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AMST Course # 1906K
JWW 403
Spring 2016
Office Hours: Wednesdays 9-11, JWW 321

“Crimes of Gender and Sex: Producing and Imprisoning Criminals
In the Age of Mass Incarceration”

Course Description

Growing interest in mass incarceration has brought new attention to longstanding critiques of the criminal justice system. This course looks beyond specific failings such as “tough on crime” sentencing and racist policing to examine criminal justice as a *system* that defines and produces criminality. Specifically, we will examine *criminalization* as a social, political, and cultural process that not only makes certain bodies “criminal,” but also reinforces dominant beliefs about gender, sexuality, and sex. We will explore theories of criminality, methods of policing and imprisonment, rehabilitation initiatives, and prison activism through an intersectional lens.

Course Objectives

- Develop a thorough understanding of the centrality of gender and sexuality as they intersect with race, class, and national belonging to the process of criminalization.
- Gain preliminary knowledge of the history of incarceration in the 20th century United States.
- Gain different types of writing skills, including short editorials.
- Learn how to identify discipline-specific methodologies and how these methods determine which types of evidence are used to support an argument.
- Demonstrate understanding of major course concepts including: gender, sexuality, criminality, knowledge production, the welfare state, and the carceral state.

Required Readings

All of the readings for this course will be available on OCRA. Please bring a hard copy with you to class.

Course Requirements

Reading Responses: 10%

You are responsible for 3 reading responses, all due by the end of the first half of the semester. The response should be an engagement with the readings for the week. Focus briefly on the main arguments of the readings and then use the remaining response to focus on critical reflections/questions that occurred to you while reading. Reading responses should be 2-3 pages. *Reading responses are due Monday night by 10 PM.*

Gender and Sexuality in Contemporary Penology: 20%

Identify a topic related to prisoner rehabilitation, treatment, and/or services. Conduct research on your topic using the major criminal justice publications (We will go over appropriate sources in class). Find at least four publications. Critically examine your source material for ideologies about criminality and the “criminal” subject, as well as ideas about the various characteristics of criminal behavior including race, class, gender, sexuality, and ability, including mental health. How do these ideas influence the analysis of the topic? How do they determine proposed solutions and practices within the field of criminal justice? Write a 5-7 page paper that makes an argument using your sources as evidence. You may draw on course readings in your paper.

Editorial: 15%

Each student will write an editorial on incarceration that will be posted to Canvas. The editorial must address current developments regarding the criminal justice system and its relationship to the major themes addressed in the course including but not limited to: gender, sexuality, race, class, sexual “deviancy,” space, the study of crime, prison activism. This assignment is meant to help you hone your editorial voice—a voice distinct from your academic one. We will go over examples in class, and discuss the differences between journalistic and academic writing. Your editorial cannot be longer than 1,800 words.

Final Research Paper: 30%

Each student will complete a final research paper. The paper must be 20-25 pages and can be on any topic relevant to the themes of the class. You will turn in a final paper proposal prior to the final paper due date (see course schedule). Papers can draw on course materials, but you must also find additional sources. The paper should be argument driven; you must take a position in the paper and support that position with evidence.

Class Participation: 25%

The success of the class depends on student participation. While I will sometimes start class with short lectures, this is not a lecture course. You are expected to come to class having done the readings, and ready to share questions and comments. Your reading responses will aid in formulating points you want to address in class. I will also vary the activities we do in class to ensure that there are opportunities for different kinds of participation. While attendance is a significant part of your participation grade, you cannot merely show up and still get full credit. To ensure robust participation, computers, tablets, and phones are to be put away for the duration of class.

Class Conduct

This course is designed as a seminar class; therefore whether or not it thrives is up to us. This depends not only on having completed and thought about the assigned readings, but also on being able to engage in discussion with one another respectfully and thoughtfully. The beauty of a seminar course is that we bring our individual interpretations and experiences to the class materials and discussion, ensuring that our ideas will be challenged, affirmed, influenced, and changed. The mark of a good seminar is not consensus or agreement, but pushing one another to think differently than we did before. However, this cannot happen in an environment that is hostile or exclusionary. While debate and voicing informed, provocative interpretations are encouraged, disparaging remarks about individuals and negative generalizations about groups of people will not be tolerated under any circumstances. Rather, I hope that we can bring a politics of generosity to the classroom. While academia has an unfortunate reputation for cutthroat competition, what we are striving for in this seminar is a fulfilling and challenging intellectual community, a less often celebrated characteristic of

the academic enterprise. The more we work to ensure questions and differences are encouraged and respected, the more we will learn and the better equipped we will be to discuss and explore significant and even weighty topics in smart, respectful, and thoughtful ways.

