



**London  
South Bank  
University**

# Module Guide

Gender, Crime and Justice

DSS\_6\_GCJ



Division of Social Sciences

Level 6

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# OVERVIEW OF LECTURE PROGRAMME

Week 1	Introduction to the Issues
Week 2	The Construction of Law
Week 3	Theorising Men's Criminality
Week 4	Theorising Women's Criminality
Week 5	Independent Study Week
Week 6	Gender, Fear, Risk and Victimisation
Week 7	Gender, Process and Punishment
Week 8	Gender Based Violence
Week 9	Gendered Criminal Justice Control
Week 10	Exam Guidance
Week 11	Exam Tutorials
Week 12	Exam Tutorials

## 1. Module Details

<b>Module Title:</b>	Gender, Crime and Justice
<b>Module Level:</b>	Level 6
<b>Module Reference No:</b>	DSS_6_GCJ_1819
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	150 hours
<b>Contact Hours:</b>	40
<b>Private Study Hours:</b>	110
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Units (If applicable):</b>	None
<b>Course(s):</b>	Criminology, Criminology with Sociology, Criminology with Psychology, Criminology with Law, Psychology with Criminology
<b>Year and Semester</b>	2018-19 Semester One
<b>Module Coordinator:</b>	Chris Magill
<b>Contact Details (Tel, Email, Room)</b>	Email: magillc@lsbu.ac.uk Room: BR267
<b>Office Hours:</b>	tbc
<b>Summary of Assessment</b>	1 x SEEN Exam
<b>Library Information Officer</b>	Rebecca Fong Email: <a href="mailto:fongr@lsbu.ac.uk">fongr@lsbu.ac.uk</a>

## 2. Short Description

For many years criminology has failed to take into consideration the relationship between gender and crime. In recent years the relationship between men, masculinity and crime; and women, femininity and crime has assumed increasing visibility and political significance within both criminology and the public arena. An understanding of both *masculinities* and *femininities* is central to this module. Drawing on feminist perspectives in criminological theory as well as more mainstream theoretical accounts, this module evaluates the evidence, which indicates that patterns of offending, victimisation and the workings of the main criminal justice agencies are gendered.

The module will provide students with an insight into the key theoretical and methodological debates about gender and crime. Students will be introduced to the differential patterns of female and male offending behaviour, their interactions with the police and the broader criminal justice and penal system. Students will also explore conceptions of risk, fear and victimisation through an insight into women and men's experiences of being victims of crime. It also considers the discriminatory nature of social control through an appreciation of

the ways in which both the law itself and criminal justice organisations are gendered. Students are encouraged to transgress traditional debates about gender and crime by considering a human rights perspective for the study of gender and crime. Criminology's failure to take account of the significance of a human rights agenda will be outlined and its importance will be emphasised.

### **3. Aims of the Module**

1. Develop an understanding of the significance of gender for the study of crime and social control.
2. Provide an overview to some of the key issues that confront the criminal justice system in relation to gender.
3. Enhance an awareness of the gendered historical context within which the criminal justice system operates.
4. Develop an understanding of both 'femininities' and masculinities' in the study of criminology, exploring women and men through their status as offenders, victims and criminal justice professionals.
5. Critically consider the contribution of feminist criminological theory.
6. Develop an understanding of the way in which the law itself is gendered.

### **4. Learning Outcomes**

#### **4.1 Knowledge and Understanding:**

Understand the theoretical frameworks that explain the significance of gender to the study of crime, victimisation and control.

Demonstrate the ability to identify the processes which gender the workings of the criminal justice system.

#### **4.2 Intellectual Skills:**

Use theoretical ideas to analyse the impact of criminal justice policy in relation to men and women's interactions with the criminal justice system.

Demonstrate the ability to discuss the significance of gender for the growth of contemporary criminology.

Explain women's and men's differential experience with the criminal justice system as offenders, victims and professionals.

