 2014

Professor:
Dr. Meda Chesney-Lind

Office:
Saunders Hall. 721K (956-6313)
e-mail: meda@hawaii.edu
website: <http://www.chesneylind.com>
Office Hours: Monday, Friday 10:30-11:30 or by appointment

Course Overview:

This course focuses largely on women's and girl's experiences with the criminal justice system both as offenders and victims, but the role of gender among those who work in the criminal justice system will also be discussed. The course will first examine the notion of gender and social control, after which both traditional and feminist theoretical accounts of women's and men's deviance and conformity will take place.

Following the initial discussions of conventional and feminist criminology, the course will consider the female offender and her experience of the juvenile and criminal justice systems; women's victimization and women's experiences as workers in the criminal justice system will also be considered (though in less depth). We will first consider the experience of girls with a specific focus on aggression, violence and girlhood. We will also consider the new ways that the hype about girls' violence has ushered in a new focus on the social control of girlhood, and because of the significance of this trend, the course will explore girls' aggression and violence very carefully. Later, we will focus on the issues of girls who end up in the juvenile justice system. This will take us from the review of the nature and extent of official female delinquency to a consideration of the intersection of girl's lives, girl's problems, and girl's official delinquency. We will then turn to the sorts of experiences girls have in the juvenile justice system: in the detention centers, the courts, and the training schools. The history of the juvenile justice system's involvement in the enforcement of a double standard of sexual morality will be an important theme here, as will be a consideration the de-institutionalization movement and its impact on the official response to girl's delinquency. Finally, we will review promising programs for girls.

A similar sort of approach will also be used in the discussion of adult women's offenses and experiences with the criminal justice system, though the discussion will be a

bit truncated. Here, a special focus will be prostitution and property crimes as they relate to everyday women's offenses. We will also briefly consider the history of women's criminal behavior. The course will consider police interactions with offenders, women's experience in court, and women's experiences in jail and prison. A special theme here will be the skyrocketing number of women in adult jails and prisons.

A consideration of the role of gender in the criminal justice system and the law will also thread through this course, with a focus on women in policing, law and corrections.

Finally, the class will try to place the treatment of women cast into the role of delinquents and offenders into its patriarchal context. What role do these institutions play in the subordination of women? At this point, we will also attempt to link the trivialization of women's victimization, the sexualization of women's crime and the silence of official law enforcement about male violence towards women together.

Required Textbooks:

Chesney-Lind, Meda and Lisa Pasko. 2013. *The Female Offender*. Thousand Oaks: Sage.

Alida Merlo and Joycelyn Pollock. 2007. *Women, Law and Social Control*. Boston: Allyn and Bacon.

Other readings will be made available during the course of the class.

Course Requirements and Structure:

Class meetings will be conducted in a discussion format with an occasional film or videotape to augment the discussion. Guest speakers who have had direct experience with the criminal justice system (as either offenders, victims, or workers) may also be brought in to discuss specific topics (time permitting). Regular attendance is strongly encouraged as a major portion of each examination will involve material presented during classroom lectures.

Students will be required to complete **two exams** (worth 100 points each) at specific points in the semester which will demonstrate the degree to which they have engaged in the course material for that section of the class; on the first exam, there will be an opportunity to do a re-take examination for those students who failed to do as well as they hope. For this reason, the first exam is scheduled early in the semester.

In addition, students (or groups of students) will to identify some portion of the course material that they will take special responsibility for covering; these topics will be discussed on the first class meeting, and assignments will be made on the second class meeting. This responsibility will involve preparing a presentation taking no longer than 20 minutes on their topic. The presentation must include at least two sources outside the

text (though material in the texts dealing with the topics can be included). Students should use regular citations through out their papers, and their work must include sources other than the internet (though some internet sources can be used). Students will be required to meet with the instructor to organize their presentation, to provide an outline of their presentation one week before the presentation, and graded on a written paper summarizing the key points in their class presentation. This paper should be written as a paper; not simply an outline of their presentation. This scholarly activity will also be worth 100 points (50 points on the quality of the written presentation and 50 points on the quality of the oral presentation). Papers will be due two weeks after the oral presentation during the first half of the semester. For those presentations in the last portion of the class, papers will be due one week after the presentation. Late papers will lose points for tardiness.

Each examination will be worth 100 points and the class presentation will be worth 100 points. The following point totals are approximately those required for the associated letter grades. Actual grades will be based on a class curve to be announced after each exam.

