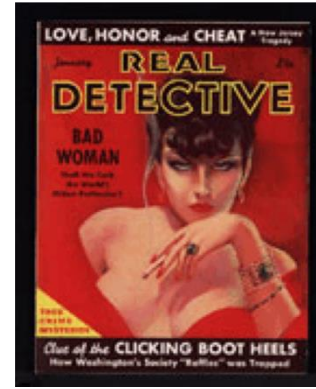


**The University of Western Ontario  
DEPARTMENT OF SOCIOLOGY  
SOCIOLOGY 3358F/001: WOMEN & CRIME  
Fall 2016**

Professor: Kim Luton  
Phone: 661-2111 ext 87177  
Office: 5417 SSC  
E-Mail: [kluton@uwo.ca](mailto:kluton@uwo.ca)  
Class Times: Wednesdays - 1:30- 4:30pm  
Class Room: 3006 SSC  
Office Hours: Tuesday 12:30 to 1:30pm or by appointment.  
OWL: <http://owl.uwo.ca>  
TA:  
E-Mail:



## **COURSE DESCRIPTION**

In examining women's criminality, the practice has often been to draw upon established criminological theories which were developed based on male-centered research. Women were either invisible in these theories, or an "add women and stir" approach was adopted. These early theories failed to assess the structural and gendered features of our society and how these factors impact on the roles of men and women, and how and why women do crime. In doing crime, women's pathways from victimization to crime, and their experiences with the criminal justice system will be closely examined. Key to our examination of women's crime will be the adoption of feminist criminological theories as we analyze the intersections of gender, race, ethnicity, and class inequality. Successful engagement with these intersections is based on understandings of how social categories, such as gender, are created and maintained. Within the course, students will develop concrete understandings of these issues through praxis (the marriage of theory with practical experience).

### **Pre-requisites:**

Sociology 2266A/B, and enrolment in third or fourth year of one of the Honors Specializations or Majors in Sociology.

## REQUIRED TEXTS

The following books are **required** and available at the University Bookstore.

1. Gillian Balfour and Elizabeth Comack, eds. 2014. Criminalizing Women. Halifax: Fernwood Publishing.
2. Kelly Gorkoff and Jane Runner, eds. 2003. Being Heard. Halifax: Fernwood Publishing.
3. Kelly Hannah-Moffat and Margaret Shaw, eds. 2000. An Ideal Prison? Critical Essays on Women's Imprisonment in Canada. Halifax: Fernwood Publishing.

\*\*Note: In addition, further required readings have been uploaded to 'Article Readings' on the class' OWL homepage.

## Learning Outcomes

The successful student will be able to:

- Identify and explain the criminological perspectives and feminist theories of women's involvement in types of crime.
- Analyze the 'pathway to crime' as a pattern that is affected by age, gender, race and class for females.
- Develop and implement an 'activist volunteer' project for a local community organization working with marginalized and/or criminalized women.
- Write a reflective paper which will critically analyze their application of course concepts and theories to their experiences during their activist volunteer project.

## METHOD OF EVALUATION

- |  |            |
|--|------------|
| • <b>Project Description</b>                         | <b>5%</b>  |
| • <b>Journal</b>                                     | <b>15%</b> |
| • <b>Research Paper</b>                              | <b>35%</b> |
| • <b>In-class Midterm</b>                            | <b>25%</b> |
| • <b>Participation (in class &amp; at placement)</b> | <b>20%</b> |
| • <b>Prison Impression Paper – Bonus</b>             | <b>2%</b>  |

## **Course Attendance Requirements:**

With the exception of legitimate medical/personal excuses (documentation required to be submitted) students are expected to attend at least **80%** of the class meetings for this course. A passing grade in the course cannot be obtained without meeting this attendance requirement.

