



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE February 19, 2010

1. ACADEMIC UNIT: Women and Gender Studies
2. COURSE PROPOSED: WST 477 Women and Violence 3
3. CONTACT PERSON: Name: Amanda Smith Phone: 5-3897
Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB - MR
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mary Margaret Fonow
Chair/Director (Print or Type)

Mary Margaret Fonow
Chair/Director (Signature)

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[SB] CRITERIA | | | |
|---|--------------------------|---|--|
| A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Course is designed to advance basic understanding and knowledge about human interaction. | Syllabus: Course description |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY <div style="margin-left: 100px;">Sociology</div> | Syllabus: Course requirements (text) and key topics in course schedule |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus: Course requirements (text) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Course illustrates use of social and behavioral science perspectives and data. | Syllabus: final paper expectations and guidelines. |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: | |
| | | • Courses with primarily fine arts, humanities, literary, or philosophical content. | |
| | | • Courses with primarily natural or physical science content. | |
| | | • Courses with predominantly applied orientation for professional skills or training purposes. | |
| | | • Courses emphasizing primarily oral, quantitative, or written skills. | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|--------------------|-------------|
| WST | 477 | Women and Violence | SB |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|--|--|
| 1. Course is designed to advance basic understanding and knowledge about human interaction. | This course explores how women engage in and are affected by numerous forms of intrapersonal, interpersonal, and institutionalized violence, primarily using sociological perspective. | Syllabus: Course description |
| 2. Course content emphasizes the study of social behavior such as that found in History and Sociology. | The required books are sociological and historical text. The topics throughout the term emphasize the study of social behavior such as that found in history and sociology. | Syllabus: Course Requirements (text), examples of text provided and topics in course schedule. |
| 3. Course emphasizes the distinct knowledge base of the social behavioral sciences. | The text required in the course expose students to the social behavioral science knowledge base. | Syllabus: Course requirements and examples of text provided. |
| 4. Course illustrates use of social behavioral science perspectives and data. | The best example of this is the final paper required of all students. | Syllabus: final paper expectations and guidelines. |

WST 477: WOMEN AND VIOLENCE
Spring Semester 2009
Mon/Wed 2-3:15 pm West Hall 260

Dr. Alesha Durfee
Office: West Hall 216

Office Phone: (480) 965-8655
alesha.durfee@asu.edu

Office hours Mon 9-10:30, Wed 12-1:30 or by appointment

COURSE OVERVIEW AND OBJECTIVES

This course will explore how women engage in and are affected by numerous forms of intrapersonal, interpersonal, and institutionalized violence, primarily using a sociological perspective. Sociologists assume that our conceptions of “violence”, “gender”, “race”, “class”, and so forth are not natural, but are socially constructed. Furthermore, a sociological perspective does not attribute deviant or violent behavior exclusively to the individual, but instead focuses on the ways in which individual decisions are constrained by societal structures, and how those individual decisions then reify existing systems of power. In this way we can analyze current conceptions of gender and violence, trace who has the right to classify individuals as “victims”, “aggressors”, “perpetrators”, “criminals”, “deviant”, “masculine”, and “feminine”, and investigate the impact of context on the choices and actions of both individuals and social groups.

I hope that by the end of this course you will come to see how violence (and normative assumptions about violence) is a gendered expression of power in society. To render visible the mechanisms through which this occurs, we will investigate many forms of violence both in the United States and globally, discussing the differences and similarities of commonly used definitions of violence, as well as the implications these various definitions have on interpretations of particular actions and individuals. Because gender intersects with other characteristics such as race, ethnicity, nationality, class, and sexuality, we will use an intersectional framework for our analyses of violence. As we examine various forms of violence committed, experienced, or witnessed by women, we will review current policies and propose our own responses to violence.

You should be aware that the materials in this course are both explicit and inherently emotive. We will be watching videos which contain images of violence and sexuality, and reading personal narratives that include descriptions of violence. If at any time during the course you feel overwhelmed by the material, you may step out of class. Please check in with me afterwards, either in person or over email, so that we can strategize how to handle that section of the course.

