

LSC # 127
Action Approved
2-11-93

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (x) Professor Kate Hanrahan Phone x2720
(x) Writing Workshop? (If not at IUP, where? when? _____)
(x) Proposal for one W-course (see instructions below)
(x) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
() Course Number/Title _____
() Statement concerning departmental responsibility
() Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
() Course Number/Title _____
() Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Kate Hanrahan
Department Chairperson Imogene Meyer
College Dean [Signature] 2/11/93
Director of Liberal Studies [Signature] 2/11/93

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

WRITING SUMMARY -- CR390 WOMEN AND CRIME

CR390 Women and Crime is proposed for identification as a "W" course. Typically, two sections of the course are offered at least one semester each academic year. Most students who take the course are juniors or seniors. The course is an elective in the Criminology Department and is part of the Women's Studies minor. Accordingly, a wide variety of majors are served by the course. Class size is limited to 25 students.

Five basic types of writing assignments will be used:

1. Writing for self-expression and for synthesis: Journals.

All students will be required to keep a journal of their reactions to the readings, class discussions, and lectures. The purpose is to give students an opportunity to articulate their reactions--both intellectual and emotional--to the course content. Mere summaries of material will not be accepted.

Because of the nature of the course--women as victims and women as offenders--students are likely to experience strong reactions to the material. At the intellectual or cognitive level, many students will not have had the opportunity to consider women in these roles because of the marginalization of women in the criminal justice system. At the emotional level, victimization of women is so widespread that it is likely that members of the class will know a victim of physical or sexual assault or, more unfortunately, have been victims themselves. Journal entries will provide an opportunity to respond, to react, to question, and to try to make sense of the course content.

Students are required to make at least two journal entries per week. Journals will be collected and reviewed by the instructor three times during the semester. They will be used diagnostically to see if the students understand the course material and to identify for appropriate referral any students having personal difficulties related to the course content. Journals will be evaluated for (a) minimum frequency of entries and (b) evidence of thought about the material. I expect the prose to be informal.

Contribution to grade: 20 percent.

Evaluation: three point scale. 2=superior 1=satisfactory 0=unacceptable

2. Writing to stimulate ideas: In-class free writes to prepare for class discussions.

At least eight (8) times during the semester, members of the class will spend five to ten minutes writing their reaction/response/initial position on some issue of concern. In many cases, the issue

will be drawn from current events (in the past, for example, the rape prosecutions of William Kennedy Smith or Mike Tyson would have been used). Students will explicitly draw connections with assigned readings and class lectures.

Free writes will be collected and reviewed, but not evaluated. Being present for the writing assignment and the discussion is adequate for the extra credit.

Contribution to grade: extra credit. Two points per free write added to the final exam grade.

3. Writing for evaluation: Essay exams.

There will be a mid-term and final exam; both will be essay format. Prior to the exam, students will be given a list of potential exam questions. Questions will require integration of course materials and may require application of knowledge and reasoning to a particular problem. (See attached sample question.) I will select one or two questions for the exam. Students will answer the question(s) during the class period and without notes. In evaluating the answers, the structure/organization of the response and the course material chosen to support the answer will be the main criteria. Prose need only be "exam quality"--i.e., not formal, polished writing.

Contribution to grade: 40 percent (20% each exam).

Evaluation: grade based on possible 100%

4. Writing for critical analysis: Critiques of media presentation(s) of women and crime.

Students will be assigned one short paper (maximum five pages plus references). The assignment will be to analyze a depiction of women in the popular media as offenders or victims. The depiction might be from television (e.g., the made-for-television movie "The Burning Bed," about marital violence), or film (e.g. the attempted rape scene in "Thelma and Louise", or literature (e.g. Maya Angelou's I know why the caged bird sings). Students will analyze the portrayal from the perspective offered by the course reading material and lectures. (See attached sample assignment.)

Contribution to grade: 15 percent.

Evaluation: letter grade, A to F scale.

5. Writing to develop logical arguments: Position paper.

Students will be required to write a "position paper". This type of paper requires the student to recommend a position--for or against--a specific controversial proposal (e.g. the legalization of prostitution), to review the empirical evidence and socio-legal arguments for and against the proposal, and to construct an argument

in support of the recommended position. The paper is written in memo format, with appropriate sub-headings, and has a maximum page limit of 10 pages double-spaced, exclusive of references. (Please see attached sample.)

Students will have an opportunity to submit the position paper in draft form, to meet with the instructor to discuss the paper, and to revise it for final submission.

Contribution to grade: 25 percent.

Evaluation: letter grade, A to F scale.

COURSE SYLLABUS

CR306: WOMEN AND CRIME

CATALOG DESCRIPTION: A study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

COURSE OVERVIEW: Scholarship on women and crime is among the most rapidly developing areas in the field of criminology/criminal justice. This class will focus on two main areas of scholarship: (1) women as offenders and (2) women as victims or survivors of crime. We will examine traditional theories of crime to see what they offer (or fail to offer) as explanations for female criminality, and we will explore feminist interpretations of female crime and victimization.

COURSE OBJECTIVES:

1. To examine theoretical perspectives and empirical data on:
 - a. Characteristics of female offenders
 - b. Types of crimes committed by female offenders
 - c. Criminal justice system treatment of female offenders
 - d. Types of victimization of women
 - e. Social and legal response to female victimization
2. To compare traditional and feminist perspectives on women and crime.
3. To develop students' ability to think critically about issues of gender and crime--to analyze, to apply information, to determine what additional information is needed.
4. To develop students' awareness of women's role in society and in the criminal justice system.
5. To provide an opportunity for students to use a variety of types of writing to explore this subject area and to develop students' ability to express themselves in writing.

