

Soc 301B/WGSS 370B
Girls, Women, Deviance and Social Control

Fall 2016
MWF 10:20-11:20
Asbury Hall 301

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COURSE DESCRIPTION

There has been almost a 650% increase in the incarceration of women over the last 30 years in the United States. Not only are women's crimes often different than men's, women's histories and criminal trajectories are often not the same. However, much of the academic and popular discourse has focused on male deviance, crime and incarceration. Over the last few decades, feminist scholars have developed theoretical and empirical work (*feminist criminology*) on girls and women's participation in crime and deviance and the gendered social control of girls and women. In this course, we will explore this approach through topics such as women working in the international cocaine trade, women involved in terrorism, mothering in prison and sex worker activism to gain a better understanding of girls and women's experiences.

COURSE GOALS

- 1) To appreciate the contribution of early feminists and sociologists to our understanding of girls and women's deviance and social control.
- 2) To recognize how patriarchy shapes understandings and experiences of female behavior along with structural inequalities of race, social class and sexual identity.
- 3) To question the binaries of victim/agent and choice/coercion when considering female deviance and crime.
- 4) To use a global perspective when addressing female deviance and crime.
- 5) To explore how girls and women cope and resist labeling, oppression and social control via social justice and activism.

REQUIRED TEXTS

Bloom, Mia. 2011. *Women and Terrorism: Bombshell*. Philadelphia, PA: University of Pennsylvania Press.

Chesney-Lind, Meda and Lisa Pasko, (Eds.) 2013. *Girls, Women and Crime*. Thousand Oaks, CA: Sage.

Enos, Sandra. 2000. *Mothering from the Inside*. NY: SUNY Press.

Fleetwood, Jennifer. 2014. *Drug Mules: Women in the International Cocaine Trade*. NY: Palgrave Macmillan.

Mgbako, Chi Adanna. 2016. *To Live Freely in this World: Sex Worker Activism in Africa*. NY: New York University Press.

The required articles (listed in italics in the course schedule) are available on eReserve on Moodle.

EVALUATION

Exams (120 points total): There will be 2 short answer/essay exams in the course that covers course readings, videos, and issues raised in class.

Resisting deviance/activism (60 points): You will work throughout the semester on your Resisting deviance/activism presentation (*see handout for more information*).

Reaction papers (30 points total): You will be given 3 dates and will turn in, at the beginning of class, a reaction papers on assigned readings for 2 of those 3 dates (*see handout for more information*). Late papers are NOT accepted as you have one freebie.

Leading class discussion (20 points): You will lead class discussion with a partner (*see handout for more information*).

Current event (10 points): You will bring in one “current event” that relates to our course. Throughout the semester, we will begin designated classes with a 10 minute discussion of a contemporary issue of your choice and relate it to class materials **that we have covered** (it does not have to necessarily relate to the topic we are currently covering). Each of you will sign up for a specific date, bring in an article from reputable sources such as the New York Times, Chicago Tribune, Los Angeles Times, or Washington Post, **present the application to the class and facilitate a “mini” discussion of it by raising questions**. Bring in enough copies for the class or **email the article to the class with ample time** (not the night before).

Attendance and Participation (50 points total): I expect you to attend class prepared on time and ready to *engage* with the material and the class community. Simply showing up to class having skimmed the readings is insufficient. If everyone does this, we will have a boring class (and you will have to listen to me the whole time). If only a few people are prepared, we will only know their opinions and miss out on

the full classroom experience of everyone participating. Another reason for you to come to class is that you will be tested on material that is presented only in class lecture/ discussion. If you want to be familiar with this material, you must be in class. Thus, if you want to do well in this class, you will very quickly learn that daily attendance and participation is essential. **I also expect you to engage in our Moodle discussion forum where class discussions can continue and we can not only post items of interest (with editorial comments) but also respond and discuss.**

In addition, we must be watchful to not take up too much “airtime” and allow for *everyone* to share. Talking *a lot* is generally *not* a good way of actively participating. Instead, carefully listening to others and clearly and concisely expressing your input is the best strategy.

I do not expect you to be able to practice these skills perfectly. Instead, they will be a goal to strive for. Some of us are shyer than others, but these are acquired skills that can benefit everyone. I will assess not only the **regularity** of your comments but the **quality** as well.