The phone number for EMPACT (a 24-hour crisis line) is (480) 784-1500.

COURSE REQUIREMENTS

There are four required books for this course:

Comack, Elizabeth and Gillian Balfour (2004). *The Power to Criminalize: Violence, Inequality, and the Law*. Winnipeg, Manitoba: Fernwood Publishing.

Hines, Denise A. and Kathleen Malley-Morrison (2005). *Family Violence in the United States: Defining, Understanding, and Combating Abuse*. Thousand Oaks, CA: Sage Publications.

Moser, Caroline and Fiona C. Clark (eds) (2001). *Victims, Perpetrators, or Actors? Gender, Armed Conflict, and Political Violence*. New York, NY: Zed Books.

Ritchie, Beth E. (1996). *Compelled to Crime: The Gender Entrapment of Battered Black Women*. New York, NY: Routledge.

In addition to these books, we will also read a number of articles that cover certain aspects of the course in greater detail. These are available as a course packet at the Alternative Copy Shop (715 South Forest Ave). It is your responsibility to obtain and read these additional articles prior to the class session; they will be included on the exams.

At the end of the syllabus there is a schedule listing which readings you should complete for each class session. Please do all the required readings before coming to class.

ATTENDANCE AND PARTICIPATION

Attendance and participation are an integral part of the learning experience. At the beginning of each class I will distribute an attendance sheet. For each class session you participate in, you will earn two points (up to a maximum of 50 points). If you do not sign in, I cannot give you the two points, so be sure to sign in each day. Students may not sign in for another student. This situation will result in both students receiving a zero for their attendance and participation grade for the class.

NOTE: If you miss more than two class sessions, your final grade will be deducted by 1/3 of a letter grade for each absence. For example, if you miss four classes, and earn a B+, your final grade for the class will be a B-.

RESEARCH PROJECT

All of our readings, lectures, and discussions will culminate in the construction of an 8-10 page analytic paper on the topic of your choice. There are two parts to the research project: (1) a paper abstract and (2) a final paper.

Paper Abstract and Outline

An abstract is a summary of your proposed paper. In your abstract, you should explain:

- (1) the topic you have chosen,
- (2) how it relates to the course,
- (3) a clear thesis statement,
- (4) the citations for at least six academic sources that you will use in your paper, and
- (5) a rough outline of your paper.

The more detailed your abstract, the more (and more useful) feedback I can give you. Abstracts should be typed using 10 or 12-point font, and are **due at the beginning of class on March 4th**. Be sure to include the title page from each of the sources you will use. I will not accept late or emailed abstracts (I will, however, take them earlier than the due date if you would like feedback earlier in the semester). The paper abstract/summary is worth 25 points.

Final Paper

The paper should include four sections:

- (1) an overview of the selected topic, including data on prevalence,
- (2) a discussion of the current body of academic research on the selected topic (literature review),
- (3) current responses to address that form of violence, including governmental policies and/or non-governmental organizations, and
- (4) your ideas and thoughts on how governments, organizations, and individuals can better address gendered violence, drawing on the knowledge and tools you have developed over the semester.

The paper should use APA format (one of the most commonly used formats for academic research). I will read and give comments on a draft of the paper only by prior arrangement; if you are interested in this option, please contact me no later than Wednesday, January 28th.

The final paper is due by noon on May 8th. Again, I will not accept late papers, nor will I accept electronic copies. The final paper is worth 100 points.

EXAMS

We will have both a midterm and a final, each of which will be worth 100 points. Both will be a combination of short answer and essay questions, and will cover all readings, lectures, movies, and guest lectures through that date. One week before each exam, I will distribute a study guide that will contain several essay questions. Four of these

will appear verbatim on the exam—one you will be required to answer, one you may choose from the other three on the test. The exams will be closed-book, closed-note, and as with the research project, you will be expected to follow the ASU Student Code of Conduct. You will need to bring a blue book with you to the exams.