### **5. General Assessment Rules**

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for

each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

#### Level Four

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of important information, concepts and ideas, in the chosen area of study and should be attempting to provide some analysis of alternative views and perspectives. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work, and the ability:

- to collect, sift and record information from a variety of sources (e.g. library, database, lectures)
- to distinguish between description and analysis in information sources
- to isolate key arguments within source material
- to use information to present a relevant and coherent argument in written and oral form (e.g. 1500 word essay or a ten minute oral presentation).

#### Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

#### Level Six

Students will be expected to demonstrate the ability:

- to identify the social formation of individuals, groups, the nation state, and global relations

- to apply appropriate knowledge and skills to the solution of problems in relation to these areas
- to understand the relation between economic, social, political and cultural factors in behaviours and structures at the level of the group, the nation state, and global relations
- to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (9,000 word research Project)
- to understand the influence of historical and global forces on society.

At level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

### **Marking Criteria – how your work is assessed**

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5

2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

## Assessment of the Module

The assessment for this module will be a SEEN Exam – consisting of 3 questions in three hours (100%).

Details of date of the exam will be given in due course.

The pass mark for the module is 40%.

For a more general outline of assessment issues and marking criteria please see the 2018-19 DSS Course Guide.

## Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and journal articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a books/articles and put them directly into your essay without properly attributing the source.

Whether intentional or not, **plagiarism is not acceptable in any circumstances**. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the [LSBU Assessment and Examinations Procedure](#) and in your Course Guide. **Please read these carefully.**

## Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Library has a very detailed Help Sheet on the operation of the Harvard system which you should read carefully: [How to Reference Using the Harvard System](#).



Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H. Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, for example:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

## **6. Feedback**

Feedback will normally be given to students 20 working days after the submission of an assignment.

## **7. Student Evaluation**

In 2016/17 88% of students who completed a module evaluation form either agreed or strongly agreed that their overall experience of the module was good.

## 8. Introduction to Studying the Module

### 8.1 Overview of Types of Classes

You will normally have a two hour lecture each week and a one-hour seminar.

**N.B.** Your seminars will guide you through the core texts that are required for this module. Readings have been provided for each week. **Please remember to bring your accompanying reading pack to each seminar.** The seminar group will be divided into small reading groups. Although you are **ALL** expected to read the seminar set text each week, the designated group will produce a report on the core text for discussion. The report should consider the following points:

- A summary of the piece - you may find it useful to identify the key points that are being made
- A commentary of the author's point of view
- Are her/his arguments consistent or contradictory? In what way?
- What is the wider point s/he is trying to make? Do they do this successfully?
- Consider the significance of the findings or the arguments being made for criminology

**N.B.** Although the allocated reading group will be responsible for leading the seminar each week, you are **ALL** expected to read the set text. Such reading will encourage greater engagement and participation with the subject area at a more meaningful level.

### 8.2 Importance of Student Self-Managed Learning Time

Please note that ALL STUDENTS are expected to read something in preparation for the weekly seminar. If you are unable to find the readings listed, then you are expected to show initiative and research alternative sources which address the seminar topic. Active and informed participation in seminar discussions is vital for the success of this Module. Please come to the class prepared to participate.

### 8.3 Employability

This Module will provide students with the understanding and knowledge necessary for undertaking future work in a wide range of fields including a range of social control agencies, government agencies, charities and campaign groups for gender issues, research and teaching.

## 9. Weekly Teaching Programme

### WEEK 1

#### LECTURE: Introduction to the Issues

Seminar: Allocation of reading groups, discussion of course expectations/ seminar participation/ assignment guidance.

### WEEK 2

#### LECTURE: The Construction of Law –using a gendered lens

**Seminar Reading:** Snider, L (2003) 'Constituting the Punishable Woman: Atavistic Man Incarcerates Postmodern Woman' *British Journal of Criminology*, Vol 43, No.2, 2003: 354-78.

