

Course Outline

COURSE:	CRCJ 4001A - Criminalization of Black, Indigenous & Other Women of Color (Special Topics in Criminology)
TERM:	Fall 2025
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, 8:35 am to 11:25 am (in person) Room: Please check Carleton Central for current room location.
INSTRUCTOR:	Diksha Kale (she/her)
CONTACT:	Office: DT 1727, Dunton Tower Office Hrs: TBD Telephone: NA *Email: dikshakale@cunet.carleton.ca

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

Link to Brightspace page:

ACKNOWLEDGEMENT & AFFIRMATION**ANISHNABE**

Ni manàdjiyànàni Màmìwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo aki eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nìgijeweninmànàni ogog kà nìgàni sòngideyedjig; 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 Indigenous, Black, and other racialized women. The course also looks at how different axes of marginalization such as class, gender identity, sexuality, culture, immigration status 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

- Through the assigned readings, students will understand the role of different socio-economic and cultural factors, such as race, class, gender, sexuality, caste, societal norms and colonization, in the criminalization of racialized women.
- The weekly class discussions will allow the students to develop and demonstrate their ability to have sustained, nuanced conversations relevant to the socio-scientific study of race, gender and crime.
- Through the seminar presentations, students will develop presentation and public speaking skills as well as the ability to work on complex projects with their peers.
- By writing the argumentative essay, students will demonstrate their ability to synthesize, analyze and extrapolate complex concepts and theories relevant to the course topic.

TEXTS

Students are not required to purchase textbooks or other learning materials for this course. All the texts required for this course will be available through ARES reserves on Brightspace or through the MacOdrum Library. There is no assigned textbook for this course.

COURSE CALENDAR.

Week 1 | September 4: Introduction to the course

Course Outline for CRCJ 4001 A (Fall 2024)

Week 2 | September 11: Conceptual Framework – Criminalization, Gender and Race

- a. Shakur, A. (1987). Chapter 1. In *Assata: An Autobiography* (pp. 16–29). Zed Books. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022957320305153
- b. Farmer, L. (2024). Criminalization and Decriminalization. In P. Caeiro, S. Gless, V. Mitsilegas, M. J. Costa, J. De Snaijer, & G. Theodorakakou (Eds.), *Elgar Encyclopedia of Crime and Criminal Justice*. <https://www.elgaronline.com/display/book/9781789902990/b-9781789902990.criminalization.decriminalization.xml>

Week 3 | September 18: The Carceral State

- a. McGuire, M. M., & Murdoch, D. J. (2022). (In)-justice: An exploration of the dehumanization, victimization, criminalization, and over-incarceration of Indigenous women in Canada. *Punishment & Society*, 24(4), 529–550. <https://doi.org/10.1177/14624745211001685>
- b. Willingham, B. C. (2018). Black Women and State-Sanctioned Violence: A History of Victimization and Exclusion. *Canadian Review of American Studies*, 48(1), 77–94.
- c. Villagran, L. (2025, March 23). *Immigrant women describe “hell on earth” in ICE detention*. USA TODAY. <https://www.usatoday.com/story/news/nation/2025/03/23/immigrant-women-hell-on-earth-trump-ice-detention/82029368007/>

Week 4 | September 25: Policing Racialized Women

- a. Gonzalez, S. M., & Deckard, F. M. (2022). “We Got Witnesses” Black Women’s Counter-Surveillance for

Navigating Police Violence and Legal Estrangement. *Social Problems*, 1-18.

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

- b. Palmater, P. (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), 253–284.
- c. Scribe, M. (Director). (2022, March 8). *Indigenous Girlhood: Narratives of Colonial Care in Law and Literature* [Animated video recording]. Yellowhead Institute. <https://www.youtube.com/watch?v=JHb7LR5yaNY>

Course Outline and Writing Basics Quiz is due by October 2, 11:59 pm on Brightspace.

Week 5 | October 2: Criminalizing Motherhood and Poverty

- a. Black Women for Wages for Housework. (1977, January 25). *Money for prostitutes is money for Black women*. [Public statement]
Note: This item is part of the Canadian Women's Movement Archives (CWMA). The instructor will upload copies of this material to Brightspace. Please note that distributing this item without the express consent of the CWMA can result in legal consequences. The instructor has written permission to use and distribute this item for educational and research purposes only.
- b. Cammett, A. (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), 363–394.
- c. Eljdupovic, C. B., Gordana. (2019). The criminalization and incarceration of mothers in Canada and the United States. In *The Routledge Companion to Motherhood*. Routledge.

Week 6 | October 9: Sex, Sex Work and Criminalization of Racialized Women

- a. Ross, B., & Sullivan, R. (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), 604–621.
<https://doi.org/10.1177/1363460712446121>
- b. Sanderson, A., Ranville, F., Gurney, L., Borden, B., Pooyak, S., Shannon, K., & Krüsi, A. (2021). Indigenous Women Voicing Experiences of HIV Stigma and Criminalization Through Art. *International Journal of Indigenous Health*, 16(2), Article 2. <https://doi.org/10.32799/ijih.v16i2.33903>

Suggested reading:

Ross, B. L., & Hamilton, J. L. (2018). Loss Must Be Marked and It Cannot Be Represented: Memorializing Sex Workers in Vancouver's West End. *BC Studies: The British Columbian Quarterly*, 197, Article 197.
<https://doi.org/10.14288/bcs.v0i197.189630>

Week 7 | October 16: The True Crime Genre & Racialized Women

- a. Slakoff, D. C., & Duran, D. (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*, 1-23.

