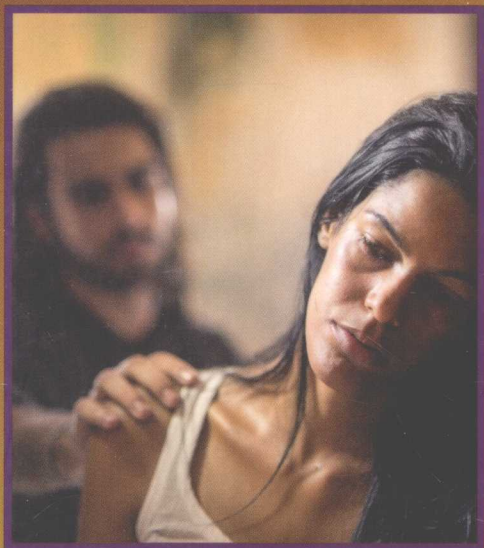


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A Text/Reader



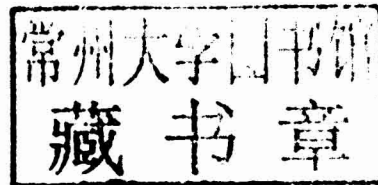
Stacy L. Mallicoat



WOMEN and CRIME

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Stacy L. Mallicoat

California State University, Fullerton



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Foreword

You hold in your hands a book that we think is a different approach to this subject matter and to student learning. It is billed a “text/reader.” What that means is that we have blended the two most commonly used types of books, the textbook and the reader, in a way that will appeal to both students and faculty.

Our experience as teachers and scholars has been that textbooks for the core classes in criminal justice (or any other social science discipline) leave many students and professors cold. The textbooks are huge and crammed with photographs, charts, highlighted material, and all sorts of pedagogical devices intended to increase student interest. Too often, however, these books end up creating a sort of sensory overload for students and suffer from their focus on “bells and whistles,” such as fancy graphics, at the expense of coverage of the most significant and current research on the subject matter. And, in the end, isn’t that what matters most? We study crime and justice to better understand why crime happens and how society processes it, and it is research—not pretty pictures—that inform this process. Our students deserve more than a nicely packaged recitation of boring facts; they need to understand what the research says, and this research needs to be presented in a fashion that does not scare them off.

Readers, on the other hand, are typically composed of recent and classic research articles on the subject matter. They generally suffer, however, from an absence of meaningful explanatory material. Articles are simply lined up and presented to the students with little or no context or explanation. Students, particularly undergraduate students, are often confused and overwhelmed by the jargon and detailed statistical analyses presented in the articles. It is unrealistic to expect students to fully grasp criminal justice research if this research is not placed in context and presented in a manner suited to their knowledge level.

This text/reader represents our attempt to take the best of both textbook and reader approaches. The book includes a combination of previously published articles on women and crime and of textual material introducing the articles and providing structure and context. The text/reader is intended to serve either as a supplement to a core undergraduate textbook or as a stand-alone text.

The book is divided into a number of sections. The sections of the book track the typical content and structure of a textbook on the subject. Each section of the book has an introductory chapter that introduces, explains, and provides context for the readings that follow. The readings are a selection of the best recent research from academic journals, as well as some classic readings where appropriate. The articles are edited as necessary to make them accessible to students. This variety of research and perspectives will provide the student with a grasp of the development of research, as well as an understanding of the current status of research in the subject area. The approach gives the student the opportunity to learn the basics (in the introductory portion of each section) and to read some of the most interesting research on the subject.

There is also a preface and an introductory chapter. The preface explains the organization and content of the book, and the introductory chapter provides a framework for the material that follows and introduces relevant themes, issues, and concepts to assist the student in understanding the articles.

Each section concludes with a summary of the material covered, as well as a set of discussion questions. Discussion questions also appear at the end of each reading. These summaries and discussion questions should facilitate student thought and class discussion of the material.

Ancillary materials, such as PowerPoint slides, a testbank, and lecture outlines, are available to help assist the instructor in moving from a standard textbook to this hybrid approach.