### WEEK 3

#### LECTURE: Theorising Men's Criminality

**Seminar Reading:** Winlow, S & Hall, S. (2009) Retaliate First: Memory, Humiliation and Male Violence *Crime, Media & Culture* vol 5(3) 285-304

### WEEK 4

#### LECTURE: Theorising Women's Criminality

**Seminar Reading:** Lumsden, K. (2010) 'Gendered Performances in a Male-Dominated Subculture: 'Girl Racers', Car Modification and the Quest for Masculinity' *Sociological Research Online* 15/3/6.

### WEEK 5 Independent Study Week

### WEEK 6

#### LECTURE: Gendered Fear, Risk and Victimisation

**Seminar Reading:** Goodey, J. (1997) 'Boys don't cry. Masculinities, fear of crime and fearlessness', *British Journal of Criminology*. 37: 401-418.

## **WEEK 7**

### **LECTURE: Gender, Process and Punishment**

**Seminar reading:** Hedderman, C. (2010) 'Government Policy on women offenders: Labour's legacy and the Coalition challenge' *Punishment and Society* 12(4) 485-500.

## **WEEK 8**

### **LECTURE: Gender Based Violence**

#### **Seminar Reading:**

Sundaram, V. (2013) 'Violence as understandable, deserved or unacceptable? Listening for gender in teenagers' talk about violence' *Gender and Education*. 25/7: 889-906.

## **WEEK 9**

### **LECTURE: Gendered Criminal Justice Control**

#### **Seminar Reading:**

Dick, P and Cassell, C. (2004) 'The position of Policewomen: a discourse analytic study' *Work, Employment and Society* 18/1:51-72.

## **WEEK 10**

### **Lecture: EXAM GUIDANCE**

You will be provided with your SEEN exam paper in this lecture. You will also be provided with valuable information regarding your exam i.e., expectations, research and writing skills needed to undertake this exam. It will also provide an overview of the expectations of each question in terms of how you might undertake your analysis. YOUR ATTENDANCE IS IMPORTANT

**There is NO seminar this week** – please begin your research for your exam and for your forthcoming exam tutorials – see below – it is essential that you sign up for an appointment with Chris or Helen to discuss your exam preparation. Appointments will be available to book on-line via Moodle from this week.

## **WEEK 11 – EXAM TUTORIAL GUIDANCE**

Please make an appointment to see me to discuss exam preparation.

It is important that you consider the following before your tutorial:

- be clear about what questions you have chosen and what is being asked of you
- write a draft introduction for one or more of your essays with clearly defined areas of investigation
- be able to cite the main points for one of your answers, developing a clear argument (bullet points fine)

## **WEEK 12 – EXAM TUTORIAL GUIDANCE**

Please make an appointment to see me to discuss exam preparation.

It is important that you consider the following before your tutorial:

- be clear about what questions you have chosen and what is being asked of you
- write a draft introduction for one or more of your essays with clearly defined areas of investigation
- be able to cite the main points for one of your answers, developing a clear argument (bullet points fine)

## 10. Learning Resources

For weekly readings, please refer to your seminar reading pack. These readings form the basis of your weekly seminar discussions. In addition to the reading pack supplied there are a number of journals and other texts that are relevant to this course which should be explored. A full reading list containing can be found at the end of this module guide.

### Selected CORE Reading:

- Annison, J., Brayford, J., & Deering J. (2015) *Women and criminal justice: from the Corston Report to transforming rehabilitation*. Bristol: Policy Press. **[e-book available via library]**
- Carlen, P. (1998) *Sledgehammer: Women's Imprisonment at the Millennium*. London: Macmillan **[e-book available via library]**
- Carlen (2013) *Women and Punishment: the struggle for justice*. Cullumpton: Willan Publishing. **[e-book available via library]**
- Collier, R. (1998) *Masculinities, Crime and Criminology*, London Sage.
- Evans, K. & Jamieson, J. (2008) *Gender and Crime – A Reader*. Open University Press.
- Heidensohn, F & Silvestri, M. (2012) 'Gender and Crime' in *Oxford Handbook of Criminology*, 5<sup>th</sup> Edition, Oxford: Oxford University Press. **[e-book available via library]**
- Milne E, Brennan K, South, N, Turton, J. (2018) *Women and the criminal justice system: failing victims and offenders?* Palgrave **[e-book available via library]**
- Silvestri, M & Crowther-Dowey, C. (2008) *Gender and Crime*. Sage: London.
- Fitz-Gibbon K. & Walklate, S. (2018) *Gender, crime, and criminal justice*, 3<sup>rd</sup> ed. Oxford. **[e-book available via library]**
- Walklate, S. (2004) *Gender, Crime and Criminal Justice*. 2<sup>nd</sup> Edition. Cullompton: Taylor & Francis.
- **Walklate, S. (2012) Gender and Crime: Critical Concepts in Criminology** London: Routledge (SEE BELOW)