## **Criminalized Women Praxis Project (CWP): (Additional Information Available on OWL)**

To complete this assignment, students must participate in a community service **or** an alternative activist project. All projects must be legal and meaningfully related to the issues covered in the course. Students will spend 20 hours engaged in the volunteering or activism that is associated with their project.

**Please note:** Your paper **will not be marked** if there is a failure to complete the **required 20 project hours**. Students have **2 options** for selecting/designing a project:

1. **Volunteer on Your Own:** If you are interested in or already volunteer with an organization that addresses issues related to the course, you may want to consider expanding your service for your CWP.

- Please note: it can take time to set-up a new placement, thus, speak with your volunteer supervisor right away to get permission to use your experience as part of the project.
- If they agree, review the “Information for Volunteer Supervisors” sheet with them right away (listed at the end of the syllabus).
- Discuss your ideas with TA prior to beginning your project.

2. **Develop Your Own Activist Project:** Students can plan an event, campaign or activity that is designed to raise public awareness, mobilize students / citizens or influence decision makers on campus or in the broader community around a stigmatizing issue. **Your project must engage a community or group, in some way.** Students will need to:

- Jot down your ideas – what issues interest you and why? With which community or do you want to work?
- When developing your project, be as focused and specific as you can; this will keep the project manageable, more productive and more enjoyable. For example, focusing on one particular issue, organize a letter-writing or awareness campaign; research, design and distribute pamphlets/ posters; research and design a blog; research and plan a fundraising event or stage a creative event. Be as creative as you want.
- Clearly define what your project or volunteerism is – keep the scale of your project small and focused.
- Clearly divide-up and schedule the tasks required for your project.

- **You must provide evidence of your on-going work on your project throughout the term** (e.g. provide draft and final materials, invite TA or professor to view/access project).
- **\*\*\*Discuss your ideas with TA, prior to beginning project\*\*\*.**

**CWP Project Description (5%) – due at the beginning of class on Wednesday, September 28<sup>th</sup>, 2016. See OWL for what is expected.**

This assignment is about getting organized for your CW project.

- Submit a 500 word (1 page) description of:
  - 1) the project itself **OR** volunteerism (e.g., what is your goal or placement, what issues does it address);
  - 2) the specific tasks you will undertake (e.g., what will you be doing each week and when);
  - 3) what you hope to gain from the experience personally and academically.

\*\*During the term, keep track of your project hours on the attached Project Hours Log.

**CWP Reflection Paper (35%) – due at the beginning of class on Wednesday, December 7<sup>th</sup>, 2016.**

This assignment is intended as an exercise in the critical and reflective application of course concepts and theories to personal experience and observation. The paper may include commentary and personal reflection on assigned readings, lectures and any relevant experiences outside of the class. This paper will explore how the project has contributed to your learning of the subject matter. Papers will be evaluated on quality of analysis and writing. It is strongly recommended that you link core theories and concepts taught through the course to your practical experience. This paper is not to be a 'surface' summary of what you have done throughout the term with your CSL component: rather it is meant as a space for you to interrogate 'common sense' or 'everyday' assumptions by using your sociological lens (sharpened through course materials) to critically understand and interpret your placement. The exact format of this paper is different from a traditional research paper. **Please go to OWL for the details on what is expected of you, the format of the paper, as well as, things to note regarding the writing of this paper.**

Also, for every day the paper is late (including the day that is it due), you will lose **3%**.

**For your Paper:**

- Keep a **Notebook** as you undertake the project. Keep notes about your observations of the world around you. Are you noticing connections to the course materials? Are there events/ experiences that stand out for you? Why? Jot down your ideas as they come to you, in order to incorporate them into your paper.
- In your paper, you need to go beyond simply describing your project, but think about how your experiences illustrate concepts and theories developed in class. Ask yourself such questions as: What's going on underneath? Are there broader social/cultural/ political power relations (imbalances) going on? Which

criminalized women's issues are being addressed, and which aren't? Why? Which theoretical concepts or ideas are related to your experiences/ observations?

