

### Course Outline

**COURSE:** CRCJ 4001C - Criminalization of Black, Indigenous & Other Women of Color (Special Topics in Criminology)

**TERM:** Winter 2024

**PREREQUISITES:** CRCJ 2100, fourth year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute

**CLASS:** **Day & Time:** Thursdays, 08:35 am to 11:25 am (in-person)  
**Room:** Please check Carleton Central for current room location.

**INSTRUCTOR:** Diksha Kale (she/her)  
**(CONTRACT)**

**CONTACT:** **Office:**  
**Office Hrs:** TBD  
**Telephone:** NA  
**\*Email:** [dikshakale@cunet.carleton.ca](mailto:dikshakale@cunet.carleton.ca)

\*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/221139>

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### ACKNOWLEDGEMENT & AFFIRMATION

#### ANISHNABE

Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡoḡ kà nàḡadawàbandadjig iyo aki eko weshkad. Ako nongom ega

wikàd kì mìḡiwewàdj.

Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡoḡ kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìḡidjig kaye kejejàdizidjig.

Nìḡijeweninmànàniḡ oḡoḡ kà nìḡàni sòḡideyedjig; weshkad, nongom; kaye àyànikàdj.

#### ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future.

### **COURSE DESCRIPTION**

This course focuses on contemporary scholarship and issues related to the criminalization of racialized women in Canada, particularly Indigenous, Black, and other racialized women. The course also looks at how different axes of marginalization such as immigration status, gender identity, sexuality, class, work etc. play a significant role in the criminalization of racialized women. The course relies heavily on critical scholarship and other writings by and about racialized women, especially those who have experienced the impact of criminalization and incarceration.

### **LEARNING OUTCOMES**

- Understand and analyze the theoretical approaches towards the criminalization of racialized women
- Understand and recognize the experiences of racialized women with criminalization and incarceration
- Participate in a learning environment grounded in a multidirectional exchange of knowledge
- Demonstrate critical analysis skills by engaging with complex and nuanced texts to produce a literature review
- Demonstrate understanding of the subject matter by applying it to both the seminars and the written assignments

### **TEXTS**

All the texts required for this course will be available on ARES reserves on Brightspace or through the MacOdrum Library. There is no assigned textbook for this course.

### **EVALUATION**

<b>Assignment</b>	<b>Grade Value</b>	<b>Due Date or Requirements</b>
Participation	5%	Every Thursday in class
Weekly Reflections	10 x 3% each = 30%	Due every Tuesday before 5 pm
Mid-Term Self-Assessment	5%	March 1, before 5 pm
Seminar Facilitation	30%	Every Thursday in class
Literature Review	30%	March 11, before 5 pm

**Note:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

A. Participation (5% of final grade)

This is an in-person seminar course, the success of which depends on student participation. After the seminar presentation in class, every student needs to write down and submit an analytical question related to the seminar they just attended. The questions must be submitted to the instructor before leaving the classroom. Every student must submit **ten such questions in total** during the semester, with the condition being one written question only per seminar presentation.

B. Weekly Reflections (30% of final grade)

A weekly reflection must demonstrate critical engagement with that week's readings and discussions. It must pose an underlying question related to the week's readings and seminar. Weekly reflections are not meant to be simple summaries, but opportunities for the students to articulate their insights on the readings and the seminars. Each weekly reflection must be between **150-300 words** and is worth 3% of your final grade. As a student, you are required to cite the texts referenced using any uniform citation method of your choosing. You are encouraged to write your weekly reflection assignment after class every week. Students need to submit **only ten weekly reflections** in total during the semester. Each reflection will be assessed on the following criteria.

Critical analysis of the readings and/or seminar = 1 mark

Analytical question connected to the readings and/or seminar = 1 mark

Strength of arguments = 1 mark

Alternatively, you can also post your weekly reflection as a 1 to 3 minute video recording with a transcript. You can also contribute to class discussions in lieu of writing a weekly reflection. The criteria for your assessment will be the same as above.