<https://doi.org/10.1177/21533687231199271>

- b. Sweeney, M. (2003). Living to Read True Crime: Theorizations from Prison. *Discourse*, 25(1), 55–80.

Week 8 | October 23: Fall Break (no classes)

Week 9 | October 30: Racialized Criminal Women or Racist Criminalization of Women?

- a. Crenshaw, K. 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), 1418–1473.
- b. Kim, A. S. (2023). “Eliminating Temptation”: Anti-Asian Fetishization, Criminalization, and Violence in America. *Asian Pacific American Law Journal*, 26(1). <https://doi.org/10.5070/P326160684>

Suggested reading: Tibbetts, C. (Director). (2013, February 18). White Bear (2) [Broadcast]. In *Black Mirror*. Netflix.

Week 10 | November 6: Fiction, Media, and the Criminalization of Racialized Women

- a. Enck, S. M., & Morrissey, M. E. (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), 303–317. <https://doi.org/10.1080/15295036.2015.1086489>
- b. Palacios, L. C. (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 | November 13: Triple Prejudice – Queer, Racialized, Criminal

- a. Freedman, E. 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>
- b. Yarbrough, D. (2023). The carceral production of transgender poverty: How racialized gender policing deprives transgender women of housing and safety. *Punishment & Society*, 25(1), 141–161. <https://doi.org/10.1177/14624745211017818>

[Argumentative Essay assignment due by November 20, 11:59 pm on Brightspace.](#)

Week 12 | November 20: Intersectionality and Justice

- a. Kim, M. 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), 219–233. <https://doi.org/10.1080/15313204.2018.1474827>
- b. Maynard, R. (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* (pp. 128–156). Fernwood Publishing.

Week 13 | November 27: International Perspectives

- a. Al-Nagar, S., & Tønnessen, L. (2021). Sudanese Women's Demands for Freedom, Peace, and Justice in the 2019 Revolution. In A. M. Tripp, L. Affi, & L. Tønnessen (Eds.), *Women and Peacebuilding in Africa* (pp. 103–128). Boydell & Brewer. <https://doi.org/10.1017/9781800102705.005>
- b. D'Cunha, J. (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. 472 pages. £18.99. Bandit Queen, a film directed by Shekhar Kapoor, produced by Kaleidoscope for Channel Four, 1994. *Gender, Technology and Development*, 1(2), 291–298. <https://doi.org/10.1177/097185249700100206>

EVALUATION

Note: Students must complete every component/assignment (listed below) to receive a passing grade for the course. Alternative assignments will only be provided based on the discretion of the course instructor and only for exceptional circumstances.

Assignment	Grade Value	Due Date
Course Outline and Writing Basics Quiz	10%	October 2
Class Discussion or Written Reflection	10 x 3% each = 30%	Due every Thursday in class
Essay Progress Review	5%	November 13
Seminar Facilitation	25%	Every Thursday in class
Argumentative Essay	30%	November 20

A. Course Outline and Writing Basics Quiz (10% of final grade) – Due by October 2

Every student enrolled in this course must pass the Course Outline and Writing Basics Quiz with a 100% grade. You cannot access any of the course assignments after October 2 if you do not receive a 100% on this quiz before the due date. You can reference the syllabus and the “Writing Basics” module on Brightspace throughout the quiz to answer the multiple-choice questions correctly. The quiz is not timed, and you will have an unlimited number of attempts to complete it. Completing this assignment with a perfect score demonstrates that you have: (i) a sufficient grasp on what the course entails, (ii) what the course policies are, (iii) what you can expect from being enrolled in this course, and (iv) the fundamental skills related to grammar and citation that you must be familiar with as a student with fourth-year standing in the program.

B. Class Discussions or Written Reflection (30% of final grade) – Due every Thursday

A discussion or a written reflection in class 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. These weekly discussions/reflections are not meant to be simple summaries, but opportunities for the students to articulate their insights on the readings and the seminars.

If you are not participating in class discussions, you are expected to write your reflection assignment in class and submit it to the instructor before leaving the classroom. Each written reflection must be between **1-2 pages long** and is worth 3% of your final grade. When referencing the assigned readings for the week or other texts, you are required to cite the texts referenced using the APA (American Psychological Association) 7th edition citation guide. Students must bring their own materials (pen and paper) to write the reflection. Digital submissions for the written reflection will not be accepted unless the student has official accommodations from

the Paul Menton Centre (PMC) that specify the exception. The written reflection assignment for the week is due every Thursday in class by 11:25 am. A template for the written reflection is available on Brightspace in the “Assignments” module.

Each reflection/discussion will be assessed on the following criteria.

- (i) