

Women, Crime and Criminal Justice
Women's Studies 3355
Winter 2020, Thursday 7-10 pm
Dr. Lori Chambers
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RB 2021, Monday 12-2
343-8218

Course Description

The objective of this course is for students to develop a critical understanding of women's engagement with the Canadian criminal justice system. Female criminality has often piqued the interest of the public as an activity contrary to expected gender roles. This course explores historical and contemporary theories of women's criminality. How have society, police, judicial and correctional systems responded to women's criminality? What role have women also played in the policing, judging and rehabilitation of 'criminal' women?

Required Texts

Students must purchase *Criminalizing Women*, edited by Gillian Balfour and Elizabeth Comack (Halifax: Fernwood Publishing, 2014). All articles except readings from this book are available on the e-journals link on the university library website or as DOIs online.

Evaluation

Seminar presentation:	20%	
Seminar participation:	20%	
Article review	30%	Due: February 13
Creative journal	30%	Due: March 27

Participation

Discussions require that everyone participates (speaks and listens) in a meaningful and civil way. Everyone is expected to foster an atmosphere of respect which includes, but is not limited to, open-mindedness, listening attentively, not speaking over or for others, and avoiding all forms of harassment and discrimination. Please note that the material covered in this class may not always be "comfortable," so we must be prepared to challenge and be challenged, to be critical and to be critiqued, and to support and to be supported. We may not always agree with each other. However, it is essential that we enter our conversations with generosity of spirit, good humour, and high regard for each other. Personal attacks, gender and racial slurs, disrespectful comments on ability or

sexuality, or other such behavior will not be tolerated. Tutorial participation grades will reflect both attendance and willingness to contribute to class discussions. A full mark out of 20 will be subtracted for each absence from class for which the student does not provide explanation in writing. Students are expected to refer directly to the readings during discussion. It should also be noted that you may participate on-line as well as in-class (on the posting section) and this will be considered in your grade. You should also feel free to send me emails asking any questions you might wish to see addressed in class but are shy to ask about in public.

Presentation

All students will be responsible for making a presentation to the class. The presentation should be approximately 30 minutes in length. The student will summarize an article, book chapter or media piece that supplements assigned class readings for the week. The student is responsible for locating a supplementary article and for having the article approved by the instructor before class. The student will also be responsible for providing questions with which the class can begin a larger discussion of the themes for the week. No written work is to be submitted for this assignment.

Writing the Critical Article Review: DUE February 13, 2020

The purpose of the assignment is to analyse your chosen article to determine the main arguments presented by the author, the effectiveness of the arguments (based on evidence, sources used and presentation) and to give your interpretation of whether or not the author achieved his or her purpose. Please remember that to critique is not necessarily to be negative.

You may use any article from the course pack or, with the permission of the instructor, may select an alternative scholarly article that you have found yourself.

Your review should be 5-7 pages in length with standard formatting – 1 inch margins, double spaced, in Times Roman 12 point font, with page numbers.

Content of the Review:

1. **Identify the article** – Give the author's name, the title, and publication information **right at the beginning**.
2. **Summarize the content** – Briefly (in one short paragraph) outline the subjects of the sources, i.e. the topic/person of study, the time period covered, and the subjects examined. **Do not give a detailed description of the article contents.**
3. **State the thesis and themes of the article/book** – Summarize the central thesis or argument. Outline how the author proves the thesis and how they develop the major themes. Again, do not summarize the entire content of the source.
4. **Evaluate/Critique** – This is the most important component of the review and should form the majority of the paper. In this section, you must critically assess (“review”) the article/book. Remember, a critique is not necessarily negative. Every source has strengths and weaknesses and your purpose is to assess them.

Your critique should be based on issues such as:

- The argument – is the argument coherent? Convincing? What assumptions underlie the argument? How does the author approach the subject?
- The sources – what types of sources does the author use? What are the limitations of the sources? (Remember all sources have limitations.) Does the author address these limitations? What are the strengths of the sources?
- Content – does the writing, style, and organization detract from or benefit the article? What was the author’s objective? Is it met?

Conclusion – Conclude by summarizing your arguments. Your conclusion should not introduce new points, but re-state the points you have made in the body of the review.

