Whether we examine criminal arrest statistics, self-report data, or responses to victimization surveys, there is a strong and persistent sex pattern: males commit more criminal offenses than females and the types of offenses males commit are generally more serious than those of females. The relationship between sex and crime is considered so strong and persistent that criminologists Gottfredson and Hirschi once proclaimed: “Men are always and everywhere more likely than women to commit criminal acts” (1990: 145). In this course we examine the outlier: women who engage in crime. In the next ten weeks, we answer questions such as: what kinds of crime do women commit? Is the gender gap in crime closing over time? Why do women commit crime? How does the criminal system react to female criminals? Do women experience imprisonment differently from men?
Professor: Annette Nierobisz
Office: 234 Leighton Hall
Email: anierobi@carleton.edu
Office Phone: (507) 222-4114
Office Hours: M: 9:20-10:20 am; T: 2:30-4:00 pm; W: 3:30-5:00 pm; by appointment if necessary but note that I am not available on Thursdays.

Course Learning Objectives

Girls Gone Bad is a QRE course. In addition to learning about female criminality and criminal justice reactions, you will learn the ways in which sociologists ask questions about crime, the data sources that sociologists use in their criminological research, and the limitations of these data. You will also learn how to formulate effective research questions, and gain experience in interpreting numerical evidence and communicating the findings to your audience. By the end of the course, you should be more comfortable using numbers to make effective arguments, better equipped to question taken-for-granted assumptions about female criminality, and know more about how sociology can inform criminal justice practices.

For prospective and current SOAN majors enrolled in Girls Gone Bad, you might be interested in knowing that the Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want our students to acquire (http://apps.carleton.edu/curricular/soan/major/slos/). In this course, we focus on the following four SLOs:

1. Connect information about historical and contemporary socio-cultural phenomena
2. Formulate appropriate sociological research questions about socio-cultural phenomena
3. Apply sociological theory to analyze socio-cultural phenomena
4. Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Course Material

A series of journal, magazine and newspaper articles are found either online or on the course Moodle. You are expected to purchase the following books, which are required reading for the course:


You are also expected to purchase one of the following books, which you will teach to your classmates in a group presentation. Please do not purchase your book until we have discussed which book you want to present.


**Reading Tips**

Please complete the assigned readings before class. We will all benefit if you engage the readings, take copious notes, and bring your thoughts to class along with copies of the readings. At the very least, you should be able to discuss the “who, what, when, where, why, and how” of each reading. Know that it’s very obvious when you have not completed the readings and thus, you may not be called upon to contribute during class discussion.

**Course Requirements**

The first assignment challenges you to write about and present quantitative findings about a specific crime of your choice; the second assignment requires you to assist Rice County Corrections (RCC) in creating an assessment of their “Offender Workforce Development Group.” The third assignment involves a group book presentation.

Assignment 1 (30 points): For this assignment, groups of students will assist Rice County Community Corrections (RCCC) in creating an assessment of their Offender Workforce Development Group. RCCC wants to create a successful program but they have not yet determined how success will be measured. Students will develop two sets of criteria that will consist of a “pre-test” and “post-test” of the program.

Assignment 2 (10 points): For this assignment, you and a group of students will present one of the following books to your classmates: *At Work in the Iron Cage: The Prison as Gendered Organization; Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70; or Punished: Policing the Lives of Black and Latino Boys.*
Mid-term test (25 points). There will be a mid-term test, which will be held May 16. The test will cover material discussed up to and including the May 7 class. The test will consist of a mix of short-answer and essay questions and it will be used to assess your understanding of the concepts we discuss and the research we review. The May 16 date is firm for every member of the class. Unless appropriate formal documentation is provided, no last-minute special accommodations will be provided for students who are unable to write the test on this date.

Final exam (25 points). There will be a take-home final exam, which will be submitted to you on the last day of class. The exam is due on June 9 at 5 p.m. This test will cover material from the final half of the course (May 12 – June 4).

Class participation (10 points). This part of your grade is based on regular class attendance and punctual arrival, completing the assigned readings so that your comments and questions have solid grounding, and contributing in a manner that advances rather than stymies discussion. You are expected to be present in both body and mind, and to be actively engaged in creating an intellectually stimulating experience for all. To that end, please refrain from using computers, cell phones, and other devices in class, and resist the urge to engage in behaviors that may be disruptive or disrespectful to your classmates and me. Students who meet the standards of class participation at only the most basic level will receive the “default” participation grade of 5 points. Students who miss more than three classes will automatically lose their class participation grade. No exceptions will be made unless appropriate formal documentation is presented (e.g. note from a doctor, email from a class dean or athletic coach).

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>RCCC Pre-test</td>
<td>5/2</td>
<td>15 points</td>
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<tr>
<td>RCCC Post-test</td>
<td>6/2</td>
<td>15 points</td>
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<tr>
<td>Book Presentations</td>
<td>4/18</td>
<td>10 points</td>
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<td>Mid-term Test</td>
<td>5/16</td>
<td>25 points</td>
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<tr>
<td>Final Exam</td>
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<td>25 points</td>
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<tr>
<td>Class participation</td>
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<td>10 points</td>
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<td>Total</td>
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Grade range: “A” = 90-100%; “B” = 80-89%; “C” = 70-79%; “D” = 60-69%; “F” <= 59%
Academic Assistance

Writing

All students are encouraged to take advantage of the Write Place, which has locations on the second floor of Scoville and in room 329 at the Libe. Like the course Writing Assistant, student writing consultants at the Write Place can work with you at any point in the writing process. Walk-ins are welcome at Scoville, but students with appointments will have priority. To make an appointment for yourself, you can use the online scheduler.