**Deadline: The weekly reflection assignment for the previous week is due every Tuesday before 5:00 pm on Brightspace.** For example, the weekly reflection for the class on Thursday, March 7 is due on Tuesday, March 12 before 5:00 pm. **The end date for every weekly reflection assignment is a week after the due date. No submission will be accepted after the end date.**

C. Mid-Term Self-Assessment (5% of final grade)

Every student is required to write a one-page (docx format) self-assessment detailing their performance in the course so far. Students are encouraged to write about the areas they would like to improve in for the class as well as discuss the improvement they have noticed up to that point. The self-assessments are evaluated as pass or fail, but students may be asked to rewrite theirs if the content is too short for evaluation.

*Deadline: The mid-term self-assessments are due on March 1, before 5 pm on Brightspace.*

D. Seminar Facilitation (30% of final grade)

On the first day of class, seminar facilitation groups will be created. Each group will be assigned a week, the readings for which they will be responsible for facilitating as a seminar discussion. Students will need to demonstrate a solid understanding of the central questions and key arguments presented in the readings. To facilitate a seminar discussion, the student group will need to come to class with a PowerPoint presentation and discussion questions. Students are encouraged to be creative with the facilitation exercises they use e.g., small group discussions, structured debates, mock trial, contemporary news issue that helps ground a discussion, video clips, etc. The discussion questions/activities should be carefully considered and original.

All class facilitation documentation (PowerPoint presentations, speaking notes, etc.) should be submitted to the instructor in an electronic copy at least 24 hours before the facilitation. The seminar facilitation will be evaluated as follows.

Critical analysis of the readings = 6 marks

Effective presentation = 6 marks

Use of creative and informational material in presentation = 6 marks

Contributions to the discussion = 6 marks

Confidential peer feedback shared with the instructor = 6 marks

E. Literature Review (30% of final grade)

Students must write a literature review that cites **at least five academic sources and is between 2000 to 3000 words (footnotes/endnotes, and bibliography excluded)**. For this assignment, the student must choose a topic relevant to the course and demonstrate their critical reading and critical analysis skills by writing a literature review that sums up the existing major arguments for their topic and identifies the existing gaps in the literature. The literature review must be argumentative in nature, and not like an annotated bibliography. As a student, you are required to **use a uniform citation method** throughout this assignment when citing your sources e.g. APA, MLA, McGill, Chicago etc. In-text citations will count towards the word count limit for the assignment.

This is a useful resource for understanding how to write critical literature reviews:

[https://sociology.fas.harvard.edu/files/sociology/files/literature\\_review.pdf](https://sociology.fas.harvard.edu/files/sociology/files/literature_review.pdf).

The MacOdrum Library website has excellent resources on how to use citation guides, which can be found here: <https://library.carleton.ca/guides/help/citing-your-sources>.

*Assignment Evaluation:*

Use of six academic sources = 12 marks (2 marks for each source)

Critical analysis = 6 marks

Coherence and flow of arguments = 6 marks

Uniform citation method = 3 marks (-0.5 for each mistake)

Grammar, punctuation, spelling mistakes etc. = 3 marks (-0.5 for each mistake)

*Deadline:* The literature review assignments are **due by 5:00 pm on March 11** on Brightspace. No extensions will be considered for this assignment except in cases of medical and personal emergencies.

### **LATE PENALTIES & EXTENSIONS**

If you are struggling to understand the readings or to finish your assignments on time despite your best efforts, please reach out to me as soon as possible. As a rule, extension requests received within 24 hours of a due date will not be approved unless there is an emergency. Requests for extensions should be sent to me with the following self-declaration form prior to the assignment due date. The form can be accessed at: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

As soon as you know that you will not be able to turn in an assignment on time, please contact me. All late assignments where an extension has not been granted will be assessed a late penalty of 1 mark/point per day.

*Note:* All assignments should be submitted via Brightspace. It is your responsibility to upload assignments before the due date, keeping in mind that technical issues (if any) may delay your submission. The submissions must be in readable formats that are compatible with the Brightspace system. The preferred format for submissions other than the weekly reflections and seminar material is docx (Microsoft Word or its equivalent).

### **COMMUNICATION WITH THE INSTRUCTOR**

I will be available to meet with students during my office hours or by appointment. Please e-mail me at [dikshakale@cunet.carleton.ca](mailto:dikshakale@cunet.carleton.ca) should you want to set up an appointment outside of regularly scheduled office hours. Make sure to use your CU email when reaching out to me, and to check your CU email inbox regularly for updates, announcements, and any changes to the class schedule. I do my best to respond to emails within 2 days (excluding public holidays) between the hours of 9:00 am to 5:00 pm, Monday to Friday.