I do not give make-up exams for any reason. If you are late, you will not be given extra time to complete the exam.

EVALUATION OF STUDENT WORK

I will not accept late assignments or emailed assignments under any circumstances. I will evaluate your work in terms of how well you use relevant concepts and theories from lectures, discussions, and the readings to address the question(s) or assigned topic(s). **The most commonly made mistake on the exams is not using material from class to answer the questions.** Your familiarity with the course material and your opinion/evaluation of that material should be evident in your written work—if not, you will receive a far lower grade. Be sure to check your grade on Blackboard throughout the semester. I will not make changes after the last day of class (May 4th).

| | |
|------------------------------|---------------------|
| Attendance and Participation | 50 points (maximum) |
| Paper Abstract/Outline | 25 points |
| Analytic Paper | 100 points |
| Midterm Exam | 100 points |
| Final Exam | 100 points |
| Total | 375 points |

| | | |
|---|---------|----------------|
| A | 90-100% | 337-375 points |
| B | 80-89% | 300-336 points |
| C | 70-79% | 262-299 points |
| D | 60-69% | 225-261 points |
| E | <60% | <225 points |

STUDENT CONDUCT

To ensure the classroom remains an open forum for the expression of ideas, I expect that you will give whoever is speaking your undivided attention and treat them with respect and dignity. If you disagree with an opinion expressed in this course (and I expect you will), I will be sure that you are given adequate time to express your disagreement in a civil manner. You should respond to the comments with courtesy, relying on empirical data and theoretical arguments rather than personal assumptions to buttress your arguments.

PLEASE turn off your cell phone, beeper, alarm watch, etc. when you come to class. I do not allow laptops in the classroom.

You should attend each lecture, as you are an important contributor to the learning process. You should be to class on time except in cases of emergency and comply with all due dates. **Under no circumstances will I distribute lecture notes to students** as you are jointly responsible for the learning process, which cannot occur unless you are in class.

ACADEMIC HONESTY

In the “Student Academic Integrity Policy” manual, ASU defines plagiarism as

“using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.”

You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

It is expected that you will integrate other people's ideas into your work. When you use someone's ideas, you simply need to cite them. If you use the same words they do, please make that clear by putting those words in quotation marks and listing the reference. You can do this by putting the author's last name(s), the year, and the page number in parentheses at the end of the sentence or section. This should look like this:

"prior to 1976, victims could only access legal protections during divorce proceedings, and then only in a limited number of jurisdictions" (Capshew & McNeece 2000).

At the end of the paper, you should include a list of references that contains the full citation for each source. If you have additional questions about this, please feel free to ask me at any time.

COURSE SCHEDULE

Notations for Readings

CTC: *Compelled to Crime*

FV: *Family Violence in the United States*

TPC: *The Power to Criminalize*

VPA: *Victims, Perpetrators, or Actors?*

Week 1: What is Violence?

January 19 **MLK Holiday – no class**
January 21 Course Introduction, Distribution of Syllabus

Week 2: Introduction to Domestic Violence

January 26 Packet Durfee & Rosenberg**, "Domestic Violence in the United States: Current Research, New Directions"
 Packet World Health Organization**, "Violence by Intimate Partners"
 **Note: These readings are available on Blackboard.
January 28 FV Chapter 1 "Issues in the Definition of Family Violence and Abuse"

Week 3: Intimate Partner Violence

February 2 FV Chapter 7 "Wife Abuse"
 Chapter 8 "Husband Abuse"
February 4 FV Chapter 9 "Abuse in Gay/Lesbian/Bisexual/Transgender Relationships"

Week 4: Child Abuse

February 9 MOVIE: *The Woodsman*
 FV Chapter 5 "Child Sexual Abuse"
February 11 Finish *The Woodsman*, discussion
 FV Chapter 4 "Child Physical Abuse"
 FV Chapter 6 "Child Neglect and Psychological Maltreatment"

Week 5: Intro to Gender and Crime

February 16 CTC Chapter 1 "Introduction"
 Chapter 2 "Life Histories: Listening to the Women's Stories"
February 18 CTC Chapter 3 "Gender-Identity Development"