**Walklate, S. (2012) Gender and Crime: Critical Concepts in Criminology London: Routledge**

**N.B: This book is a four-volume collection made up of 79 academic contributions (journal articles and book chapters). It is not available in the Perry library in its entirety. However, many of the individual contributions are available as primary sources. See additional hand out for full content listing of this book. [Be sure to consult these sources.](#)**

*Volume I* ('Sex and Crime or Gender and Crime?') traces the emergence and development of the gender agenda within criminology, identifying its strengths and weaknesses.

*Volume II* ('Gender, Crime, and Criminal Victimization') brings together some key thinking on the various ways in which different crimes-and experiences of crime-might be informed by a gendered perspective.

*Volume III* ('Gendered Experiences of the Criminal-Justice Process) focuses on the criminal-justice system and the professionals engaged within it.

*Volume IV* ('Gender, Crime, and Punishment') collects the key literature on the extent to which prisons, community penalties, and restorative justice reflect gendered presumptions.

## **Journals**

There are a number of journals available in both print and electronic form which you should consult regularly for this Module. They include: BRITISH JOURNAL OF CRIMINOLOGY; BRITISH JOURNAL OF SOCIOLOGY; CRIMINOLOGY; FEMINIST CRIMINOLOGY; SOCIAL & LEGAL STUDIES; INTERNATIONAL JOURNAL OF THE SOCIOLOGY OF LAW; SOCIAL PROBLEMS; FEMINIST CRIMINOLOGY; GENDER AND SOCIETY; GENDER ISSUES; FEMINIST REVIEW; MEN AND MASCULINITIES; WOMEN'S STUDIES INTERNATIONAL FORUM.

N.B: Not all of these are available at Perry Library – try to access other university libraries. A number of the core readings for each week are found in journals which you can access electronically from LSBU.

## **Websites**

There are also a broad range of websites that you might find of interest which include:

British Association of Criminology

<http://www.britsoccrim.org>

British Association of Women Police  
<http://www.bawp.org/>

Equality and Human Rights Commission  
<http://www.equalityhumanrights.com/>

International Association of Women Police  
<http://www.iawp.org/>

Justice for Women  
<http://www.jfw.org.uk/>

The Fawcett Society  
<http://www.fawcettsociety.org.uk/>

The Howard League for Penal Reform  
<http://www.howardleague.org/>

Women's Aid  
<http://www.womensaid.org.uk/>

Women's Equality Party  
<http://www.womensequality.org.uk/>

Women's National Commission  
<http://www.thewnc.org.uk/>

Human Rights Watch  
<http://www.hrw.org/>

### **FURTHER RESOURCES:**

N.B CORE reading is listed above in Section 9 AND you have also been supplied with a weekly reading pack.

Below is a more extensive list of readings for this module – not all of them are available at LSBU but they are listed here in case you wish to expand your knowledge on gender. The following readings have been organised across three broad areas reflected in the teaching of this module: Gender and offending; Gender and victimisation; Gender and criminal justice, including the law and human rights. Some of the more general texts cover all three broad areas and so can be found in all sections.



## **Gender and offending**

Alder, C. M. & Polk, K. (1996) 'Masculinity and child homicide' *British Journal of Criminology* 36: 396-411.