REQUIREMENTS AND EVALUATION:

This class is intended to introduce the student to a large and relatively new body of literature about women and crime and to explore the issues and problems presented by women as offenders and

women as victims. Class time will include some lectures but will mainly involve class discussions. Accordingly, the success of the course depends in large part on student participation and familiarity with reading materials. Keeping up to date with the reading and participating in class are particularly important.

You will be evaluated in the following four ways:

- 20% Journal. You are required to keep a journal of your reactions to the readings and class discussions. Guidelines will be discussed in class. Journals will be collected and evaluated three times during the semester.
- 40% Exams. There are two equally weighted exams, a midterm and a noncomprehensive final. These are essay exams. Potential questions will be distributed before the exam date; the exam will consist of one or two questions selected by the instructor. No notes may be used.
- 15% Critique. You will be assigned a brief (5 pages maximum) analysis paper of a [topic/film/book TO BE SELECTED]. Relying on course readings and lectures, you will evaluate the portrayal of [the female victim or offender].
- 25% Position paper. The class will be assigned a controversial proposal to be evaluated. You are required to submit a well researched, well argued, 10 page (maximum) paper recommending support of or opposition to the proposal. Topic and requirements will be discussed in class.

There is also an opportunity for extra credit. There will be unannounced "free writes" in class to help prepare for class discussions. Each free write will contribute an additional two (2) points to your grade on the final exam. There is no make-up for extra-credit assignments.

TENTATIVE COURSE OUTLINE:

SECTION I. Women as Offenders

- Week 1 A. How do we know what we know?
 - 1. Sources of information
 - 2. Measurement problems
- Week 2 B. What do we know?
 - 1. Offender Demographics
 - 2. Types and patterns of criminal involvement

Weeks 3-5 C. What do we think "causes" female crime?

1. Traditional theories
2. Contemporary theories
3. Feminist criminology

Weeks 6-7 D. How does the criminal justice system respond?

1. Traditional system response: arrest, prosecution and conviction, sentencing
 - a. Differential treatment males and females
 - b. Special issues: offenders' children
2. Alternatives to traditional responses

SECTION I ASSIGNMENTS: Journal
Critique--women in the media
Midterm Exam

SECTION II. Women as Victims

Week 8 A. How do we know what we know?

1. Sources of information
2. Problems of measurement

Weeks 9-12 B. Types of victimization

1. traditional crimes
2. intrafamily violence
 - child abuse,
 - battering,
 - elder abuse
3. Rape--a special case of violent crime

Weeks 13-14 C. Social and legal response to victimization:

1. traditional response and matters of definition of "crime"
2. contemporary responses and the role of feminists

SECTION II ASSIGNMENTS: Journal
Position Paper (draft & final paper)
Final exam

REQUIRED READINGS:

Campbell, Anne. (1991). Girls in the Gang. 2nd ed.

Gelles and Cornell (1990) Intimate Violence in Families. 2nd ed.

Hanmer, Jalna, Jill Radford, Elizabeth Stanko. (1992). Women, Policing, and Male Violence: International Perspectives.

Moyer, Imogene. (1992). The Changing Roles of Women in the Criminal Justice System.

Pollock-Byrne, Joycelyn M. (1990). Women, Prison, & Crime.

Plus selected articles (available in a reading packet).

CR 390: WOMEN AND CRIME

Sample writing assignments:

1. Sample essay exam question:

Feminists argue that official crime statistics do not reflect the true nature of female victimization. Discuss the feminist position with respect to the crime of assault. Be sure to include a discussion of measurement and definitional issues, the role of women in society, and suggestions for change. Your answer should be firmly grounded in the class reading and lecture/discussions.

2. Critique of media portrayal of women as victims and offenders.

During the next class period, we will see the made-for-television film "The Burning Bed"--a film about domestic violence that ends in the battered wife killing her husband, the aggressor.

Given what you know about domestic violence from this class (the readings and the lecture/discussion), how realistic is the sequence of violence in this film? Select two specific events or situations from the film that are true to your understanding of domestic violence, and two which are not. Discuss the reasons for your evaluation.

If you had editorial control over this film and an interest in portraying domestic violence accurately, what would you change?

Be sure to cite relevant material appropriately. Consult a recognized style guide such as the APA manual of style.

The paper is due XXXXX (one week after the film). It must be typed, double-spaced, and a maximum of 5 pages plus the reference page. I expect a carefully considered and well written product. Make sure you check for usage, punctuation, and spelling.

3. Position paper:

You are legislative assistant to PA state Senator XXX. The senator has been urged to sponsor a bill that would require that police arrest the aggressor in every instance of domestic violence and would require the victim to assist the prosecution. [Specifics of the bill would be attached.]

The senator is sympathetic to victims of domestic violence and she believes that traditional approaches have been ineffective. However, she is unsure about the merits of the current proposal.

Your assignment is to review the literature in this area, to evaluate the relevant empirical evidence, to weigh the strength and weaknesses of the various arguments for and against a policy of this type, and to make a recommendation to the Senator as to whether or not she should sponsor the bill.

Your memo should be addressed to the Senator. Begin the memo with a one paragraph "executive summary" of your recommendation(s) and the basis of your reasoning. Thereafter, use appropriate sub-headings to address this question in full. (We will discuss outlines and the use of subheadings in class.)

The memo has a maximum limit of 10 pages double-spaced. It must be typewritten. Remember, the Senator is a stickler for usage, punctuation, and spelling, and she has been known to check citations herself.

The memo is due on XXXXX. Student conferences will be held during Week XXXXX of the semester to discuss your paper. You are expected to revise your memo as indicated by our discussion and to submit the final form on XXXXX.