Week 6: Gender and Crime/Gender and the Legal System

February 23 CTC Chapter 4 "Trapped by Violence"
 Chapter 5 "Six Paths to Crime"

| | | | |
|-------------|-----|-----------|------------------|
| February 25 | TPC | Chapter 1 | "Introduction" |
| | | Chapter 2 | "Theorizing Law" |

Week 7: Gender and the Legal System

| | | | |
|---------|--------------|-----------|---------------------------------|
| March 2 | TPC | Chapter 3 | "Gendering Violent Crime" |
| | | Chapter 5 | "Whacking the Complainant Hard" |
| March 4 | MIDTERM EXAM | | |

SPRING BREAK MARCH 9-15

LEGITIMATED VIOLENCES / GENDER, ARMED CONFLICT, AND THE STATE

Week 8: The Impacts of Gender on Experiences of Armed Conflict

| | | | |
|----------|-----|-----------|--|
| March 16 | VPA | Chapter 1 | Moser, "Introduction" |
| | | Chapter 2 | Cockburn, "The Gender Dynamics of Armed Conflict" |
| March 18 | VPA | Chapter 3 | Moser, "The Gendered Continuum of Violence and Conflict" |

Week 9: Women and War

| | | | |
|----------|--------------------------------|-----------|--|
| March 23 | Historical Perspectives on War | | |
| March 25 | Packet | Kesic | "From Reverence to Rape" |
| | VPA | Chapter 5 | Zarkov, "The Body of the Other Man: Sexual Violence and the Construction of Masculinity" |

Week 10: Gendered Bodies in War, Systematic Rape in Armed Conflict

| | | | |
|----------|---|------------|--|
| March 30 | MOVIE: <i>Sarajevo: The Living and the Dead</i> | | |
| April 1 | VPA | Chapter 4 | Turshen, "The Political Economy of Rape" |
| | | Chapter 13 | Krog, "Locked Into Loss and Silence" |

Week 11: Systematic Rape continued

| | | | |
|---------|-----------------------------------|------------|--------------------------------------|
| April 6 | MOVIE: <i>Operation Fine Girl</i> | | |
| April 8 | VPA | Chapter 13 | Krog, "Locked Into Loss and Silence" |

Week 12: Female Genital Mutilation

| | | | |
|----------|--|--------|---|
| April 13 | MOVIE: <i>The Day I Will Never Forget</i> | | |
| | Packet | Obiora | "Bridges and Barricades: Rethinking Polemics" |
| April 15 | Finish <i>The Day I Will Never Forget</i> , discussion | | |
| | Packet | Grande | "Hegemonic Human Rights and African Resistance: Female Circumcision in a Broader Comparative Perspective" |

Week 13: Ciudad Juarez

| | | | |
|--|--|---|--|
| April 20 | MOVIE: <i>Senorita Extraviada</i> | | |
| | Packet | Amnesty International, "Intolerable Killings: Ten Years of Abductions and Murders in Ciudad Juárez and Chihuahua" | |
| Background information about movie/Juarez: http://www.pbs.org/pov/pov2002/senoritaextraviada/index.html | | | |
| April 22 | Finish <i>Senorita Extraviada</i> , discussion | | |
| | *Distribution of final exam study guide | | |

Week 14: Violence Against Women in South and Southeast Asia

| | | | |
|----------|--------|-----------|--|
| April 27 | VPA | Chapter 7 | Butalia, "Women and Communal Conflict: New Challenges for the Women's Movement in India" |
| April 29 | Packet | Anwary | "Acid Violence and Medical Care in Bangladesh" |

Week 15: Review for Final Exam

| | | | |
|-------|-----------------------|--|--|
| May 4 | Review for Final Exam | | |
|-------|-----------------------|--|--|

FINAL EXAM MONDAY MAY 11TH FROM 12:10 - 2:00 PM. FINAL PAPERS DUE NO LATER THAN NOON ON MAY 8th. Please turn final papers in to the Women's Studies Main office, 2nd floor West Hall.

FAMILY VIOLENCE IN THE UNITED STATES

Defining, Understanding, and Combating Abuse



DENISE A. HINES
KATHLEEN MALLEY-MORRISON





"One of the major achievements of social science in the past 25 years is the increased understanding of the causes and consequences of family violence. However, students

are likely to experience this accumulated body of knowledge as an impenetrable thicket of statistics and theories. Hines and Malley-Morrison's book cuts through the thicket. It is both scientifically accurate and readable. Throughout the book there are challenging questions to help students move from passive reading to intellectual engagement. Moreover, they combine scientific integrity with compassion for victims and attention to ways to end this ancient scourge."

—Murray A. Straus, University of New Hampshire

Family aggression—whether in the form of physical violence or verbal abuse—has touched most of us in our lifetime. Most of us have witnessed it, experienced it, or used it at one point or another. In order for us to eliminate aggressive and abusive behaviors from relationships, we must be willing to confront our own experiences with these behaviors.

Family Violence in the United States: Defining, Understanding, and Combating Abuse examines all types of family aggression. The book is designed to provoke readers into questioning assumptions, evaluating information, formulating hypotheses, and designing solutions to problems of family violence in the United States. Using an ecological framework, authors Denise A. Hines and Kathleen Malley-Morrison provide a thought-provoking and informative discussion not only of the most well-recognized forms of maltreatment in families, but also of less understood and more controversial issues such as husband abuse, parent abuse, and gay/lesbian abuse.

Key Features

- Includes full chapters on husband abuse and abuse in gay/lesbian relationships—topics scarcely covered in other texts
- Discusses "hidden forms" of family violence including wife rape, sibling abuse, parent abuse, and abuse of people with disabilities
- Uses real case studies to illustrate the concepts discussed and to provoke readers to think critically about issues in family violence
- Provides thought-provoking questions throughout the text to prompt readers to evaluate their own and others' notions of abuse and maltreatment
- Incorporates "Special Issues" sections to highlight new, and sometimes controversial, aspects of family violence
- Includes summary sections at the end of each chapter to serve as a useful study aid for students
- Concludes with a discussion of how we, as a society, are currently responding to the problem of family violence in the United States

Rich in scholarly references and case materials, **Family Violence in the United States** is suitable for advanced undergraduate and graduate courses on family violence in the fields of Family Studies, Sociology, Social Work, Women's Studies, Criminal Justice, Psychology, Counseling, and Nursing.

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links to power

Institutional Violence

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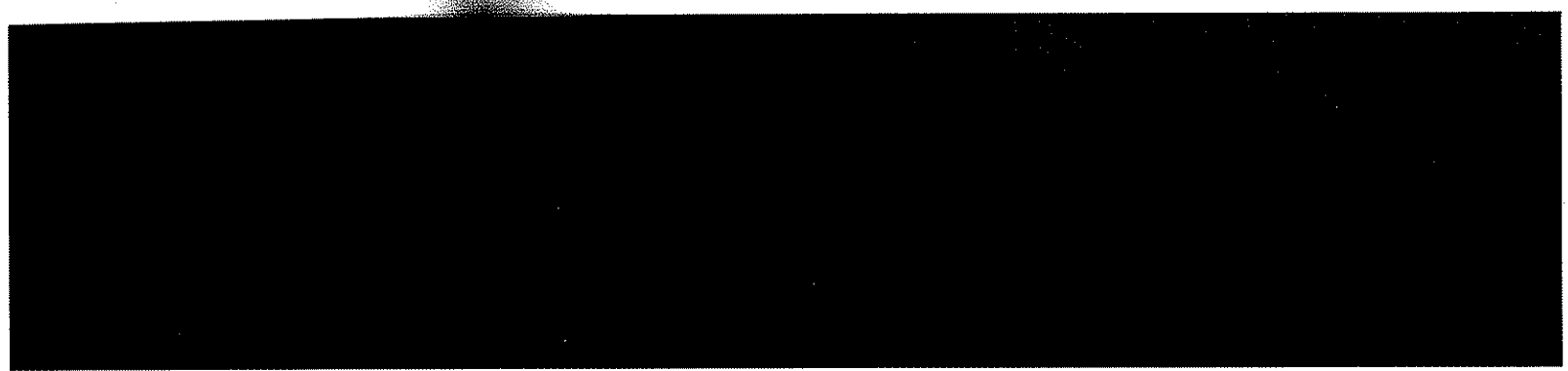
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Summary

4. Child Physical Abuse

Scope of the Problem

Predictors and Correlates

Macrosystem

Exosystem

Microsystem

Individual/Developmental

Application of the Ecology

Consequences

Protective Factors

Short-Term Consequence

Long-Term Consequence

Prevention and Intervention

Primary Prevention

Secondary Prevention

Tertiary Prevention

Summary

5. Child Sexual Abuse

Scope of the Problem

Predictors and Correlates

Macrosystem

Microsystem

Individual/Developmental

Consequences

Short-Term Outcomes

Long-Term Outcomes

*Per's
Impacts*

*Per's
Impacts*

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Psychological Maltreatment
Scope of the Problem
Predictors and Correlates
Consequences
Prevention and Intervention
Summary

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Scope of the Problem
National Studies
Rates of Intimate Violence
Predictors and Correlates
Macrosystem
Exosystem
Microsystem
Individual/Developmental
Applying the Ecological
Consequences
Prevention and Intervention
The Social Service System
The Criminal Justice System
Summary

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Elder Abuse by Caregivers
Relatives: Caregiver Stress
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Predictors and Correlates
Macrosystem
Microsystem
Individual/Developmental
Consequences
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Compelled to Crime

the gender entrapment
of battered black women

Beth E. Richie

women's studies / race and ethnicity / sociology

"Rarely does rigorous scholarship, activist research, and human compassion come together so genuinely as in *Compelled to Crime*. At once a compelling critique of contemporary social arrangements, a feminist analysis of violence against women, and an original portrayal of women whose stories are typically untold or traditionally misunderstood by most accounts, the import for legal scholars, social scientists, human service providers, and other readers who are concerned about violence against women and crime cannot be overstated."

—Kimberlé Crenshaw, Professor of Law,
Columbia University and University of California, Los Angeles

"Beth Richie's book forces us to rethink the social construction of the African American woman in the context of the violence she experiences."

—Robert L. Hampton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies, University of Maryland at College Park

Compelled to Crime tells the stories of battered African American women incarcerated in a New York City correctional facility and explores what happens when the criminal justice system is introduced as a repressive force in their lives.


Borrowing from the legal notion of "gender entrapment," Beth Richie details the ways in which African American women are hemmed into the corners of U.S. society by virtue of their vulnerability to men's violence, and penalized for behaviors that are proscribed by societal mores of appropriate gender roles. Often misrepresented and misunderstood, these women have been physically battered, sexually assaulted, and emotionally abused. These devastating circumstances represent a position from which there is little escape. Desperation leads them into illegal activities, and the cycle is only perpetuated by a legal system that continues to penalize these women and deny them access to the counseling and services they so desperately need to change their lives.

Original and disturbing, *Compelled to Crime* is a radical new approach to the study of gender, race, violence, and class.

Beth E. Richie teaches at Hunter College in New York City. She has been an activist, an advocate, and a national leader in the anti-violence movement for the past twenty years.