Academic Integrity, Absences, Accommodations, and Syllabus

Plagiarism and cheating will not be tolerated under any circumstances. It is easy to avoid both: Make sure that your work is your own, and when in doubt, cite the arguments and sources you use in your own work. If you are still in doubt, please ask me or make use of the Writing Center staff. Failing to avoid this misconduct will result in severe penalty, the least of which will entail zero course credit. See Brown's policy on these issues here:

http://www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php

Each student is allowed one unexcused absence. Subsequent unexcused absences will negatively impact your participation grade and cannot be made up. In order for an absence to be excused, you must discuss it with me prior to the date you will be absent. In order to make up an excused absence, you will need to complete a reading response for the assigned materials. I do not grant paper extensions unless there is a documented emergency.

It is up to you whether or not you wish to discuss your ability to me. If you do choose to let me know, please do so at the start of the semester, well in advance of any assignments so that adjusted due dates—if needed—can be determined as soon as possible. If adjustments beyond deadlines are necessary please feel free to let me know so that we can make the course requirements as accessible as possible. You can also access services here, independently of any conversation with me:

http://brown.edu/Student_Services/Office_of_Student_Life/dss/services/index.html

Depending on the needs of the course and the group, I may make changes to the syllabus. Changes will most likely include readings and I will make sure to let you know about any changes a week in advance. It is very unlikely that I will change deadlines, but if I do, I will provide ample notice--I understand that that you have multiple deadlines to balance.

Course Schedule

2/2: Course Introduction and Syllabus Overview

2/9: Crime and Punishment in the United States: A Moving Target

Marie Gottschalk. *The Prison and the Gallows: The Politics of Mass Incarceration in America*. Cambridge: Cambridge University Press. Chapter 3.

Ruth Wilson Gilmore. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press. Intro, Chapter 3, Chapter 4.

2/16: Constructing Crime and the Criminal

Michel Foucault. 1995. *Discipline and Punish: The Birth of the Prison*. Trans. Alan Sheridan. New York: Vintage. "The Body of the Condemned," "Docile Bodies," "Panopticism."

Mara Dodge. 2002. *Whores and Thieves of the Worst Kind: A Study of Women, Crime, and Prisons, 1835-2000*. Northern Illinois University Press. Chapter 6.

Jonathan Finn. 2009. *Capturing the Criminal Image: From Mug Shot to Surveillance Society*. University of Minnesota Press. Chapter 4.

2/23 University Holiday: No Class

SECTION ONE: THEORIZING THE CRIMINAL

3/1: Criminology and “Deviancy” of All Kinds

Cesare Lombroso and Guglielmo Ferrero. 2004. *Criminal Woman, the Prostitute, and the Normal Woman*. Duke University Press. “Editors’ Introduction,” “The Moral Sense,” “Intelligence,” “The Criminal Type in Women and Its Atavistic Origins,” “Sexual Sensitivity (Lesbianism and Sexual Psychopathy),” “The Female Born Criminal,” “The Born Prostitute.”

Meda Chesny-Lind. 1986. “Women and Crime: The Female Offender.” *Signs* 12(1): 78-96.

Estelle B. Freedman. 1987. “‘Uncontrolled Desires’: The Response to the Sexual Psychopath, 1920-1960.” *The Journal of American History* 74(1): 83-106.

Film: *Dressed to Kill* (Available on OCRA)

3/8: Sociology and the Prison as Laboratory

David A. Ward and Gene G. Kassebaum. 1965. *Women’s Prison: Sex and Social Structure*. New Brunswick: Transaction Publishers. Chapter 5.

Rose Giallombardo. 1966. *Society of Women: A Study of Women’s Prison*. New York John Wiley & Sons, Inc. Chapter 8.

Regina Kunzel. 2008. *Criminal Intimacy: Prisons and the Uneven History of Modern American Sexuality*. Chicago: University of Chicago Press. Chapter 4.

Mara Dodge. 2002. *Whores and Thieves of the Worst Kind: A Study of Women, Crime, and Prisons, 1835-2000*. Northern Illinois University Press. Chapter 13.