We acknowledge that this approach may be viewed by some as more challenging than the traditional textbook. To that we say “Yes! It is!” But we believe that, if we raise the bar, our students will rise to the challenge. Research shows that students and faculty often find textbooks boring to read. It is our belief that many criminal justice instructors welcome the opportunity to teach without having to rely on a “standard” textbook that covers only the most basic information and that lacks both depth of coverage and an attention to current research. This book provides an alternative for instructors who want more than a basic textbook aimed at the lowest common denominator and filled with flashy but often useless features that merely drive up its cost. This book is intended for instructors who want their students to be exposed to more than the ordinary, basic coverage of criminal justice.

We also believe students will find this approach more interesting. They are given the opportunity to read current, cutting-edge research on the subject while also being provided with background and context for this research. In addition to including the most topical and relevant research, we have included a short entry, “How to Read a Research Article.” The purpose of this entry, placed toward the beginning of the book, is to provide students with an overview of the components of a research article. It helps walk them through the process of reading a research article, lessening their trepidation and increasing their ability to comprehend the material presented therein. Many students will be unfamiliar with reading and deciphering research articles; we hope this feature will help them do so.

In addition, we provide a student study site on the Internet with supplemental research articles, study questions, practice quizzes, and other pedagogical material to assist the student in learning the material. We chose to put these pedagogical tools on a companion study site rather than in the text to allow instructors to focus on the material, while still offering students the opportunity to learn more.

To date, there have been twelve books published in the text/reader series. Many of them have gone into (or are in the process of going into) multiple editions. The feedback we have received from early adopters has been overwhelmingly positive. Instructors have successfully used these books in community colleges and universities at both the undergraduate and graduate levels. Faculty tell us they find the books more interesting to use and teach from, and that students appreciate the different approach.

We hope that this unconventional approach will be more interesting to students and faculty alike and thus make learning and teaching more fun. Criminal justice is a fascinating subject, and the topic deserves to be presented in an interesting manner. We hope you will agree.

Craig Hemmens, JD, PhD, Series Editor

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Preface

The purpose of this book is to introduce readers to the issues that face women as they navigate the criminal justice system. Regardless of the participation, women have unique experiences that have significant effects on their perspectives of the criminal justice system. In order to effectively understand the criminal justice system, the voices of women must be heard. This book seeks to inform readers on the realities of women's lives as they interact with the criminal justice system. These topics are presented in this book through summary essays highlighting the key terms and research findings and incorporating cutting-edge research from scholars whose works have been published in top journals in criminal justice, criminology, and related fields.



Organization and Contents of the Book

This book is divided into thirteen sections, with each section dealing with a different subject related to women and crime. Each section begins with an introduction to the issues raised within each topic and summarizes some of the basic themes related to the subject area. Each introductory essay concludes with a discussion of the policy implications related to each topic. This discussion is followed by selected readings that focus on research being conducted on critical issues within each topical area. These readings represent some of the best research in the field and are designed to expose students to the discussions facing women's issues within contemporary criminal justice. These thirteen sections include

- Women and Crime: Introduction
- Theories of Victimization
- Women and Victimization: Rape and Sexual Assault
- Women and Victimization: Intimate Partner Abuse and Stalking
- International Issues in the Victimization of Women
- Theories on Female Offending
- Girls and Juvenile Delinquency
- Female Offenders and Their Crimes
- Processing and Sentencing of Female Offenders
- The Incarceration of Women
- The Supervision of Women: Community Corrections, Rehabilitation, and Reentry
- Women Professionals and the Criminal Justice System: Police, Corrections, and Offender Services
- Women Professionals and the Criminal Justice System: Courts and Victim Services

The first section provides an introduction and foundation for the book. In setting the context for the book, this section begins with a review of the influence of feminism on the study of crime. The section looks at the

different types of data sources that are used to assess female offending and victimization. The section concludes with a discussion on feminist methodology and how it can contribute to the discussions of women and crime. The first article in this section, by Meda Chesney-Lind, looks at the role of patriarchy in developing a feminist criminology in light of traditional and contemporary theories of crime. The second article, by Jody Miller, focuses on issues of gender in qualitative research.