Creative Journal: DUE March 27, 2020

The objective of the portfolio exercise is to produce a series of different short writings (5 in total). The writings should engage, discuss, explore or reflect upon ideas raised in class. Show the relevance of these ideas to the world around you in a scrap book, reflective journal, zine, web page or creative writing. The purpose of this assignment is to encourage students to continuously engage with course ideas, topics and texts and to explore their own responses to the readings with a variety of textual formats and styles. A complete assignment will contain 5 different pieces of writing, each a minimum of 250 words (1 typed, double spaced page) in length. Each piece of writing must explore a different topic/theory/idea from the course materials. This means that you must begin working on this assignment early in the term. If you like working with visual images, you may wish to produce a zine (a self-produced photocopied magazine). If you have technical skills, you may wish to create a website. If you prefer to focus on the written work, you may produce a reflective journal. You may incorporate any other materials (clippings from the newspaper or magazines, music, stories, creative writing, artwork) into the work that you wish. Such additions do not, however, replace the written work that is required in this assignment. You are encouraged to experiment and to have fun with this work. Any visual imagery must be accompanied by an artist’s statement, explicitly connecting the image to the theme/idea you are exploring. You may critique theories, relate them to your own life, summarize arguments from the readings, or simply raise questions about the works we are exploring. There really are not any limits on the writing formats you may choose. It is important that you make reference to specific ideas from the course. This is not simply a personal journal, but a reflexive exercise which must take into consideration ideas outside the realm of the personal (although relating them to personal experience is encouraged). You will be evaluated on the overall quality of your content (comprehension and depth of engagement with the course materials) and expression (quality of writing, originality and diversity of textual formats).

Other Issues for Student Information

Academic dishonesty and plagiarism: Plagiarism is a serious academic offence. Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment all constitute plagiarism.

Resubmitting material you've submitted to another course is also academic dishonesty. The minimum penalty for academic misconduct is a 0 on the assignment in question. Students might also be subject to more severe academic penalties. All students are required to know what constitutes plagiarism and how to avoid it. Please review the university guidelines at <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>, or speak with the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance with the University regulations on Academic Dishonesty. **Please do your own work.**

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. I make every effort to meet the varied needs of students. Please feel free to speak to me directly about your needs. You are also strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. Phone 343-8047. <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>.

Assignment due dates: All assignments must be handed in at the beginning of class on the due dates, either in person or online. If you have trouble meeting a due date, please discuss it with me **at least one week prior** to your due date and, if accepted, we will negotiate a new contract for a due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Expectations and marking: All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. Writing is a process and it is only learned through practice and repetition. It is also an important skill you can take into the workplace. Written communication can be very powerful. However, your first draft is unlikely to be the best possible work you can produce. For this reason, I strongly encourage you to submit rough drafts of papers for review. I will mark your paper as many times as you want to submit it, and only the final mark will count towards your grade, but the paper must be ready for review one week before the final due date.

Reduce, re-use, recycle: Cover pages are not necessary in this course – simply write your name and the date on the top of the first page. If you can print your assignments double-sided without too much hassle, please do.

Student Success Centre: Help regarding academic matters can be found at the Student Success Centre. Phone 343-8018. <http://academicadvising.lakeheadu.ca/>.

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre. Phone 343-8361.
<http://healthservices.lakeheadu.ca/>.

Weekly Schedule for Lectures and Readings:

Format for class will be a short lecture followed by presentations and general discussion of the readings. Please come to class prepared to participate!

January 9

Introduction to Gender and Criminology

How is crime gendered? Why does gender matter to criminology?

January 16

Myths and (Mis)Representations: Under-protected and Over-surveilled Readings:

- Elizabeth Comack, “The Feminist Engagement with Criminology”, *Criminalizing Women*, 12-46.
- Meda Chesney-Lind and Michele Eliason, “From invisible to incorrigible: The demonization of marginalized women and girls”, *Crime, Media, Culture* 2 (2006), 29-47. **E-journals.**

January 23

Violences I: Disappearing Women

Readings:

- Sherene Razack, “Gendered Violence and Specialized Justice”, *Canadian Journal of Law and Society* 15 (2) (2000), 91-130. **E-journals.**
- Kristen Gilchrist, “Newsworthy Victims? Exploring differences in Canadian local press coverage of missing/murdered Aboriginal and white women”, *Feminist Media Studies* 10 (4) (2010), 373-390. **E-journals.**
- Katherine Morton, “Hitchhiking and Missing and Murdered Indigenous Women: A Critical Discourse Analysis of Billboards on the Highway of Tears”, *The Canadian Journal of Sociology* 41 (3) (2016), 299-326. **E-journals.**

January 30

Violences II: Sexual Assault

Readings:

- Sherene Razack, “Gendering Disposability”, *Canadian Journal of Women and the Law* 28 (2) (2016), 285-307. **E-journals.**
- Elaine Craig, “The Ethical Obligations of Defence Counsel in Sexual Assault Cases”, *Osgoode Hall Law Journal* 51 (2) (2013-2014), 427-468. **E-journals.**

February 6

Violences III: Intimate Partner Violence

Readings:

- Lori Chambers, Deb Zweep and Nadia Verrelli, “Paternal Filicide and Coercive Control: Reviewing the Evidence from *Cotton v. Berry*”, *University of British Columbia Law Review* 51 (3) (2018), 671-704. **E-journals.**
- Elizabeth Sheehy, “Expert Evidence on Coercive Control in Support of Self-Defence: The Trial of Teresa Craig”, *Criminology and Criminal Justice* 18 (91) (2018), 100-114. **E-journals.**
- Lori Chambers and Nadia Verrelli, “A Missed Opportunity: The Investigation into the RCMP in Matters Related to *R. v. Ryan*”, *Canadian Journal of Law and Society* 32 (1) (2017), 117-136. **E-journals.**