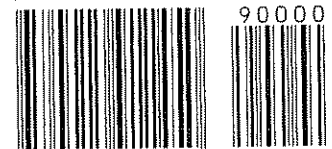


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The Power to Criminalize



Violence, Inequality and the Law

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THE POWER TO CRIMINALIZE
VIOLENCE, INEQUALITY AND THE LAW

ELIZABETH COMACK AND GILLIAN BALFOUR

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Our thinking and writing about this project have gone through a number of incarnations over the past four years. Parts of the analysis found in the pages of this book derive from a Ph.D. dissertation. As such, our analysis has benefited from the feedback of Susan Prentice and Russell Smandych in the Department of Sociology and Karen Busby in the Faculty of Law at the University of Manitoba, as well as Laureen Snider of Queen's University, who acted as the external examiner on the dissertation committee. It has also benefited from the feedback offered by colleagues at several universities in Australia, where Elizabeth gave talks

A riveting though troubling account of the complex processes of the criminalization of violence. For Comack and Balfour, law is not lofty, disembodied discourse but a social process in which lawyers can make and do make choices about how they go about their practice, including deployment of strategies imbued with gendered, racialized and class-based stereotypes. *The Power to Criminalize* reminds us that the power of law packs a punch.
— Shelley Gavigan, Osgoode Hall Law School, York University

In this elegantly crafted and thoroughly original book, Comack and Balfour unravel the contradictions of a criminalizing process whereby legal agents perpetuate the subordination of women, Aboriginal people and the poor while ostensibly upholding law's commitment to equality and justice. Kudos to Comack and Balfour on delivering this fine contribution to Canadian socio-legal scholarship and for offering yet another demonstration that the field of critical criminology is very much alive and thriving in this country.
— Robert Menzies, School of Criminology, Simon Fraser University

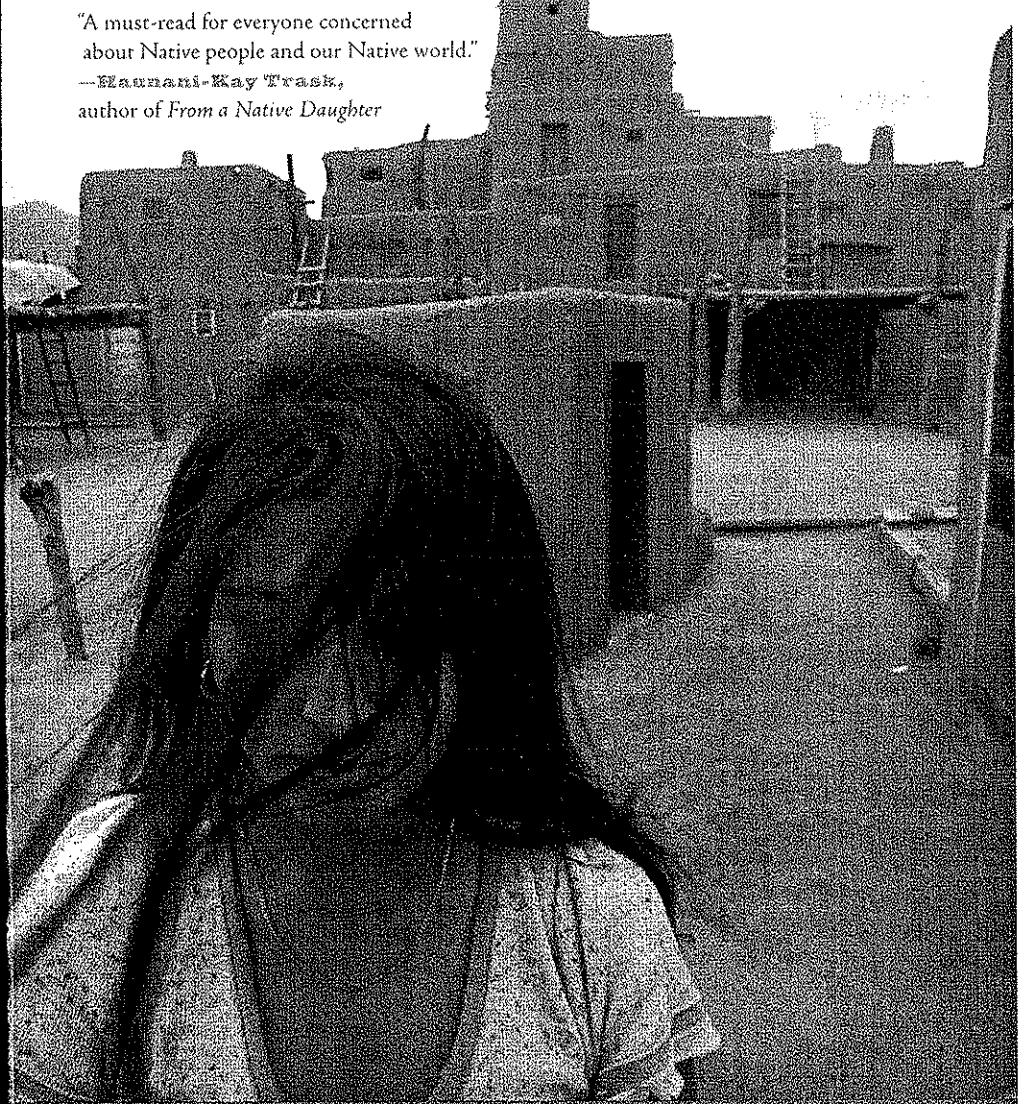
This is an impressive study, one that combines first rate empirical research with superb theoretical analysis. Comack and Balfour show exactly how — and more importantly why — law reforms so often and so faithfully reproduce the class, race and gender inequalities they were meant to remedy.
— Lauren Snider, Department of Sociology, Queen's University

