

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 419

GENDER AND CRIME

COURSE OUTLINE

CRN 8095 : 30 Points : TRIM 1+2, 2008

COURSE COORDINATOR: DR JAN JORDAN

Room 1118, Murphy Building

Tel: (04) 463 5811

E-mail: Jan.Jordan@vuw.ac.nz

LECTURES: MONDAY 1 - 3PM, MURPHY 402



Institute of Criminology

CRIM 419 – 2008

GENDER AND CRIME

COURSE COORDINATOR: Dr Jan Jordan
Room 1118, Level, Murphy Building
Ph. 463-5811
E-mail: Jan.Jordan@vuw.ac.nz

LECTURE TIMES: Mondays, 1.10pm – 3pm
Murphy 402

OFFICE HOURS: Tuesday 12-1 pm
If you are not able to see Jan during this time please contact Jan to arrange an appointment.
The School Administration on level 9, Murphy building, is open from 9am to 4pm.

NOTICEBOARD: There are notice boards on level 9 and 11, Murphy Building, which you should check regularly.

COURSE OVERVIEW

CRIM 419 is a post-graduate course which begins with a consideration of the nature of gender and its significance in our lives. This forms the basis for beginning to unravel the various ways in which gender is related to patterns of both criminal offending and victimization. Recent developments in criminological theory concerning the relationship of crime and gender are

considered, acknowledging the works of feminist writers as well as the emerging field of masculinity studies. The central part of the course involves an examination of gender issues in relation to specific criminal offences such as rape, family violence, homicide, and sex work. Discussion is also included on the treatment of crime and gender issues by the media, and on how gender as a variable may affect possible links between victimization and subsequent offending.

The structure of this course combines lectures, seminars and student presentations in a format designed to facilitate student learning and interaction. Work set in this course is designed to encourage students to expand their research skills and improve their abilities in writing, communication and the exchange of ideas and information.

CRIM 419 COURSE OUTLINE 2008

25 February	Introduction
3 March	Acknowledging gender
10 March	Introducing the crime/gender dynamic: Men, women, offending and victimization
17 March	Theoretical developments in feminist criminology and masculinity studies
21-25 March	EASTER BREAK
31 March	Men, women and sexual violence
7 April	Gender issues in family violence
14 - 27 April	MID -TRIMESTER BREAK
28 April	Men who kill
5 May	Women who kill
12 May	Sex work (1) Women's involvement
19 May	Sex work (2) Men's involvement
19 May	<i>Book review due</i>
26 May	Proposal/presentation planning – no class
2 June – 6 July	MID -YEAR BREAK
7 July	Gender and the victimization/offending link
14 July	Student presentations
21 July	Student presentations
28 July	Student presentations
4 – 15 Aug	Research essay preparation – no classes
18 – 31 Aug	MID -TRIMESTER BREAK
1 Sept. onwards	Research essay preparation – no classes
29 September	<i>Research essay due</i>

COURSE OBJECTIVES

- ◆ to examine the significance of gender in relation to criminal offending and victimization.
- ◆ to challenge the epistemological foundations of a gender-blind criminology.
- ◆ to develop a gendered analysis of crime in relation to its causes, effects, and prevention.
- ◆ to understand and debate current controversies in relation to crime and gender.
- ◆ to promote awareness of the significance of gender considerations in the operation of the criminal justice system.
- ◆ to acquire greater understanding of one's own gendered self.

The achievement of these objectives will be attained through successful completion of the assessment tasks for this course, including seminar participation.

COURSE STRUCTURE

The course structure includes lectures, class discussion and student presentations. Each seminar will normally begin with a short lecture, followed by class discussion. The discussion is intended to build on the material presented in the lecture and on the course reading for that week. It is imperative that students come to class with the reading undertaken and prepared to enter into these discussions. Set readings have been kept to a minimum for this reason.

All students are required to deliver at least one class presentation on a topic of their choice and to lead the discussion during this class. It is expected that this presentation will address the area selected by each student for examination in the research essay.

Further information and notification of any course changes will be displayed on the Institute's notice boards. These are located on level 11 of the Murphy Building and should be checked regularly for relevant information.

WORKLOAD GUIDELINES

Taking into account class attendance, preparatory reading, research for assignments and so on, students should spend around 12 hours per week working for CRIM 419

COURSE ASSESSMENT

The course will be entirely internally assessed. Assessment in the course will be by two written assignments and one oral presentation, each designed to assist the student in achieving course objectives.

1. Written book review

A review of a book relevant to the course, selected by the student and approved by the course co-ordinator. In selecting a book, avoid edited collections with multiple authors.

Due date:	Monday 19th May 2008 – 4pm
Maximum word length:	2000 words.
Percentage of final grade:	20%

Further guidelines will be provided in class.

2. Oral class presentation

An oral presentation of the materials to be covered within the research essay. Topic to be chosen by the student and agreed to by the course co-ordinator.

Due date:	Individual scheduling for presentation in July 2008
Presentation length:	20 minutes plus question time
Percentage of final grade:	10%.

Further guidelines will be provided in class.

3. Written research essay

A research essay on the topic chosen by the student and presented in oral form to the class.

Due date:	Monday 29th September 2008 – 4pm
Maximum word length:	8000 words.
Percentage of final grade:	70%

Further guidelines will be provided in class.

The assessment has been designed to enable students to meet the course objectives by enabling them: to conduct a research project on a relevant topic of their own choosing; to undertake a critical book review as a preliminary to this undertaking; and to engage their peers in constructive discussion of their research topic by making an oral presentation.

The book review exercise is designed to encourage students to begin identifying suitable research material early in the course, and to foster critical reading practices.

The oral presentation and research essay should demonstrate familiarity with the literature relevant to the topic chosen and an awareness of critical issues in the area. All work should be well structured and clearly argued. It is usually not possible to conduct empirical research at Honours level, given Ethics requirements, and nor is it expected.

Students are expected, in their written and oral work, to make a contribution to knowledge. Institute staff are not allowed to comment or provide feedback on drafts of the written assignments, but will provide feedback on a research proposal. It is also possible to discuss assignments in general terms and to receive feedback on the oral presentation.

Written assignments should be on A4 paper (on one side only) and should either be typed (preferably) or written by hand in black ink. The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, and that references are accurately cited. Careful proof-reading of assignments is essential. Failure to meet these standards will result in the deduction of marks.

Assignments should be placed inside the essay box on the 9th floor, Murphy Building Reception area, or sent to Jan Jordan at the Institute of Criminology, Rm 1118 Murphy Building, Kelburn Parade, Victoria University of Wellington, PO Box 600, Wellington, by courier or registered mail postmarked no later than 4.00pm on the due date.

MANDATORY COURSE REQUIREMENTS

To meet course requirements in CRIM 419, students are required to:

- attend all seminars, unless prevented by illness or other reasonable cause;
- submit a book review by the date specified;
- make an oral presentation on the topic of their research essay; and
- submit a research essay by the date specified.

Students must meet the course requirements and obtain a minimum of 50% in each of the prescribed pieces of work in order to be awarded a pass in the course.

EXTENSIONS

The outline and extended essay must be handed in **by the due date**. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from Jan Jordan **prior to the deadline**. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not “good reasons”. Late submission of work without permission will be penalised by the following deductions:

One grade = period up to and including 24 hours past due date.

Two grades = period from 24 hours up to and including 72 hours past due date.

Work that is handed in later than 72 hours without prior permission will not be accepted.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

an oral or written warning

- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question which may result in the student failing terms.

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at: <http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- **Academic Grievances**
- **Student and Staff Conduct**
- **Meeting the Needs of Students with Impairments**
- **Student Support**

OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: jenny.neale@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: hal.levine@vuw.ac.nz
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: david.pearson@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: carol.hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258 E-m: sacs@vuw.ac.nz

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

REFERENCING GUIDELINES

The following format for referencing is from the *Publication Manual* of the American Psychological Association (1990). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library:

1. Periodicals

(a) **One author publication**

Henderson, L.N. (1985). The wrongs of victim's rights. Stanford Law Review, 38, 937- 1021.

- In text, use the following each time the work is cited: (Henderson, 1985).

(b) **Two author publication**

Hawkins, J. D., & Weis, J.G. (1985) . The social development model: An integrated approach to delinquency prevention. Journal of Primary Prevention, 6_(2), 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985).

(c) **Three or more author publication**

Lang, A.R., Goeckner, D.J., Adesso, V.J., & Marlatt, G.A. (1975). Effects of alcohol on aggression in male social drinkers. Journal of Abnormal Psychology, 84 (5), 508-518.

- In text, use the following the *first* time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and everytime *after* this first citation as: (Lang et al., 1975).

(d) Journal article in press

Corcoran, D.L., & Williamson, E.M. (in press), Unlearning learned helplessness. Journal of Personality and Social Psychology.

- In text, use the following each time the work is cited: (Corcoran & Williamson, in press).

(e) Magazine Article

Reid, B. (1993, September 20) . Looking into a child's future. Time, pp. 34-40.

- In text, use the following each time the work is cited: (Reid, 1993).

(f) Newspaper article, no author

Jail terms vary for bank robbers. (1992, November 7) . Dominion, p. 3.

- In text, use a short title following each time the work is cited: For example ("Jail Terms," 1992) or (Dominion, 7.11.92).

2. Books

(a) Reference to a one-author book

Pratt, J. (1992). Punishment in a Perfect Society. Wellington: Victoria University Press.

- In text, use the following each time the work is cited: (Pratt, 1992).

(b) Reference to a two-author book, second edition

Downes, D. & Rock, P. (1982). Understanding Deviance (2nd ed.). Oxford: Clarendon Press.

- In text, use the following each time the work is cited: (Downes & Rock, 1982).

(c) Reference to a chapter in an edited book

Ford, D.A. & Regoli, M.J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N.Z. Hilton (Ed.), Legal Responses to Wife Assault: Current Trends and Evaluation (pp. 127- 164). California: Sage.

- In text, use the following each time the work is cited: (Ford & Regoli, 1993).

3. **Research Reports**

(a) **Government reports**

Ministerial Committee of Inquiry into Pornography. (1989). Pornography. Wellington: Government Print.

- In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

(b) **Government Report, corporate author**

Victims Task Force. (1993). Towards equality in criminal justice, Wellington: Victims Task Force.

- In text, use the following each time the work is cited: (Victims Task Force, 1993).

(c) **Report available from Government Department, private author**

Brown, M.M. (1992). Decision making in district prison boards. Wellington: Policy and Research Division, Department of Justice.

- In text, use the following each time the work is cited: (Brown, 1992).

(d) **University research report**

Deane, H. (1988). The social effects of imprisonment on male prisoners and their families (Study Series No. 2). Wellington: Victoria University of Wellington, Institute of Criminology.

- In text, use the following each time the work is cited: (Deane, 1988).

4. **The Internet**

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced.

Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

In the example given below, the author, the date, the title and publication were available supplemented by the web address and the date viewed.

Massey, M. (1997) Australia computes as base for Asia. Business Review Interactive Weekly, http://www.brw.com.au/fr_features.htm. 15 August.

In text, use the author name and date (Massey 1997) where possible. If these are not available, use the web address (http://www.brw.com.au/fr_features.htm).

READING LIST: GENDER AND CRIME 2007

This list indicates the topics to be covered in the course and identifies the reading material relevant to each topic. The reading list is divided into parts - essential reading and supplementary reading. The **essential reading** has been deliberately restricted to only one or two relevant pieces (in most cases!) so as to enable all students to achieve this as an absolute minimum before each seminar. This material is contained within a book of readings which you are advised to purchase from Student Notes. The **supplementary material** provides additional suggested sources on each topic for you to obtain and read from the library. Please note that at this level you are expected to read widely and use your research skills to identify and access additional materials relevant to specific topics. (Students are encouraged to attend the University Library's workshops to develop relevant skills in this regard).

25 February – Introduction

Course overview and welcome.

Essential reading

Bronwyn Davies (2002). "Becoming Male or Female." In Stevi Jackson and Sue Scott (eds) Gender: a Sociological Reader. Routledge, London, pp. 280-290.

3 March - Acknowledging gender

The nature and effects of gender. Socialization processes and sex role development. What does it mean to be a man/a woman?

Essential reading

Christine Delphy (2002). "Rethinking Sex and Gender." In Stevi Jackson and Sue Scott (eds) Gender: a Sociological Reader. Routledge, London, pp. 51-59.

Walklate, Sandra (2001). "Introduction: women and crime or gender and crime?" Gender, Crime and Criminal Justice. Willan Publishing, London, pp. 1-16.

Supplementary reading

Sally Cline and Dale Spender (1987). Reflecting Men at Twice Their Natural Size. Andre Deutsch Limited, London. Chapter 5: "The Mandatory Smile and the Obligatory Orgasm," pp. 96-109.

Anne Campbell (1993). Out of Control: Men, Women and Aggression. Pandora, London. Chapter 2: "Boys, Girls and Aggression," pp. 19-38.

Joanna Brewis, Mark Hampton and Stephen Linstead (1997). "Unpacking Priscilla: Subjectivity and Identity in the Organization of Gendered Appearance." Human Relations, Vol. 50, No. 10, 1275-1304.

Chris Mann (1996). "Girls' Own Story: The Search for a Sexual Identity in Times of Social Change." In Janet Holland and Lisa Adkins (eds.) Sex, Sensibility and the Gendered Body. Macmillan, London, pp. 78-95.

10 March - Introducing the crime/gender dynamic : Men, women, offending and victimization

A gendered analysis of patterns and trends in criminal offending and victimization. Does men's offending differ from women's offending? To what extent are men offenders and women victims?

Essential reading

Frances Heidensohn (2002). "Gender and Crime." In M. Maguire, R. Morgan and R. Reiner (eds.) The Oxford Handbook of Criminology, 3rd edition. Oxford University Press, Oxford, pp. 491-530.

Supplementary reading

Margaret Shaw (1995). "Conceptualizing violence by women." In R. E. Dobash, R. P. Dobash and L. Noaks (eds) Gender and Crime, University of Wales Press, Cardiff, pp. 115-131.

Kathleen Daly (2004). "Different ways of conceptualizing sex/gender in feminist theory and their implications in criminology". In Meda Chesney-Lind and Lisa Pasko (eds) Girls, Women and Crime: Selected Readings. Thousand Oaks, California: Sage, pp. 42-60.

Allison Morris (1987). Women, Crime and Criminal Justice. Basil Blackwell, Oxford. Chapter 2: "Gender Differences in Crime," pp. 19-40.

Joycelyn Pollock (2006). "Gender, Justice and Social Control: A Historical Perspective". In A. Merlo and J. Pollock, Women, Law, and Social Control, 2nd edition, pp. 3-31.

17 March - Theoretical developments in feminist criminology and masculinity studies

A brief critique of traditional criminological approaches to understanding crime. Recent developments in feminist criminology and masculinity studies.

Essential reading

Dorie Klein (1995). "The Etiology of Female Crime: A Review of the Literature." In Barbara Raffel Price and Natalie J. Sokoloff (eds) The Criminal Justice System and Women: Offenders, Victims, and Workers (Second edition). McGraw-Hill, New York, pp. 30-53.

James W. Messerschmidt (2005). "Men, Masculinities and Crime." In Michael S. Kimmel, Jeff Hearn and R. W. Connell (eds) Handbook of Studies on Men and Masculinities. Sage Publications, Thousand Oaks, California. pp. 196-212.

Supplementary reading

Sandra Walklate (1995). Gender and Crime: An Introduction. Chapter 1, (pp. 20-30), and Chapter 6, pp. 160-183.

Tony Jefferson (1997). "Masculinities". In M. Maguire, R. Morgan and R. Reiner (eds) The Oxford Handbook of Criminology, 2nd edition, Clarendon Press, Oxford, pp. 535-557.

Dana Britton (2004). 'Feminism in criminology : Engendering the outlaw'. In Meda Chesney-Lind and Lisa Pasko (eds) Girls, Women and Crime: Selected Readings. Thousand Oaks, California: Sage, pp. 61-74.

Loraine Gelsthorpe (1997). "Feminism and Criminology." In M. Maguire, R. Morgan and R. Reiner (eds.) The Oxford Handbook of Criminology, 2nd edition. Clarendon Press, Oxford, pp.511-533.

Phil Scraton (1990). "Scientific knowledge or masculine discourses? Challenging patriarchy in criminology". In Loraine Gelsthorpe and Allison Morris (eds) Feminist Perspectives in Criminology. Open University Press, Milton Keynes, pp.10-25.

31 March - Men, women and sexual violence

Explaining rape attitudes and behaviour. Why do men rape women? The second rape.

Essential reading

Diana Scully and Joseph Marolla (1995). “ ‘Riding the Bull at Gilley’s’: Convicted Rapists Describe the Rewards of Rape.” In Patricia Searles and Ronald Berger (eds) Rape and Society: Readings on the Problem of Sexual Assault. Westview Press, Boulder, pp. 58-73.

Susan Lea and Timothy Auburn (2001). “The Social Construction of rape in the Talk of a Convicted Rapist.” *Feminism and Psychology*, Vol. 11, No. 1, pp. 11-33.

Supplementary reading

Jan Jordan (2004). The Word of a Woman? Police, Rape and Belief. Basingstoke: Palgrave Macmillan. Chapter 3: “‘Have you really been raped?’ Criminal Justice System Responses,” pp. 49-88.

Alberto Godenzi (1994). “What’s the big deal? We are men and they are women.” In Tim Newburn and Elizabeth Stanko (eds) Just Boys Doing Business? Men, Masculinities and Crime. Routledge, New York, pp. 135-152.

Diana Scully (1990). Understanding Sexual Violence: A Study of Convicted Rapists. Unwin Hyman, Boston, pp. 161-169.

Sue Lees (1997). Ruling Passions: Sexual Violence, Reputation and the Law. Open University Press, Buckingham. Chapter 5: “Male rape,” pp. 89-107.

Jill Radford and Elizabeth Stanko (1996). “Violence Against Women and Children: The Contradictions of Crime Control Under Patriarchy.” In Marianne Hester, Liz Kelly and Jill Radford (eds) Women, Violence and Male Power. Open University Press, Buckingham, pp. 65-80.

Sue Lees (1997). Ruling Passions: Sexual Violence, Reputation and the Law. Open University Press, Buckingham. Chapter 5: "Male rape", pp. 89-107. ISBN 0-335-19613-6

Raquel Kennedy Bergen and Paul Bukovec (2006). "Men and Intimate Partner Rape: Characteristics of Men Who Sexually Abuse Their Partner." Journal of Interpersonal Violence, 21 (10): 1375-1384.

7 April - Gender issues in family violence

Women's and men's involvement as victims and perpetrators. Does sexual symmetry prevail?

Essential reading

Jamie Mullaney (2007). "Telling it Like a Man: Masculinities and Battering Men's Accounts of Their Violence." Men and Masculinities, Vol. 10, No. 2, pp. 222-247.

Russell P. Dobash and R. Emerson Dobash (2004). "Women's Violence to Men in Intimate Relationships: Working on a Puzzle." British Journal of Criminology, Vol. 44, No. 3, pp. 324-349.

Supplementary reading

Adam Jukes (1999). Men who Batter Women. London: Routledge. Chapter 3: "Aggression and violence," pp. 28-47.

Russell P. Dobash, R. Emerson Dobash, Kate Cavanagh and Ruth Lewis (1998). "Separate and Intersecting Realities: A Comparison of Men's and Women's Accounts of Violence Against Women." Violence Against Women, Vol. 4, No. 4, pp. 382-414.

Jeff Hearn (1996). "Violence to Known Women: Men's Constructions". In Barbara Fawcett, Brid Featherstone, Jeff Hearn and Christine Toft (eds) Violence and Gender Relations: Theories and Interventions. Sage Publications, London, pp. 22-37.

Claire Renzetti (1999). "The Challenge to Feminism Posed by Women's Use of Violence in Intimate Relationships". In Sharon Lamb (ed.), New Versions of Victims: Feminists Struggle with the Concept. New York University Press, pp. 42-56.

Murray Straus (1993). "Physical Assaults by Wives: A Major Social Problem." In Richard Gelles and Donileen Loseke (eds) Current Controversies in Family Violence. Sage Publications, Newbury Park., pp. 67-87.

Demie Kurz (1993). "Physical Assaults by Husbands: A Major Social Problem." In Richard Gelles and Donileen Loseke (eds) Current Controversies in Family Violence. Sage Publications, Newbury Park., pp. 88-103.

Walter S. DeKeseredy and Martin D. Schwartz (2005). "Masculinities and Interpersonal Violence." In Michael S. Kimmel, Jeff Hearn and R. W. Connell (eds) Handbook of Studies on Men and Masculinities. Sage Publications, Thousand Oaks, California. pp. 353-366.

12 - 27 April

MID-TRIMESTER BREAK

28 April - Men who kill

Who do men kill? Why do men kill? How do society and the criminal justice system respond to men who kill?

Essential reading

Kenneth Polk (1994). When Men Kill: Scenarios of Masculine Violence. Cambridge University Press, Cambridge, pp. 27-57.

Hilary Kinnell (2006). "Murder made easy: The final solution to prostitution?" In Rosie Campbell and Maggie O'Neill (eds), Sex Work Now, Willan, Cullompton, pp. 141-168.

Supplementary reading

Margo Wilson and Martin Daly (1992). "Till Death Us Do Part." In Jill Radford and Diana Russell (eds) Femicide: The Politics of Women Killing. Open University Press, Buckingham, pp. 83-98.

Shani D'Cruze, Sandra Walklate and Samantha Pegg (2006). Murder: Social and Historical Approaches to Understanding Murder and Murderers. Chapters 5 & 6, 103-146.

5 May – Women who kill

Who do women kill? Why do women kill? How do society and the criminal justice system respond to women who kill?

Essential reading

Ronda Bungay (1998). Scarecrows: Why Women Kill. Random House, Auckland. “Gay’s story” and “R v Gay Oakes”, pp. 160-180.

Susan M. Crimmins, Sandra C. Langley, Henry H. Brownstein and Barry J. Spunt (2006). “Women who have Killed their Children.” In L. A. Alarid and P. Cromwell (eds) In Her Own Words: Women Offenders’ Views on Crime and Victimization. Los Angeles: Roxbury Publishing Company, pp. 93-102.

Supplementary reading

Shani D’Cruze, Sandra Walklate and Samantha Pegg (2006). Murder: Social and Historical Approaches to Understanding Murder and Murderers. Chapter 3, pp 46-68.

Ann Lloyd (1995). Doubly Deviant, Doubly Damned: Society's Treatment of Violent Women. Penguin Books, London. Chapter 5: “Battered Women Who Kill,” pp. 72-113.

Alix Kirsta (1994). Deadlier Than the Male: Violence and Aggression in Women. HarperCollins Publishers, London. Chapter 7: “Killer Carers,” pp. 259-279.

Lorraine Radford (1994). "Pleading for Time: Justice for Battered Women who Kill." In Helen Birch (ed) Moving Targets: Women, Murder and Representation. University of California Press, Berkeley, pp. 172-197.

12 May – Sex work (1) Women’s involvement

Women's involvement in the sex industry. Issues of choice, coercion and power.

Essential reading

Jan Jordan (2005). The Sex Industry in New Zealand: A Literature Review. Ministry of Justice, Wellington, pp. 27-45.

Supplementary reading

Libby Plumridge (2005). "Good, Bad and Indifferent: Emotional Labour and Prostitution." In Allison Kirkman and Pat Moloney (eds), Sexuality Down Under: Social and Historical Perspectives. University of Otago Press, Dunedin, pp. 151-164.

Neil McKeganey and Marina Barnard (1996). Sex Work on the Streets: Prostitutes and their Clients. Open University Press, Buckingham. Chapter 7: "Women as prostitutes, women as lovers: The management of identity," pp. 82-98.

Barbara Sullivan (1994). "Feminism and Female Prostitution." In Roberta Perkins, Garrett Prestage, Rachel Sharp and Frances Lovejoy (eds) Sex Work and Sex Workers in Australia. University of New South Wales Press, Sydney, pp. 253-268.

Jan Jordan (1992). "Feminism and Sex Work: Connections and Contradictions." In Rosemary Du Plessis (ed) Feminist Voices: Women's Studies Texts for Aotearoa/New Zealand. Oxford University Press, Auckland, pp. 180-196.

