ARIZONA STATE UNIVERSITY

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
   (prefix) (number) (title) (semester hours)

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 985-0739.

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

   Awareness Areas
   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: □ No □ Yes; Please identify courses: __________________________

   Is this a multisection course?: □ No □ Yes; Is it governed by a common syllabus? _________

Mary Margaret Fonow
Chair/Director (Print or Type)

Mary Margaret Fonow
Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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.
### 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tr>
<td>1.</td>
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<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2.</td>
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<td>Course content emphasizes the study of social behavior such as that found in:</td>
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<td>• ANTHROPOLOGY</td>
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<td>Course emphasizes:</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td>OR</td>
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<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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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.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit of specific example in next column</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>This course explores how women engage in and are affected by numerous forms of intrapersonal, interpersonal, and institutionalized violence, primarily using sociological perspective.</td>
<td>Syllabus: Course description</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in History and Sociology.</td>
<td>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.</td>
<td>Syllabus: Course Requirements (text), examples of text provided and topics in course schedule.</td>
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<td>3. Course emphasizes the distinct knowledge base of the social behavioral sciences.</td>
<td>The text required in the course expose students to the social behavioral science knowledge base.</td>
<td>Syllabus: Course requirements and examples of text provided.</td>
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<tr>
<td>4. Course illustrates use of social behavioral science perspectives and data.</td>
<td>The best example of this is the final paper required of all students.</td>
<td>Syllabus: final paper expectations and guidelines.</td>
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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.
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:


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).

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<thead>
<tr>
<th>Attendance and Participation</th>
<th>50 points (maximum)</th>
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<tr>
<td>Paper Abstract/Outline</td>
<td>25 points</td>
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<td>Analytic Paper</td>
<td>100 points</td>
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<td>Midterm Exam</td>
<td>100 points</td>
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<td>Final Exam</td>
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<td>Total</td>
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<th>Grade</th>
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<th>Points Range</th>
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<td>90-100%</td>
<td>337-375 points</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
<td>262-299 points</td>
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<td>D</td>
<td>60-69%</td>
<td>225-261 points</td>
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<td>E</td>
<td>&lt;60%</td>
<td>&lt;225 points</td>
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**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"
January 26       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"
February 4       FV 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
February 9       FV Chapter 5 "Child Sexual Abuse"
February 11      Finish The Woodsman, discussion
February 11      FV Chapter 4 "Child Physical Abuse"
February 11      FV Chapter 6 "Child Neglect and Psychological Maltreatment"

Week 5: Intro to Gender and Crime
February 16      CTC Chapter 1 "Introduction"
February 18      CTC 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"
February 23      CTC 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 Compliant 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: Sarajevo: The Living and the Dead
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: Operation Fine Girl
April 8  VPA  Chapter 13  Krog, “Locked Into Loss and Silence”

Week 12: Female Genital Mutilation
April 13  MOVIE: The Day I Will Never Forget
        Packet  Obiora  “Bridges and Barricades: Rethinking Polemics”
April 15  Finish The Day I Will Never Forget, discussion
        Packet  Grande  “Hegemonic Human Rights and African Resistance: Female Circumcision in a Broader Comparative Perspective”

Week 13: Ciudad Juarez
April 20  MOVIE: Senorita Extravida
        Packet  Amnesty International, “Intolerable Killings: Ten Years of Abductions and Murders in Ciudad Juarez and Chihuahua”
April 22  Finish Senorita Extravida, discussion
        *Distribution of final exam study guide

Week 14: Violence Against Women in South and Southeast Asia
April 27  VPA  Chapter 7  Butilia, “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 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.

Visit our Web site at www.sagepublications.com
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4. Child Physical Abuse
   Scope of the Problem
   Predictors and Correlates
   Macrosystem
   Exosystem
   Microsystem
   Individual/Development
   Application of the Ecole:
   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/Development
   Consequences
   Short-Term Outcomes
   Long-Term Outcomes
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Scope of the Problem
Predictors and Correlates
Consequences
Prevention and Intervention
Summary

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Compelled to Crime
the gender entrapment of battered black women

Beth E. Richie
"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 book 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 norms 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 women's rights movement for the past twenty years.
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The Power to Criminalize

Violence, Inequality and the Law
THE POWER TO CRIMINALIZE
VIOLENCE, INEQUALITY AND THE LAW

ELIZABETH COMACK AND GILLIAN BALFOUR
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A riveting though troubling account of the complex processes of the
criminalization of violence. For Comack and Ballo, 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 Cavigan, Osgoode Hall Law School, York University

In this elegantly crafted and thoroughly original book, Comack and Ballo 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 Ballo on delivering this fine contribution to Canadian sociol-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 Ballo 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.
— Laureen Nylinder, Department of Sociology, Queen's University

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area of feminist therapy in women's prisons.
"A must-read for everyone concerned about Native people and our Native world."
—Rahanni-Keay 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

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