You will be able to self evaluate your participation at mid term and at the end of the semester. I will take your evaluation into consideration. Your active participation will be graded according to the following rubric:

“A” grades are for those students who are almost always in class. These students have read the articles and are always prepared to discuss them in some depth. These students listen well, help guide discussion, offer ways to *thoughtfully* frame readings or issues and go beyond a recitation of the articles. These students ask questions about the readings and *thoughtfully engage* on Moodle.

“B” grades are for students who are nearly always in class and take a thoughtful part in discussion. These students participate and are engaged in the readings with some depth and occasionally take leadership roles in discussion. These students have *thoughtful engagement* on Moodle but are perhaps not as consistent in class participation.

“C” grades are for students who are nearly always in class but rarely speak, or if you are active in discussion but have missed classes or if you participate in a manner that shows little evidence of engagement with the readings. These students have participated in Moodle infrequently or do not appear particularly engaged with Moodle.

“D” grades are for students who come irregularly to class (more than 3 absences for any reason) and rarely show any signs of having done or thought about the readings.

“F” grades are for students who have missed 4 or more classes, rarely speak and show no evidence of having done the readings. **Please note that if a student misses two weeks of class for any reason, they will be automatically withdrawn from the course.**

Grading:

		My points
Exam 1	60 points	
Exam 2	60 points	
Reaction paper 1	15 points	
Reaction paper 2	15 points	
Leading class discussion	20 points	
Current events	10 points	
Active Participation		
	First half	25 points
	Second half	25 points
Resisting deviance presentation	60 points	
Total	290 points	

I will follow the usual DePauw University grading system whereby:

- A or A- reflects, “achievement of exceptionally high merit.”
- B+, B, B- reflects, “achievement at a level superior to the basic level.”
- C+, C, C- reflects, “basic achievement.”
- D+, D, D- reflects, “achievement which falls short of satisfying the quantitative and qualitative requirements yet warrants credit.”

Remember, you do not start the course with an A and lose points. You essentially start with zero points and *earn* your grades along the way. Please meet with me if at any time you have questions about your grades. **Do not wait until the end of the semester.**

*** An important point to note about grades. Grades do NOT reflect your effort, but the result of your efforts. We are not all alike and some of us must put forth more effort while others put forth minimal effort and earn higher marks. We are simply diverse people with different talents and abilities. Therefore, I do NOT grade your effort. In addition, grades do NOT reflect what I think you do or do not deserve. Your grade is what YOU earn in the course.

OTHER POLICIES

Classroom Etiquette: In order to have a positive and safe learning environment, we as a class will have to agree to disagree at times. Some of us may have strong feelings and/or reactions to class materials, readings, etc. Expressing these reactions is encouraged as long as this is done in a respectful manner.

Hostile and/or disrespectful behavior is not allowed. **Of course, no texting or looking at social media, etc. is allowed during class.** If you consistently are looking at websites, checking email, etc. I will ask you to not bring your laptop or phone to class.

Communication: Please come and visit me during office hours. I am there waiting for you to discuss readings, lecture, grading, exams, classroom behaviors, sociology, etc. If you cannot come to scheduled office hours, please let me know and we will work something else out. The best way to reach me is through e-mail. I will communicate with the class through email. I expect each of you to check your email on a *daily* basis.

Absences: It is *your responsibility* to find out what happened in class, not mine. Asking me, “What did I miss?” or “What did we do in class on ...?” are not appropriate inquiries. I am, however, more than happy to go over notes *after* you have gotten them from another student. Remember, in order to *actively participate*, you have to be present. **You do NOT need to email me *why* you are absent unless it is university sanctioned absences. As noted above, a student who misses 2 or more weeks of class for any reason will be automatically withdrawn from the course.**

Religious holidays and observance: DePauw accommodates students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days. For the sake of this policy, “holy days” are defined as periods of time in which either: activities required by normal class participation are prohibited by a religious tradition, or a special worship obligation is required by a religious tradition. For this class I ask that you notify by e-mail at least 14 days in advance of the date in question.