Baskin, D. (1998) *Causalities of Community Disorder: Women's Careers in violent crime*, Oxford: Oxford University Press.

Belknap, J. (2000) *Invisible Woman: Gender, Crime and Justice* (2nd edition) Wadsworth.

Bosworth, M. (1999) *Engendering Resistance: Agency and Power in Women's Prisons*, London, Ashgate.

Bourgois, P. (1996) 'In search of masculinity. Violence, respect and sexuality among Puerto Rican crack dealers in East Harlem' *British Journal of Criminology* 36: 412-427.

Bowker, L. (1998) *Masculinities and Violence*. London: Sage.

Brookman, F., Mullins, C., Bennett, T. and Wright, R. (2007) 'Gender, Motivation and the Accomplishment of Street Robbery in the UK' *British Journal of Criminology* 47/6: 861-884.

Brown, B. (1994) 'Reassessing the critique of biologism' in *Feminist Perspectives in Criminology* edited by Gelsthorpe, L & Morris, A. Buckingham: Open University.

Campbell, R. Matthews, R.; O'Neill. (2006) *Sex Work Now*. Cullumpton: Willan Publishing.

Carlen, P. (1998) *Sledgehammer: Women's Imprisonment at the Millennium*. London: Macmillan.

Carlen, P. (2002) (ed) *Women and Punishment: the struggle for justice*. Cullumpton: Willan Publishing.

Carlen, P. (2002) 'Women's imprisonment: cross-national lessons in Carlen,P (ed) *Women and Punishment: the struggle for justice*. Cullumpton: Willan Publishing.

Carlen, P. & Worrall, A. (2004) *Analysing Women's Imprisonment*. Cullumpton: Willan Publishing.

Chesney-Lind, M. (1997) *The Female Offender* Sage.

Chesney-Lind, M. & Hagedorn, J. (1999) *Female Gangs in America: Essays on Girls, Gangs and Gender* Lake View Press.

Chigwada - Bailey, R. (2003) *Black Women's Experiences of Criminal Justice*, Winchester: Waterside press.

Collier, R. (1998) *Masculinities, Crime and Criminology*, London: Sage.

Collinson, M. (1996) 'In search of the high life. Drugs, crime, masculinities and consumption' *British Journal of Criminology* 36: 428-441.

*Commission on Women and the Criminal Justice System* (2004) London, Fawcett Society.

Corcoran, M. (2007) Normalization and its discontents: constructing the 'irreconcilable' female political prisoner in Northern Ireland' *British Journal of Criminology* volume 47, no. 3:405-424.

Corston Report (2007) *Women with Particular Vulnerabilities in the Criminal Justice System*. London: Home Office

Daly, K. (1994) *Gender, Crime and Punishment* Yale.

Daly, K & Maher, L. (eds) (1998) *Criminology at the Crossroads: Feminist Readings in Crime & Justice* Oxford University Press.

Davies, A. (1999) 'These viragoes are no less cruel than the lads: young women, gangs and violence in late Victorian Manchester and Salford' *British Journal of Criminology* 39: 72-89

Denton, B & O'Malley, P. (1999) 'Gender, trust and business: women drug dealers in the illicit economy' *British Journal of Criminology* 39: 513-530.  
Fawcett Society (2009) *Engendering Justice: From Policy to Practice*. London: The Fawcett Society.

Gelsthorpe, L, Sharpe, G and Roberts, J (2007) *Provision for Women Offenders in the Community*. London; Fawcett Society.

Gelsthorpe, L & Morris, A. (1994) *Feminist Perspectives in Criminology*, Buckingham: Open University

Graham, K. & Wells, S. (2003) "'Somebody's Gonna Get Their Head Kicked in Tonight!' Aggression among Young Males in Bars- A Question of Values' *British Journal of Criminology* 43/3: 546-566.

Hannah-Moffat (2002) 'Creating Choices: reflecting on choices' in Carlen, P (ed) *Women and Punishment: the struggle for justice*. Cullumpton: Willan Publishing.