February 13

Morality Offenses I: Criminalizing Sex

Readings:

- Joanne Minaker, “Sluts and Slags: The Censuring of the Erring Female”, *Criminalizing Women*, 73-91.
- Lara Karaian, “Lolita Speaks: ‘Sexting’, Teenage Girls and the Law”, *Crime, Media, Culture* 8 (1) (2011), 57-73. **E-journals.**
- Ummei Khan, “Johns in the Spotlight: Anti-Prostitution Efforts and the Surveillance of Clients”, *Canadian Journal of Law and Society* 30 (1) (2015), 9-30. **E-journals.**

NOTE: Article review is due today.

February 20

READING WEEK

February 27

Morality Offenses II: Sex Work

Readings:

- Chris Bruckert and Colette Parent, “The In-Call Sex Industry: Classed and Gendered Labour on the Margins”, *Criminalizing Women*, 92-112.
- Lauren Sampson, “The Obscenities of this Country: *Canada v. Bedford* and the Reform of Canada’s Prostitution Laws”, *Duke Journal of Gender, Law and Policy* 22 (1) (2014-2015), 137-172. **E-journals.**
- Teela Sanders and Rosie Campbell, “Criminalization, protection and rights: Global tensions in the governance of commercial sex”, *Criminology and Criminal Justice* 14 (5) (2014), 535-548. **E-journals.**

NOTE: Class will be on-line only this week as I will be in Ottawa participating in SSHRC adjudications. Please be sure to submit on-line comments about the readings.

March 6

Morality Offenses III: Drugs

Readings:

- Enid Logan, “The wrong race, committing crime, doing drugs, and maladjusted for motherhood: the nation’s fury over ‘crack babies’”, *Social Justice* 26 (1) (spring 1999), 115-130. **E-journals.**
- Melissa Jones, Susan Sharp and Meredith Worthen, “Broken Hearts and Battered Lives: Adverse and Abusive Histories and Externalized Responses to Anger as Pathways to Illicit Drug Use Among Incarcerated Women”, *Women and Criminal Justice* 28 (3) (2018), 167-188. **E-journals.**
- Juliana van Olphen, Michele Eliason, Nicholas Freudenberg and Marilyn Barnes, “Nowhere to go: How stigma limits the options of female drug users after release from jail”, *Substance Abuse, Treatment and Prevention* 4 (10) (2009): <http://doi.org/10.1186/1747-597X-4-10>.

NOTE: Class will be on-line only this week as I will be in Halifax presenting at a conference. Please be sure to submit on-line comments about the readings.

March 13

Criminalization of Poverty and Abuse

Readings:

- Dorothy Chunn and Shelley Gavigan, “From Welfare Fraud to Welfare as Fraud: The Criminalization of Poverty”, *Criminalizing Women*, 197-218.
- Margaret Leigey and Katie Reed, “A Woman’s Life Before Serving Life: Examining the Negative Pre-Incarceration Life Events of Female Life-Sentenced Inmates”, *Women and Criminal Justice* 20 (4) (2010), 302-322. **E-journals.**
- Marilyn Brown and Barbara Bloom, “Colonialism and Carceral Motherhood”, *Feminist Criminology* 4 (2) (2009), 151-169. **E-journals.**

March 20

Incarcerated Women

Readings:

- Gillian Balfour, “Introduction Part III and IV”, *Criminalizing Women*, 157-176 and 256-267.
- Gillian Balfour, “Searching prison cells and prisoner bodies: Redacting carceral power and glimpsing gendered resistance in women’s prisons”, *Criminology and Criminal Justice* 18 (2) (2018), 139-155. **E-journals.**
- Gillian Balfour, “Falling Between the Cracks of Retributive and Restorative Justice: The Victimization and Punishment of Aboriginal Women”, *Feminist Criminology* 3 (2) (2008), 101-120. **E-journals.**
- Kristin Turney and Rebecca Goodsell, “Parental Incarceration and Children’s Well-Being”, *Future of Children* 28 (1) (2018), 147-164. **E-journals.**

March 27

Working in the Legal System

Readings:

- Noel Semple, “Male, Pale and Stale: Diversity in Lawyers’ Leadership”, *Canadian Journal of Law and Society* 31 (3) (2016), 405-428. **E-journals.**
- Marisa Silvestri, “Disrupting the Heroic Male Within Policing”, *Feminist Criminology* 13 (3) (2018), 309-328. **E-journals.**
- Constance Backhouse, “The chilly climate for women judges: Reflections on the backlash from the *Ewanchuk* case”, *Canadian Journal of Women and the Law* 15 (1) (2003), 176-193. **E-journals.**

NOTE: Creative journal is due today.

April 2

Wrap-Up