If English is your second language and you think you would benefit from working with a writing consultant on a regular basis, contact Renata Fitzpatrick (rfitzpatric@carleton.edu), the coordinator of Carleton’s Second-Language Writing Program. In addition to emailing her, you can call her at x5998 or stop by her office in Scoville 201. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Time Management, Study Skills, and Test-Prep Strategies

Greta Simons (gsimons@carleton.edu), Carleton’s Academic Skills Coach, can work with you to improve your time management and academic skills. Her goals are to heighten your awareness of your strengths and skills and to offer new ways of approaching academic work to make you more efficient and effective. Greta can meet with you during her drop-in hours, which are listed on the Academic Skills Coaching site, but you can also email her to schedule a meeting outside of those hours.

Accommodations for Students with Disabilities

Carleton is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact Andy Christensen, the Coordinator of Disability Services, at x4464 or anchrist@carleton.edu. Carleton professors are encouraged to wait for official notification of accommodations before modifying course requirements for students.

Public Speaking and Class Presentations

The Speakeasy, in room 314 at the Libe, is designed to help you with class presentations, comps talks, and other speech-related activities. Both groups and individuals are welcome to visit. Speakeasy coaches Mike Sobaski ’15 (sobaskim@carleton.edu) and Diana Fraser ’14 (fraserd@carleton.edu) are available on a regular basis each week, but they can also meet with you at other mutually convenient times.

Email Etiquette

Professors on campus sometimes complain that students frequently address them improperly in email messages (e.g. “Hey Annette”). Instead of grumbling about it, here are some tips to consider. Unless you know the professor well, do not assume you can use their first name. When writing an email make sure you start with Dear Professor “last name” or Dear Dr. “last name.” Avoid addressing female professors as Mrs., Ms., or Miss. It is also helpful to correctly spell your professor’s name when you contact her. 😊
**Course Outline**

3/31: Introducing *Girls Gone Bad*


4/2: Are there Gendered Patterns in Criminal Offending?


  
  - Guests Shahwana Mian and Jennifer Pecore from Rice County Community Corrections will introduce Assignment 1, Parts 1 & 2.

4/4: What Does “Bad” Really Mean?


4/7: Under What Circumstances are Girls “Bad”?


4/11-16: Why Do Some Girls “Go Bad”?

Readings for 4/11:

• Giordano, Peggy. “Introduction”

• Giordano, Peggy. “Chapter 2. Literature Review and Conceptual Framework”

• Giordano, Peggy. “Chapter 3. The Ohio Life-Course Study”

Readings for 4/14:

• Giordano, Peggy. “Chapter 4. OLS Adult Respondents: Offending, Surviving, Parenting”

• Giordano, Peggy. “Chapter 5. How Have the OLS Children Fared?”

Readings for 4/16:

• Giordano, Peggy. “Chapter 6. The Intergenerational Transmission Process”

• Giordano, Peggy. “Chapter 7. ‘Success Stories’: It’s All Relative”

• Giordano, Peggy. “Chapter 8. Theoretical and Policy Implications of the OLS Study”

4/18: Presentation of Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70

4/21-28: Girls in Gangs

Readings for 4/21:

- Miller, Jody. “Chapter 1. Perspectives on Gangs and Gender.”

Readings for 4/23:


Readings for 4/25:

- Miller, Jody. “Chapter 7. Gender and Victimization in Gangs.”
- Miller, Jody. “Chapter 8. Gender Strategies in Youth Gangs.”

4/28: Presentation of *Punished: Policing the Lives of Black and Latino Boys*


4/30-5/9: Women in the Drug Trade

4/30 Readings:

- Maher, Lisa. “Chapter 1. Readings on Victimization and Volition”
- Maher, Lisa. “Appendix”
5/2 Readings:

  - RCC pre-test memo and assessment criteria due in class.

5/5: Mid-term Break

5/7 Readings:


5/9: Presentation of In Search of Respect: Selling Crack in El Barrio


5/12, 14: Gender and Sentencing

5/12 Readings:


5/14 Readings:


5/16: Mid-term test
5/19-23: The Female Prisoner

5/19 Readings:


5/21 Readings:


5/23 Readings:


5/26: Presentation of *At Work in the Iron Cage*


5/28: Tour of Minnesota Correctional Facility-Shakopee

• Minnesota Department of Corrections. 2014. *Inmate Profile, Minnesota Correctional Facility - Shakopee.* Available at [http://coms.doc.state.mn.us/tourreport/04FacilityInmateProfile.pdf](http://coms.doc.state.mn.us/tourreport/04FacilityInmateProfile.pdf)


  o We will depart from Sayles Hill at **8:25 am** and return to campus at approximately **1:30 pm**. Given that we are meeting outside of class time, I understand that some students may be unable to attend. Because this is a valuable learning experience, I hope you will make every effort to attend. I am happy to reach out to your professors if necessary so please let me know.

**5/30: Girl Interrupted**


  o Guest Speaker: Tracy Zabel of Rice County Community Corrections

**6/2,4: Where Do We Go From Here?**

• Readings to be announced

  ➢ RCC post-test memo and assessment criteria due in class.

**6/9: Final exam due at 5 p.m. in my SOAN mailbox**
Robin: "I guess you can never trust a woman."

Batman: "You've made a hasty generalization, Robin.
It's a bad habit to get into."\(^1\)

Hope you enjoyed the course.
Have a great spring break!

\(\text{\underline{Annette}}\)

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\(^1\) Batman quote from http://adamwest.tripod.com/b-lectur.htm