### **COURSE CALENDAR**

*Note: Some of the below-listed readings are subject to change on the basis of availability.*

#### **Week 1 | January 11: Introduction to the course**

Syllabus review, no readings

#### **Week 2 | January 18: Conceptual Framework - Criminalization and Abolition**

Jenness, Valerie. 2004. "Explaining Criminalization: From Demography and Status Politics to Globalization and Modernization." *Annual Review of Sociology* 30: 147–71.

Hassan, Huda. 2022. "How Mary Ann Shadd Cary Set the Blueprint for Abolitionist Feminist Writing | CBC Arts." CBC. October 27, 2022. <https://www.cbc.ca/arts/how-mary-ann-shadd-cary-set-the-blueprint-for->

[abolitionist-feminist-writing-1.6631709](https://doi.org/10.1177/1363460712446121).

### **Week 3 | January 25: Racialized Criminal Women or Racist Criminalization of Women?**

Crenshaw, Kimberle W. 2011. "From Private Violence to Mass Incarceration: Thinking Intersectionally about Women, Race, and Social Control Symposium - Overpoliced and Underprotected: Women, Race, and Criminalization: I. Establishing the Framework." *UCLA Law Review* 59 (6): 1418–73.

Kim, Anna Soojung. 2023. "'Eliminating Temptation': Anti-Asian Fetishization, Criminalization, and Violence in America." *Asian Pacific American Law Journal* 26 (1). <https://doi.org/10.5070/P326160684>.

Tibbetts, Carl, dir. 2013. "White Bear." *Black Mirror*. Netflix.

### **Week 4 | February 1: Sex, Sex Work and Criminalization of Racialized Women**

Ross, Becki, and Rachael Sullivan. 2012. "Tracing Lines of Horizontal Hostility: How Sex Workers and Gay Activists Battled for Space, Voice, and Belonging in Vancouver, 1975–1985." *Sexualities* 15 (5–6): 604–21.

<https://doi.org/10.1177/1363460712446121>.

Sanderson, Amy, Flo Ranville, Lulu Gurney, Barb Borden, Sherri Pooyak, Kate Shannon, and Andrea Krüsi. 2021. "Indigenous Women Voicing Experiences of HIV Stigma and Criminalization Through Art." *International Journal of Indigenous Health* 16 (2). <https://doi.org/10.32799/ijih.v16i2.33903>.

**Suggested reading:** Ross, Becki Lynn, and Jamie Lee Hamilton. 2018. "Loss Must Be Marked and It Cannot Be Represented: Memorializing Sex Workers in Vancouver's West End." *BC Studies: The British Columbian Quarterly*, no. 197 (April): 9–38. <https://doi.org/10.14288/bcs.v0i197.189630>.

### **Week 5 | February 8: International Perspectives on Criminalization of Racialized Women**

Arsovska, Jana, and Popy Begum. 2014. "From West Africa to the Balkans: Exploring Women's Roles in Transnational Organized Crime." *Trends in Organized Crime* 17 (1): 89–109. <https://doi.org/10.1007/s12117-013-9209-1>.

D'Cunha, Jean. 1997. "Book Review: Phoolan Devi with Marie-Thérèse Cuny and Paul Rambali, I, Phoolan Devi: The Autobiography of India's Bandit Queen, Little, Brown and Company, London, 1996." *Gender, Technology and Development* 1 (2): 291–98. <https://doi.org/10.1177/097185249700100206>.

Youngers, Coletta A., Teresa Garcia Castro, and Maria (Kiki) Manzur. 2020. "Women Behind Bars for Drug Offenses in Latin America: What the Numbers Make Clear." Washington Office on Latin America. <https://www.wola.org/analysis/report-reveals-alarming-levels-women-incarceration/>.

### **Week 6 | February 15: Criminalizing Motherhood and Poverty**

Cammett, Ann. 2016. "Welfare Queens Redux: Criminalizing Black Mothers in the Age of Neoliberalism - Symposium on Reframing the Welfare Queen." *Southern California Interdisciplinary Law Journal* 25 (2): 363–94.