- To keep your paper focused, examine a specific event in detail: which course concepts does it illustrate and how? What surprised you about this event?
- Explore questions that your experiences have raised in terms of **marginalization, equality, diversity, and lived experience**. How are everyday experiences (both yours and others) connected to larger issues?
- Following ethical guidelines, your paper should focus on your own experiences. You need to respect the confidentiality of all individuals with whom you come in contact. Therefore, change names and details; refer to events in a broader context, and analyze your own experiences of these events focusing on the social/political circumstances of situations rather than individuals.
- The papers must be 12 pages in length, double-spaced, and typewritten. It is worth 35%. The papers will be graded on writing quality, clarity of ideas, and evidence of solid comprehension. Lack of proofreading, grammatical, and punctuation errors will result in a **substantially reduced** grade.
- Ensure grammar, spelling, and proper citations of sources used. The paper must be uploaded to Turnitin the day it is due. Papers must be double-spaced, 12 font, with 1 inch margins and stapled. Include a title page with your name, student ID, and assignment title.
- **Note: Notebook must be handed-in with your CWP Reflection paper.** It is worth **15%**. Without a notebook, with at least 5 entries, your **paper will not be marked**.

## Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at [www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

[http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

## Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

## Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western ([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

## Plagiarism

Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

## Plagiarism Checking

All reaction papers will be uploaded to Turnitin.com on the class web site. These papers will be subject to submission for textual similarity review. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

## Midterm – In-class (30%)

The Midterm exam may be composed of multiple-choice, short answer, matching and/or essay. The midterm will be **November 23<sup>rd</sup>**. The midterm will be 2 hours long.

## Scantron Exams

Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## Missed Exams and Late Assignments

Make-up exams will be granted with approved documentation only. If you have a conflict with the exam date, it is your responsibility to discuss it with the Academic Counseling office at least one week before the regularly scheduled exam and provide

documentation of the conflict. If approved, you will be allowed to schedule a make-up exam. If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your Academic Counselor within 48 hours. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date the assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a makeup exam or hand in your assignment at a later date.

## **Grades and Grading**

Grades (except the final year-end mark) will be posted to the OWL site as they become available. This website will also give the criteria that the TA will use to assign a grade to papers.

### **Grade Distributions**

The Department of Sociology at the University of Western Ontario has adopted grade distribution guidelines which all instructors are required to follow. For Sociology courses at the 3300 level:

- "A"s are not to exceed "B"s and
- Means must be in the range of 70-74%

## **Policy on Make-Up Exams**

Exam dates, once they have been set by the Registrar's Office, are firm and will not be changed. Make-up exams are offered only in the most compelling of circumstances, such as serious illness or a death in the family. Be advised that if you miss an exam you run a serious risk of getting a zero on that component of your grade. To be considered for a make-up, you must:

- Notify Professor Luton of your circumstances **BEFORE** the scheduled exam **and**
- Obtain clear documentation of your illness and file that documentation with the Academic Counseling office of your faculty.

Once these things have been done, and once Luton has been notified by your Academic Counseling office that the documentation has been examined and found to be legitimate, then a date for a make-up will be set. Sociology department policy is that all make-ups will be scheduled for a Friday, and a failure to take the make-up at the assigned date and time will result in a zero being earned.

## **Policy on Laptops in Class**

The use of laptops is not permitted in class unless such use has been authorized by Professor Luton.

## Email

Every student has been assigned a UWO email address by the Registrar's office. If you have not as yet activated that account, you should do so immediately. The ITS desk in the Western Service building can help you with questions about your account.

Every so often Professor Luton will be sending out mass emails to the class and you are responsible for any information (about exams, your grade, missed assignments, etc.) in those emails. This means that you are expected to check your UWO account at least once a week. If you have your UWO mail forwarded to another account (Hotmail, Yahoo, etc), it is your responsibility to insure that messages do not bounce back because your disk quota is full.