The second section begins with a review of the victim experience in the criminal justice system. This section highlights the experience of help seeking by victims and the practice of victim blaming. The section then turns to a discussion of victimization and focuses on how fear about victimization is a gendered experience. The section then turns to the discussion of victimization and how theories seek to understand the victim experience and place it within the larger context of the criminal justice system and society in general. The section includes two readings on victimization. The first article in this section, by Bonnie S. Fisher and David May, investigates the effects of gender on the fear of victimization by college students. The second article, by Chiara Sabina, Carlos A. Cuevas, and Jennifer L. Schally, looks at how ethnicity can impact the help-seeking experience.

The third section focuses on the victimization of women by crimes of rape and sexual assault. From historical issues to contemporary standards in the definition of sexual victimization, this section highlights the various forms of sexual assault and the role of the criminal justice system in the reporting and prosecution of these crimes, and the role of victims in the criminal justice system. The readings in this section highlight some of the critical research on issues related to rape and sexual assault. Beginning with a discussion of sexual assault resources on college campuses, Rebecca M. Hayes-Smith and Lora M. Levett investigate whether information about these resources altered students' beliefs in rape myths. The second reading, by Clare Gunby, Anna Carline, and Caryl Beynon, investigates how alcohol consumption alters perceptions of rape and sexual assault claims.

The fourth section presents the discussion of victimization of women in cases of intimate partner abuse and stalking. A review of the legal and social research on intimate partner violence addresses a multitude of issues for victims, including the barriers to leaving a battering relationship. The articles in this section address some of the contemporary issues facing victims of intimate partner violence. The section concludes with a discussion of stalking. The readings for this section begin with an essay by Martin D. Schwartz and Walter S. DeKeseredy on the role of patriarchy in the culture of battering and how a male-dominated society can stop violence against women. The second article, by Katie M. Edwards, Christina M. Dardis, and Christine A. Gidycz, investigates the disclosure practices of victims of dating violence.

The fifth section focuses on international issues for women and includes discussions on crimes such as human trafficking, honor killings, witch burnings, genital mutilation, and femicide. In the first article in this section, Frances P. Bernat and Heather C. Winkeller present an issue that has engaged communities around the world: human trafficking. While human trafficking is a global issue, much of the intervention efforts are facilitated at the local level. This article discusses how local agencies can prepare to deal with victims of these crimes. The second article, by Sujay Patel and Amin Muhammad Gadit, explains honor killings of women in Pakistan.

The sixth section focuses on the theoretical explanations of female offending. The section begins with a review of the classical and modern theories of female criminality. While the classical theories often described women in sexist and stereotypical ways, modern theories of crime often ignored women completely. Recent research has reviewed many of these theories to assess whether they might help to explain female offending. The section concludes with a discussion of gender-neutral theories and feminist criminology. This section includes two articles that involve testing criminological theory on female populations. The first article is by April Bernard who uses a case study to assess which theories of crime might best explain this offender's criminal behavior. The second article, by Felipe Estrada and Anders Nilsson, uses data from the Stockholm Birth Cohort to assess gender differences in offending from a life-course perspective.

Section VII focuses on girls and the juvenile justice system. Beginning with a discussion on the patterns of female delinquency, this section investigates the historical and contemporary standards for young women in society and how

the changing definitions of delinquency have disproportionately and negatively impacted young girls. The readings for this section begin with an article by Barry C. Feld and looks to the question of whether girls are becoming more violent, or whether the system is changing how it deals with young girls who “act out.” The section concludes with an article by Juliette Noel Graziano and Eric F. Wagner and investigates the role of trauma within the LGBTQ girls in the juvenile justice system.

Section VIII deals with women and their crimes. While female crimes of violence are highly sensationalized by the media, these crimes are rare occurrences. Instead, the majority of female offending is made up of crimes that are non-violent in nature or are considered victimless crimes, such as property-based offenses, drug abuse, and sexually based offenses. The readings for this section include an article by Judith A. Ryder and Regina E. Brisgone that focuses on the experiences of women and girls living and growing up during the era of crack cocaine and an article by Jennifer E. Cobbina and Sharon S. Oselin that looks at how the age of entry impacts the experience of women involved in street prostitution.