Eljdupovic, Catherine Borshuk, Gordana. 2019. "The Criminalization and Incarceration of Mothers in Canada and the United States." In *The Routledge Companion to Motherhood*. Routledge.

“The Choice to Be a Mother, to Raise and Protect My Child Is the Revolution” | *The Climate Baby Dilemma*. 2022.

<https://www.cbc.ca/player/play/2112642115764>.

**Week 7 | February 22 – Reading Week (no classes)**

**Week 8 | February 29: Triple Prejudice – Queer, Racialized, Criminal | Assignment Due: Mid-Term Self-Assessment (before March 1, 5:00 pm)**

Freedman, Estelle B. 1996. “The Prison Lesbian: Race, Class, and the Construction of the Aggressive Female Homosexual, 1915-1965.” *Feminist Studies* 22 (2): 397–423. <https://doi.org/10.2307/3178421>.

Yarbrough, Dilara. 2023. “The Carceral Production of Transgender Poverty: How Racialized Gender Policing Deprives Transgender Women of Housing and Safety.” *Punishment & Society* 25 (1): 141–61.

<https://doi.org/10.1177/14624745211017818>.

**Week 9 | March 7: The True Crime Genre & Racialized Women | Assignment Due: Literature Review (before March 11, 5:00 pm)**

Slakoff, Danielle C., and Destiny Duran. 2023. “A New Media Frontier, or More of the Same? A Descriptive Analysis of the ‘Missing White Woman Syndrome’ in Top True Crime Podcasts.” *Race and Justice*, September, 21533687231199271. <https://doi.org/10.1177/21533687231199271>.

Sweeney, Megan. 2003. “Living to Read True Crime: Theorizations from Prison.” *Discourse* 25 (1): 55–80.

**Week 10 | March 14: Fiction, Media, and the Criminalization of Racialized Women**

Enck, Suzanne M., and Megan E. Morrissey. 2015. “If Orange Is the New Black, I Must Be Color Blind: Comic Framings of Post-Racism in the Prison-Industrial Complex.” *Critical Studies in Media Communication* 32 (5): 303–17. <https://doi.org/10.1080/15295036.2015.1086489>.

Palacios, Lena Carla. 2016. “Killing Abstractions: Indigenous Women and Black Trans Girls Challenging Media Necropower in White Settler States.” *Critical Ethnic Studies* 2 (2): 35–60.

<https://doi.org/10.5749/jcritethnstud.2.2.0035>.

**Week 11 | March 21: Policing Racialized Women**

Gonzalez, Shannon Malone, and Faith M Deckard. 2022. “‘We Got Witnesses’ Black Women’s Counter-Surveillance for Navigating Police Violence and Legal Estrangement.” *Social Problems*, July, spac043.

<https://doi.org/10.1093/socpro/spac043>.

Palmater, Pamela. 2016. “Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry.” *Canadian Journal of Women and the Law* 28 (2): 253–84. <https://doi.org/10.3138/cjwl.28.2.253>.

**Week 12 | March 28: Intersectionality and Justice**

Maynard, Robyn. 2017. “Misogynoir in Canada: Punitive state practices and the devaluation of Black women and

gender-oppressed people”. In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. 128-156.

Kim, Mimi E. 2018. “From Carceral Feminism to Transformative Justice: Women-of-Color Feminism and Alternatives to Incarceration.” *Journal of Ethnic & Cultural Diversity in Social Work* 27 (3): 219–33.

<https://doi.org/10.1080/15313204.2018.1474827>.

### **Week 13 | April 4: The Carceral State**

McGuire, Michaela M, and Danielle J Murdoch. 2022. “(In)-Justice: An Exploration of the Dehumanization, Victimization, Criminalization, and over-Incarceration of Indigenous Women in Canada.” *Punishment & Society* 24 (4): 529–50. <https://doi.org/10.1177/14624745211001685>.

Willingham, Breea C. 2018. “Black Women and State-Sanctioned Violence: A History of Victimization and Exclusion.” *Canadian Review of American Studies* 48 (1): 77–94. <https://doi.org/10.3138/cras.2017.018>.

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### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.



Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>