If you have any questions about the course, the quickest way to have them answered is to contact our TA or Professor Luton via email. Where possible, each message will be answered within 2 working days. Please check this syllabus or the course homepage on WebCT before writing to see if the information you want is posted there. When emailing, please list the course and course number in the subject line (**W&C 3358**).

Because an active UWO email account is needed to access OWL, and because the use of OWL is an important part of this course, **only** questions sent using your uwo account will receive an answer.

## HOW TO CONTACT PROFESSOR LUTON

Please feel free to come by during my office hours to discuss any questions you have regarding the course or simply to chat about some issue raised in class. If you e-mail me, I will reply to you within 24-48 hours, only if you use your UWO account. However, I do not read e-mails on the weekends.

## HOW TO CONTACT Your TA

Office hours will be set by pre-arranged appointment. Please e-mail me if you would like to meet with a few dates and times that you are free. I will respond to all e-mails within 2 working days. If you have not received a reply within those 2 days, please re-send your e-mail. In addition, when e-mailing please always include your name as well as the course name in the subject line, and please use your UWO email.

**Note:** I will not respond to any e-mails 24 hours prior to an exam, assignment, or essay.

\*\*I would highly recommend setting up at least one appointment to discuss your project in relation to your paper, particularly for those who are not working with clients directly.



## **COURSE TOPICS AND READING SCHEDULE**

(Subject to change)

September 14 - **Overview of Women and Crime - Theories of Female Crime and CWP Project Information Session**

September 21 - **The “Typical” Female Offender  
CSL Community Partner Meetings Completed**

Readings:

1. Mahoney, “Women and the Criminal Justice System,” in Readings (OWL)
2. Comack, “Introduction, Part II: Making Connections,” in Criminalizing Women
3. Comack, “Feminist Engagement with Criminology,” in Criminalizing Women

September 28 - **Women’s Pathways to Crime: Linking Victimization and Criminalization**

**\*\*\*Project Descriptions Due\*\*\***

Readings:

1. Kaukinen, Gover & Hayes, “Age-Graded Pathways to Victimization and Offending Among Women and Girls,” in Readings
2. Gorkoff and Runner, “Introduction: Children and Youth Exploited Through Prostitution,” in Being Heard
3. Tutty and Nixon, “Selling Sex? It’s Really Like Selling Your Soul,” in Being Heard
4. Nixon and Tutty, “That Was My Prayer Every Night,” in Being Heard
5. Murphy, “Sexual Assault in Canada: Gendered Expectations, Myths, and Resistances” (OWL)

**Handout:** McIntyre, “Strolling Away” – Executive Summary.

October 5 – **Guest Presentations**

**Guests:** Elaine Doe & Jennifer Raymer

October 12 - **The Nexus between Criminal Behaviour and Family**

Readings:

1. Ferraro and Moe, “The Impact of Mothering on Criminal Offending,” in Readings
2. Crimmins, et al., “Women Who Have Killed Their Children,” in Readings

October 19 – **Crime, Marginal Status and Gangs**

Readings:

1. Fontaine, “Surviving Colonization: Anishinaabe Ikwe Gang Participation,” in Criminalizing Women
2. Jiwani, “Erasing Race: The Story of Reena Virk,” in Readings
3. Miller, “Gender & Victimization in Gangs” in Readings
4. Razack, “Gendered Racial Violence & Spatialized Justice,” in Readings

October 26 - **Economic Marginality and Survival Crimes**

Readings:

1. Kramer & Berg, “A Survival Analysis of Timing of Entry into Prostitution,” in Readings
2. Chunn and Gavigan, “From Welfare Fraud to Welfare as Fraud,” in Criminalizing Women
3. Hugill, “Dazed, Dangerous and Dissolute,” in Criminalizing Women
4. Bruckert and Parent, “The In-Call Sex Industry,” in Criminalizing Women