The ninth section details the historical and contemporary patterns in the processing and sentencing of female offenders. This section highlights research on how factors such as patriarchy, chivalry, and paternalism within the criminal justice system impact women. Two articles in this section investigate the effects of gender on the processing of offenders: Tina L. Freiburger and Carly M. Hilinski investigate how race, gender, and age impact decision making in cases of pretrial detention; and Jill K. Doerner and Stephen Demuth look at whether women in the federal courts benefit from chivalrous sentencing practices.

The tenth section examines the incarceration of women. Here, the text and readings focus on the patterns and practices of the incarceration of women. Ranging from historical examples of incarceration to modern-day policies, this section looks to how the treatment of women in prison varies from that of their male counterparts and how incarcerated women have unique needs based on their differential pathways to prison. The readings in this section begin with a discussion by Katarzyna Celinska and Jane A. Siegel on how women cope with being separated from their children during their incarceration and conclude with research by Holly M. Harner and Suzanne Riley on the mental health effects of the incarceration experience.

Section XI looks at the experience of women in the community corrections setting. The section begins with a discussion on gender-specific programming and how correctional agents and programs need to address these unique issues for women. The section then looks at the role of risk assessment instruments and how they need to reflect gender differences between male and female offenders. The section concludes with a discussion on the reentry challenges of women exiting from prison. The first article, by Tara D. Opsal, focuses on how women handle the stigmatized identity of being on parole. The second article, by Carolyn Leitzell, Natalie Madrazo, and Reverend Carmen Warner-Robbins, looks at how one particular program helps women in transition from prison, particularly in terms of the physical and mental health needs.

Section XII focuses on women who work within criminal justice occupations within traditionally male-dominated environments: policing and corrections. The readings for this section bring attention to the women who work within the domain of the criminal justice system and how gender impacts their occupational context. Following a discussion of the history of women in these occupations, this section looks at how gender impacts the performance of women in these jobs and the personal toll it has on their lives. The first article by Kimberly A. Lonsway, Rebecca Paynich, and Jennifer N. Hall looks at the issues of sexual harassment in policing. The section concludes with research by Cassandra Matthews, Elizabeth Monk-Turner, and Melvina Sumter on promotional opportunities for women in corrections.

Section XIII concludes this text with a discussion of women in the legal and victim services fields. The section looks at both women who work as attorneys as well as women in the judiciary. While women are a minority in this realm of the criminal justice system, women are generally overrepresented within victim services agencies. Here, gender also plays a significant role both in terms of the individual's work experiences as well as in the structural organization of the agency. The readings for this section include an article by Madhavi McCall on whether gender

impacts judicial voting practices and conclude with research by Sarah E. Ullman and Stephanie M. Townsend on the barriers that rape crisis workers experience in working with victims.

As you can see, this book provides an in-depth look at the issues facing women in the criminal justice system. From victimization to incarceration to employment, this book takes a unique approach in its presentation by combining a review of the literature on each of these issues followed by some of the key research studies that have been published in academic journals. Each section of this book presents a critical component of the criminal justice system and the role of women in it. As you will soon learn, gender is a pervasive theme that runs deeply throughout our system, and how we respond to it has a dramatic effect on the lives of women in society.



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Student Study Site

An open-access study site is available at www.sagepub.com/mallicoat2e. This site includes mobile-friendly eFlashcards and web quizzes as well as web resources, video resources, and links to SAGE journal articles.

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I have to give tremendous thanks to Jerry Westby, publisher of the Criminology and Criminal Justice Division at SAGE Publications. I continue to be indebted to you for your faith and encouragement in me as an author and for allowing me the amazing opportunity to share my passion for all things crime and justice. I also have to give thanks to Craig Hemmens, series editor for the Text/Reader series, for his support. Special thanks as well to the staff at SAGE Publications who have also helped to breathe life into this book.

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