Sheila Jeffreys (1997). The Idea of Prostitution. Spinifex Press, Melbourne. Chapter 5: "Prostitution as choice," pp. 128-160.

Joanna Phoenix (2000). "Prostitute Identities: Men, Money and Violence." British Journal of Criminology, Vol. 40, No. 1, pp. 37-55.

19 May - Sex work (2) Men's involvement (*Book review due 17th May)

Men as clients. Why do men buy sex? Male prostitution.

Essential reading

Belinda Brooks-Gordon and Loraine Gelsthorpe (2003). "What Men Say When Apprehended for Kerb Crawling: A Model of Prostitutes Clients' Talk." Psychology, Crime and Law, Vol. 9, No. 2, pp. 145-171.

Jan Jordan (2005). The Sex Industry in New Zealand: A Literature Review. Ministry of Justice, Wellington, pp. 45-47, 51-62.

Supplementary reading

Hilary Kinnell (2006). "Clients of female sex workers: men or monsters?" In Rosie Campbell and Maggie O'Neill (eds), Sex Work Now, Willan, Cullompton, pp.212-234.

Garrett Prestage (1994). "Male and Transsexual Prostitution." In Roberta Perkins, Garrett Prestage, Rachel Sharp and Frances Lovejoy (eds) Sex Work and Sex Workers in Australia. University of New South Wales Press, Sydney, pp. 174-190.

Jan Jordan (1997). "User Pays: Why Men Buy Sex." In The Australian and New Zealand Journal of Criminology, Vol. 30, No. 1, pp. 55-71.

Roberta Perkins (1991). Working Girls: Prostitutes, their Life and Social Control. Australian Institute of Criminology, Canberra. "Pimps and Patrons: the 'Boys' in the Business," pp. 323-349.

Neil McKeganey and Marina Barnard (1996). Sex Work on the Streets: Prostitutes and their Clients. Open University Press, Buckingham. Chapter 4: "Buying sex: the views of the clients," pp. 48-57.

26 May – No lecture – research preparation

31 May - 6 July

MID-YEAR BREAK

7 July - Gender and the victimization/offending link

Effects of victimisation on subsequent offending by men and women. Does gender make a difference?

Essential reading

Cossins, Anne (2000). Masculinities, Sexualities and Child Sexual Abuse. Kluwer Law International, The Hague, pp. 186-196; and 238-252.

Elizabeth Comack (2006). "Coping, Resisting and Surviving: Connecting Women's Law Violations to their Histories of Abuse." In L. A. Alarid and P. Cromwell (eds) In Her Own Words: Women Offenders' Views on Crime and Victimization. Los Angeles: Roxbury Publishing Company, pp. 33-43.

Supplementary reading

Liz Kelly (1996). "When does the speaking profit us? Reflections on the challenges of developing feminist perspectives on abuse and violence by women." In Marianne Hester, Liz Kelly and Jill Radford (eds) Women, Violence and Male Power. Open University Press, Buckingham, pp. 34-49.

Byron Egeland (1993). "A History of Abuse is a Major Risk Factor for Abusing the Next Generation." In Richard Gelles and Donileen Loseke (eds) Current Controversies in Family Violence. Sage Publications, Newbury Park, pp. 197-208.

Joan Kaufman and Edward Zigler (1993). "The Intergenerational Transmission of Abuse is Overstated." In Richard Gelles and Donileen Loseke (eds) Current Controversies in Family Violence. Sage Publications, Newbury Park, pp. 209-221.

Freda Briggs (1995). From Victim to Offender: How Child Sexual Abuse Victims Become Offenders. Allen and Unwin, Sydney, pp. 152-170.

Laurie Schaffner (2007). "Violence Against Girls Provokes Girls' Violence: From Private Injury to Public Harm." Violence Against Women, Vol 13, No. 12, pp. 1229-1248.

14, 21, 28 July– Student presentations

4-15 August – Research essay preparation

16 - 31 August

MID-TRIMESTER BREAK

1 September onwards – Research essay preparation

29 September – Research essay due

* * *

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name: _____

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____