- Hatty, S. (2000) *Masculinities, Violence and Culture*, London, Sage.
- Hayman, S. (2000) 'Prison Reform and Incorporation: Lessons from Britain and Canada' in Hannah-Moffat, K. and Shaw, M. (eds) *An Ideal Prison? Critical Essays on Women's Imprisonment in Canada*. Halifax: Fernwood Publishing.
- Hearn, J. (1998) *The Violence's of Men*, London, Sage
- Hedderman, C., Palmer, E., and Hollin, C. (2008) *Implementing services for women offenders and those 'at risk' of offending: action research with Together Women*, Ministry of Justice Research Series 12/08, London: Ministry of Justice.
- Heidensohn, F. (ed) (2006) *Gender and Justice: New concepts and approaches*. Willan Publishing.
- Heidensohn, F. (1996) *Women and Crime* (2nd edition) Macmillan.
- Heidensohn, F. (2000) *Sexual Politics and Social Control*, Milton Keynes, Open University Press.
- Heidensohn, F & Silvestri, M. (2012) 'Gender and Crime' in *Oxford Handbook of Criminology* (5<sup>th</sup> Edition) Oxford: Oxford University Press
- Hobbs, D., Hadfield, P., Lister, S & Winlow, S. (2002) 'Door Lore: The Art and Economics of Intimidation' *British Journal of Criminology* 42/2:352-370.
- Hobbs, D. Hadfield, P., Lister, S. and Winlow, S. (2003) *Bouncers: Violence and Governance in the Night-time Economy*, Oxford: Oxford University Press.
- Hobbs, D. Hadfield, P. Lister, S. and Winlow, S. (2002) 'Dore Lore: The art and economics of intimidation' *British Journal of Criminology*, 42/2:352-370
- Hobbs, D. Lister, S. Hadfield, P. Winlow, S. and Hall, S. (2000) 'Receiving Shadows: Governance and Liminality in the Night-time Economy' *British Journal of Sociology*, 51/4: 701-717
- Hobbs, D. Winlow, S. Lister, S. and Hadfield, P. (2005) 'Violent Hypocrisy: Governance and the Night-time Economy' *European Journal of Criminology*
- Hoyle, C. (1998) *Negotiating Domestic Violence: Police, Criminal Justice and Victims*, Oxford: Oxford University Press.
- Home Office (2004) *Women's Offending Reduction Programme: Action Plan*.

- Howard League for Penal Reform (2006) *Women and girls in the penal system, Prison Information Bulletin 2*. London: Howard League for Penal Reform.
- Hudson, B. (2002) 'Gender issues in penal policy and penal theory' in Carlen, P. (ed) *Women and Punishment: the struggle for justice*. Cullumpton: Willan Publishing.
- Lart, R., Pantanzis, C., Pemberton, S., Turner, W., Almeida, C. (2008) Interventions aimed at reducing reoffending in female offenders: a rapid evidence assessment. *Ministry of Justice Series 8/08*, London: Ministry of Justice.
- Martin, S & Jurik, N. (1996) *Doing Justice, Doing Gender*, London: Sage publications.
- Martin, J. Kautt, P. and Gelsthorpe, L. (2009) 'What works for women? A comparison of community based general offending programme completion' *British Journal of Criminology* Volume 49, no. 6: 879 -899.
- Messerschmidt, J.W. (1997) *Crime as Structured Action: Gender, Race and Class in Crime*, New York: Sage.
- Miller, S. (1998) *Crime, Control and Women* Northeastern: Sage.
- Naffine, . (1995) *Gender, Crime and Feminism* Dartmouth.
- Newburn, T. & Stanko, E. (1995) *Just Boys Doing Business*, London Routledge.
- Pogrebin, M & Dodge, M (2001) 'Women's accounts of their prison experiences: A retrospective view of their subjective realities', *Journal of Criminal Justice* 29/5: 531-541.
- Richie, B.E (1995) *Compelled to Crime: The Gender Entrapment of Battered, Black Women*
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