**Film:** “Human Sex Trafficking in Canada”

November 2 - **Women’s Prisons - Systemic Concerns**

Readings:

1. Hannah-Moffat, “Introduction,” in An Ideal Prison
2. Balfour, “Introduction, Part III: Regulating Women and Girls,” in Criminalizing Women
3. Shaw, “Women, Violence and Disorder in Prisons,” in An Ideal Prison

November 9 - **Therapeutic Concerns**

Readings:

1. Pollock, “Living in Prison” in Readings
2. Pollack, “Dependency Discourse as Social Control”, in An Ideal Prison
3. Balfour, “Feminist Therapy With Women in Prison”, in An Ideal Prison
4. Sapir, “The Life and Death of Ashley Smith” in Readings
5. Kilty, “Examining the ‘Psy-Carceral Complex in the Death of Ashley Smith,” in Criminalizing Women

**Films:** “Shaggy”, “Behind the Wall”

November 23 - **In-class Test – (2 hours)**

November 30 - **London-Elgin Middlesex Detention Center - Tour of Women’s Facility**

(One page Prison Impression Paper due in-class following week – bonus marks)

December 7 -

## **Experiencing Imprisonment, Making Change and the Future**

### **All Reflection Papers, and Notebooks/ Logbooks Due/**

#### Readings:

1. Horii, "Processing Humans," in An Ideal Prison
2. Comack, "The Prisoning of Women: Meeting Women's Needs," in An Ideal Prison
3. Cunningham & Baker, "Waiting for Mommy" Executive Summary, in Readings
4. Martel, "Women in the "Hole": The Unquestioned Practice of Segregation," in An Ideal Prison
5. Freitas et al., "Experiencing the Inside-Out Program," in Criminalizing Women
6. Balfour, "Part IV Introduction," in Criminalizing Women
7. Snider, "Making Change in Neo-Liberal Times," in Criminalizing Women

#### **Films:** "Life Inside Out"



**Women and Crime/ Sociology 3358**  
**Alternative Activist Assignment**  
**Information for Volunteer Supervisors**

For Women and Crime/ Soc 3358, students are required to participate in community activities that substantively address criminalized women's issues in the London area. One way they can complete this participation is through volunteer work with community organizations. The goal of this assignment is to help students make connections between the learning we do in classroom and "real world" experiences, both their own and those of other women. If you are able to accommodate a Women and Crime student's request to complete the "Alternative Activist Assignment" by volunteering with your organization, it will provide them with invaluable learning and experience. Their volunteer service should be determined by what best suits the needs of your organization, and should require no additional work on your behalf.

For the "Alternative Activist Assignment", students are required to complete 20 hours of volunteering service during the university term (September – November, 2016). In this service, students must adhere to all regulations outlined in the University of Western Ontario Calendar and ethical guidelines, as well as to any conduct guidelines required by your organization. Under University regulations, students cannot participate in formal research projects involving human participants. Students will reflect on their experiences in written work and present on their experiences at the end of the course. Their reflections are intended to be of their own experiences; they will be advised that they need to maintain the confidentiality and anonymity of any individuals with whom they come in contact.

Before the beginning of their volunteer experience, the student should review the following information with you:

- Communication – what is the student's plan for communication? If the project will be carried out on their time, how/when will they check-in with you?
- Service Activities – what specific activities will the student carry out for your organization? If they are working in a group, what is the plan for sharing/ dividing activities?
- Learning Activities – what does the student hope to learn from the experience, both personally and academically?

They will then write a short summary of this information, including your name, your organization name, and contact information, and ask that you sign their document. It will be turned into me as the first stage of their assignment.

If you have any questions or require further information, please do not hesitate to contact me, and I welcome your feedback at any time. Thank-you very much for providing this opportunity for students to experience learning beyond the classroom.

Kim Luton, Sociology Instructor

Email: [kluton@uwo.ca](mailto:kluton@uwo.ca) Phone: 519 661-2111 x87177