270 - 300	A	210 - 239	C
240 - 269	B	170 - 209	D

Pre-requisites:

Women and Crime will be taught as a lecture/seminar course. As such, it is necessary that students be familiar with basic principles of social science as well as some understanding of the sociology of gender; a background in criminology is also of great value. It is necessary that students have taken a 200 level Sociology or Women's Studies class; Soc. 231 or Soc/WS 362 would be especially helpful.

Extra Credit:

Students may also earn extra credit by attending presentations or events related to gender and crime, and writing a short reaction paper about their experience. Total points possible: 15 (5 per activity)

Participation:

At the end of each half of the semester, students may receive 10 bonus points for outstanding participation. Outstanding participation means precisely that; your comments reflect that you have engaged the course material, you have read the assigned reading, and you are advancing the intellectual life of the class. Simply responding to questions or making off the cuff observations, while most welcome will not earn you these points.

Other Important Matters:

Plagiarism

The following definition is from the University of Hawai'i at Manoa 2002-2003 catalog on Student Conduct and Discipline (page 550):

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; or, submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

Plagiarism is a serious offense and will be dealt with accordingly.

Students with Disabilities

If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of the QLCSS; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Writers Workshop

If you require additional help with your writing you can contact: Writing Workshop, 956-7619 to set up an appointment. Workshops are offered by the Learning Assistance Center on how to write research papers. Call the English Department for an appointment.

Prior to class, please either turn off cell phones and pagers or put on silent mode!

While we will try to stay on schedule, we may have to make changes to the syllabus due to unforeseen circumstances. You will be notified in class or by email of these changes.

Course Outline and Reading Assignment Schedule

August 25: Gender, social science, and social control--the context of the course

This lecture will focus on the gendered nature of social reality, the question of social science's ability to study that reality, the role of gender in women's victimization and women's crime, and the outlines of feminist perspectives on female and male crime and victimization.

September 8: Major Perspectives in Criminology/Masculinity and Crime

These lectures will focus on the more traditional theories of criminal behavior as well as some of the earlier perspectives on girls' and women's offending. It will also explore the contemporary construction of the criminal as male and the victim as female

Video: Tough Guise (time permitting)

Reading: Merlo and Pollock (hereafter **MP**) 1

ASSIGN TOPICS THIS CLASS

September 15: Feminist Criminology

This lecture will focus on key issues in criminological thinking and the value of a feminist perspective in sorting these out. (e.g. the Liberation hypothesis, male criminology from a feminist perspective). It will also explore role of socialization experiences in the production of gender differences and begin the discussion of research on girl's development. It also considers the new frontiers in global women's issues and their relationship to feminist criminology.

Reading: Chesney-Lind and Pasko (Hereafter **CL/P**): 1, **MP 10, 15**

Chesney-Lind, Meda and Merry Morash (eds). 2011. "Introduction." **Feminist Theories of Crime**. Volume in Theoretical Criminology Series. Surrey, UK: Ashgate Publishing Limited.

September 22: Girls Lives, Girls Aggression—What About Boys?

This lecture will consider key developmental issues in girls' lives and the links between these issues and aggression. Aspects of girls aggression at different developmental points as well the relatively recent media discovery of girl's aggression will be discussed. We will begin a review a key book in the area, and also consider the science on male and female aggression.

Reading:

CL/P 3

MP 2

Chesney-Lind, Meda, Merry Morash and Katherine Irwin. 2007. "Policing Girlhood? Relational Aggression and Violence Prevention." **Youth Violence and Juvenile Justice**. Vol. 5:3, pp. 328-345.

Student led presentations:

Girls and Relational Aggression in Adolescence—"Sluts" "Bitches" and the Pretty Power Pyramid

Masculinity, guns, and school/campus shootings

September 29: Girls Lives and Female Delinquency

This lecture will review the major types of female delinquency as well as key themes in girl's problems and the role that victimization plays in girl's crime. Then, the class period will cover the relationship between girl's lives, girls troubles and the behavior which brings them out of their homes and on to the streets. This class will conclude with a discussion of girl's delinquency by considering the most recent national concern about girls involved in youth gangs.

Reading: CL/P: 2

Runaway Youth in Hawaii: Arrest Trends, Issues and Programs Gender and Gangs

October 6: Girls and Juvenile Justice

This session considers the current situation of girls in the juvenile justice system, including the situation of girls in institutions (detention and training schools), and the impact of deinstitutionalization on girls in institutions.

Reading: CL/P 4, MP 14

Student led presentation:

Hawaii Youth Correctional Facility: What does the future hold?

October 13: Programming for Girls, Gender

This session reviews suggestions about how to program effectively for girls, given their unique problems. It will also examine the efforts of the Hawaii Girls Project as well as model programs for girls in the juvenile justice system elsewhere in the country.