Late work/Make-up Work: All papers are due at the beginning of class and all exams will be taken in class on the schedule day, unless, I receive *in advance*, an official notification that you will be off-campus on official university business or some other *legitimate and verifiable* excused absence. There will be NO EXTRA CREDIT assignments available to anyone.

Academic Dishonesty/Misconduct: I take academic dishonesty or misconduct extremely seriously as surely you do as well. Please be familiar with the DePauw University Academic Integrity Policy available in the *Student Handbook*. Any student violating this policy will be subject to a range of disciplinary actions.

Students with Disabilities: It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure

enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

SCHEDULE

Readings must be completed *prior* to class on the due date. We may get off schedule and I will make adjustments accordingly in the event that this occurs. The books are listed by the authors’ last names (Fleetwood, etc.) except for our reader (Girls, Women and Crime). Articles on Moodle are in italics.

	WHY STUDY FEMALE DEVIANCE?
8/24 (W)	Introduction to class
8/26 (F)	<i>Girls, Women and Crime: Chapters 1 and 3</i>
8/29 (M)	<i>Girls, Women and Crime: Chapters 4 and 9</i>
	GIRLS AND DEVIANCE
8/31 (W)	Girls, Women and Crime: Chapters 2 and 6 Current events
9/2 (F)	<i>Ringrose, "Just Be friends"</i> <i>Jamal, Bonell, Harden and Lorene, "Social Ecology"</i> Current events
9/5 (M)	Girls, Women and Crime: Chapters 5 and 7 Current events
9/7 (W)	<i>Dukes and Stein, "Ink and Holes"</i> <i>Adler and Adler, "The Demedicalization of Self Injury"</i> Leading class discussion
9/9 (F)	Film: Covered: The Movie
9/12 (M)	Post film discussion
9/14 (W)	Girls, Women and Crime: Chapters 8 and 15 <i>Bond-Maupin, Maupin and Leisenring, "Girls' Delinquency and the Justice Implications"</i> Current events
	WOMEN AND THE DRUG TRADE
9/16 (F)	Girls, Women and Crime: Chapters 11 and 12 Fleetwood: Chapters 1

9/19 (M)	Fleetwood: Chapters 2-3 Leading class discussion
9/21 (W)	Fleetwood: Chapters 4-5 Current events
9/23 (F)	Fleetwood: Chapters 6-7 Leading class discussion
9/26 (M)	Fleetwood: Chapter 8 and Conclusion Current events
9/28 (W)	NO CLASS: DAY OF INCLUSION
9/30 (F)	Film: Maria full of Grace
10/3 (M)	Film: Maria full of Grace Post film discussion
10/5 (W)	Exam 1
	FEMALE TERRORISTS
10/7 (F)	Bloom: Preface-Chapter 1
10/10 (M)	Bloom: Chapters 2-3 Current events
10/12 (W)	Bloom: Chapters 4 Leading class discussion
10/14 (F)	Bloom: Chapters 5-6 Current events
10/17-10/21	FALL BREAK
10/24 (M)	Bloom: Chapter 7 Leading class discussion
10/26 (W)	Bloom: Chapter 8 Current events
	MOTHERS BEHIND BARS
10/28 (F)	Girls, Women and Crime: Chapter 14
10/31 (M)	Enos: Chapters 1-2 Current events
11/2 (W)	<i>Wismont, "The lived pregnant experience of women in prison"</i> Current events
11/4 (F)	Enos: Chapter 3
11/7 (M)	Enos: Chapters 4-5 Leading class discussion
11/9 (W)	Enos: Chapter 6 Current events
11/11 (F)	Film: Mothering Inside Post film discussion
11/14 (M)	Speaker

	SEX WORKER ACTIVISM
11/16 (W)	Mgbako: Intro and Chapter 1
11/18 (F)	Mgbako: Chapter 2 Girls, Women and Crime: Chapter 10 Current events
11/21 (M)	Mgbako: Chapters 3-4 Leading class discussion
11/28 (M)	Mgbako: Chapters 5-6 Current events
11/30 (W)	Mgbako: Chapter 7-Epilogue
12/2 (F)	CATCH UP/WRAP UP
12/5-12/9 (M-F)	Presentations
12/13 T 8:30	EXAM 2