SECTION TWO: POLICING THE CRIMINAL

3/15: Curating the (White Heterosexual) Body Politic Through Sex and Space

Nayan Shah. 2005. “Between ‘Oriental Depravity’ and ‘Natural Degenerates’: Spatial Borderlands and the Making of Ordinary Americans” *American Quarterly*, 57(3): 703-725.

Cheryl D. Hicks. 2013. “‘Bright and Good Looking Colored Girl’: Black Women’s Sexuality and ‘Harmful Intimacy’ in Early-Twentieth Century New York.” In *The Punitive Turn: New Approaches to Race and Incarceration*. ed by Deborah E. McDowell et al. Chicago: Chicago University Press. 73-107.

Christina Hanhardt. 2013. *Safe Space: Gay Neighborhood History and the Politics of Violence*. Duke University Press. Chapter 3.

3/22: Safety, Morality, Innocence, or State Power?

You should have turned in all three reading responses by now

Gender and Sexuality in Contemporary Penology Paper Due

Judith Levine. 2002. *Harmful to Minors: The Perils of Protecting Children From Sex*. New York: Thunder's Mouth Press. Introduction, Chapter 2.

Joseph Fischel. 2010. "Transcendent Homosexuals and Dangerous Sex Offenders." *Duke Journal of Gender Law & Policy* 17(277).

"The House They Live In" *New York Magazine*

3/29: No Class Spring Break

SECTION THREE: IMPRISONING THE CRIMINAL

4/7: Required Event: Prison Organizing Then and Now, 5:30 PM, Smith Buonanno 106

4/5: When "Docile" Bodies and Captivity Collide

Sarah Haley. 2013. "Like I Was a Man": Chain Gangs, Gender, and the Domestic Carceral Sphere in Jim Crow Georgia." *Signs* 39(1): 53-77.

Out in the Night—Documentary on OCRA

Dean Spade. *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of the Law*. Introduction and Ch 2.

"North Carolina Debates Transgender Rights"—Listen at NPR

"North Carolina Overturns LGBT-Discrimination Bans"—*The Atlantic*

SECTION FOUR: REHABILITATING THE CRIMINAL

4/12: Rehabilitation and the Politics of Family and Sex

Orange is the New Black, Episode 1, Season 3, "Mother's Day."

Megan Comfort. 2008. *Doing Time Together: Love and Family in the Shadow of the Prison*. Chicago: University of Chicago Press. Chapters One and Three.

Lynne Haney. 2013. "Motherhood as Punishment: The Case of Parenting in Prison." *Signs* 39(1): 105-130.

4/19: Violence Against Women and "Gender-Responsive" Criminal Justice

Editorial Due

Final Paper Topics Due

Barbara E. Bloom. 2003. "A New Vision: Gender-Responsive Principles, Policy, and Practice." In *Gendered Justice: Addressing Female Offenders* ed. by Barbara E. Bloom. 267-288.

Rickie Solinger et. al. 2010. *Interrupted Life: Experiences of Incarcerated Women in the United States*. Berkeley: University of California Press. Chapters 64 and 65.

Emily Thuma. 2015. "Lessons in Self-Defense: Gender Violence, Racial Criminalization, and Anticarceral Feminism." *WSQ: Women's Studies Quarterly* 43 (3&4): 52-71.

Watch Beth Richie's talk at Beyond the Bars: Breaking Through 2014:
<https://www.youtube.com/watch?v=K4UODm-yhLQ> (Also available on OCRA).

Watch TJJP Video: <https://www.youtube.com/watch?v=S5qw2kViAaM> (Also on OCRA)

SECTION FIVE: PRISONER ACTIVISM AND ADVOCACY

4/25: Required Event: Prison Birth Project and Reproductive Justice, 5:30 PM, BERT 130

4/26: Reform, Abolitionism, Solidarity

Timothy Stewart-Winter. 2015. "Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States." *Journal of American History* 102(1): 61-72.

Eric Stanely and Nat Smith. 2011. *Captive Genders: Trans Embodiment in the Prison Industrial Complex*. Oakland: AK Press. 143-160 and 261-268.

"Prisoners Call for a National Strike on the Anniversary of Attica"—*Mask Magazine*

Democracy Now! segment on legal victory at Pelican Bay State Prison (Video clip on OCRA)

READING PERIOD: 4/29-5/10

FINAL EXAM PERIOD: 5/11-5/20

Final Papers Due 5/13 by 5 PM