Reading:

Davidson, Janet, Lisa Pasko, and Meda Chesney-Lind. 2011. "She's Way Too Good to Lose:" An Evaluation of Honolulu's Girls Court. **Women and Criminal Justice**. Vol. 21, No. 4. (October), pp. 308-328.

Student Presentation:

Gender Responsive Programming for Girls: Hawaii Girl's Court

October 20: Mid-Term Examination

October 27: Women as Victims

These sessions focus on the problem of women's victimization and its links to women's crime, particularly women's violent crime that will be covered (though many other problems are important as well). The focus here will be on domestic violence (wife battery) with a special focus on the problem of mutual arrests; and the links between

women's murder and domestic violence. Next we will consider other types of women's offending, particularly women's property crimes.

Reading: MP 4, 8, 9, CL/P 5

Chesney-Lind, Meda. 2002. "Criminalizing Victimization: The Unintended Consequences of Pro-Arrest Policies for Girls and Women." **Criminology and Public Policy**. Vol. 2, No. 1 (November), 81-91.

Student Presentations:

The Massie Case

Domestic Violence and Murder in Hawaii

Fraud, Embezzlement, and Gender: Economic Factors in Women's crime

November 3: Gender and the Law

Women's place has always been greatly affected by their legal status. This course meeting will briefly review the historic position of women vis a vis the law. It will also review the current legal issues, with a particular focus on women as lawyers.

Reading: MP 3, 7

Student Presentation:

Criminalizing Abortion: Women's Rights in the 21st Century

Women Lawyers: Current Status and Challenges

November 10: Policing, Corrections and Gender

This session reviews the issue of policing from a feminist perspective. Both the experiences of women in police work and the broader feminist "take" on policing will be discussed. Finally, the role of women in corrections will be considered.

Reading: MP 5, 6

Student Presentations:

Women in Policing: Why So Few?

November 17: Women's Crime/Women's Place

This session examines the nature and extent of women's crime, with a specific focus the links between adult women's economic, political, and sexual position and their criminality. This session also examines the central role played by prostitution in women's offending; also examined are the links between the entertainment and service industries and women's decisions to engage in prostitution and other forms of traditional women's offending. Finally, the central role of drug offenses (which are related to the prostitution issue) will be considered.

Reading: MP 11, 12

CLP 5, 6

Video: Drug Mules

Student led presentation:

Women, Drugs, and Prostitution

Women and Murder: The Case of Roland and Grace Kotani

November 24: Women's Imprisonment: Current Trends and Issues

This session will discuss the rich and significant history of women's imprisonment, and the current explosion of women's incarceration in the US. We will

also consider the problems associated with the current state of women's imprisonment in the U.S. (particularly the issue of the sexual harassment and abuse of women inmates).

Reading: MP 13

CLP 7, 8

Video: We are not who you think we are (time permitting)

Student Presentation:

Sexual Abuse of Hawaii's Women Prisoners by CCA

Women's Imprisonment in a Global Century

December 8: Toward a Global Feminist Criminology

This session wraps up the course with a consideration of the future of feminist criminology. What will the new century hold? What should the research agenda include?

Reading MP 16

CLP 8

Additional Reading:

Hadi, Syeda Tomina, and Chesney-Lind, Meda. 2014. "Silence and the Criminalization of Victimization: On the Need for an International Feminist Criminology." In Bershot Heather and Bruce Arrigo (eds.) **Routledge Handbook on International Crime and Justice Studies**. London: Routledge, pp. 53-74.

December 15: Final exam 2:15-4:15 pm

Student Presentation Schedule

September 20:

**Girls and Relational Aggression in Adolescence—“Sluts” “Bitches” and the Pretty Power Pyramid
Masculinity, guns, and school/campus shootings**

September 29

**Runaway Youth in Hawaii: Arrest Trends, Issues and Programs
Gender and Gangs**

October 6:

Issues at the Hawaii Youth Correctional Facility

October 13:

Gender Responsive Programming for Girls: Hawaii Girl’s Court

October 27:

**Domestic Violence in Hawaii: Overview of Key Issues
The Massie Case
Fraud, Embezzlement, and Gender: Economic Factors in Women’s crime**

November 3:

**Criminalizing Abortion: Women’s Rights in the 21st Century
Women Lawyers: Current Status and Challenges**

November 10:

Women and Policing: Why So Few?

November 17:

**Women, Drugs, and Prostitution
Women and Murder: The Case of Roland and Grace Kotani**

November 24:

**Sexual Abuse of Hawaii’s Women Prisoners by CCA
Women’s Imprisonment in a Global Century**