ELIZABETH COMACK is a professor in the Department of Sociology at the University of Manitoba. Her previous works include *Locating Law*, *The Social Basis of Law* and *Women in Trouble*. GILLIAN BALFOUR is an assistant professor in the Department of Sociology at Trent University. She has published in the area of feminist therapy in women's prisons.

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"A must-read for everyone concerned
about Native people and our Native world."
—Elaunani-Kay Trask,
author of *From a Native Daughter*



Conquest

Sexual Violence and American Indian Genocide

Andrea Smith

Foreword by Winona LaDuke

In this revolutionary text, prominent Native American scholar and activist Andrea Smith reveals the connections between different forms of violence—perpetrated by the state and by society at large—and documents their impact on Native women.

Beginning with the impact of the abuses inflicted on Native American children at state-sanctioned boarding schools from the 1880s to the 1980s, Smith adroitly expands our conception of violence to include the widespread appropriation of Indian cultural practices by whites and other non-Natives; environmental racism; and population control. Smith deftly connects these and other examples of historical and contemporary colonialism to the high rates of violence against Native American women—the most likely to suffer from poverty-related illness and to survive rape and partner abuse. Smith also outlines radical and innovative strategies for eliminating gendered violence.

"*Conquest* is the book Aboriginal women have been waiting for. Andrea Smith has not only meticulously researched the place of rape and violence against Indigenous women in the colonial process, but she is the first to fully articulate the connections between violence against the earth, violence against women, and North America's terrible inclination toward war."

—**Lee Maracle**, author of *I Am Woman: A Native Perspective on Sociology and Feminism*

"Andrea Smith has no fear. She challenges conventional activist thinking about global and local, sexism and racism, genocide and imperialism. Once more, in every chapter she tries to answer the key question: What is to be done? *Conquest* is unsettling, ambitious, brilliant, disturbing; read it, debate it, use it."

—**Ruth Gilmore**, Associate Professor of Geography, American Studies and Ethnicity at the University of Southern California

"Andrea Smith brilliantly weaves together feminist explanations of violence against Native women, the historical data regarding colonialism and genocide, and a strong critique of the current responses to the gender violence against women of color... *Conquest* is one of the most significant contributions to the literature in Native Studies, Feminist and Social Movement Theory in recent years."

—**Beth E. Richie**, author of *Compelled to Crime: The Gender Entrapment of Battered Black Women*

Andrea Smith (Cherokee) is an assistant professor of Native American Studies at the University of Michigan, Ann Arbor, and a co-founder of INCITE! Women of Color Against Violence, the largest grassroots, multiracial feminist organization in the U.S. She earned her Ph.D. from the University of California, Santa Cruz in History of Consciousness.

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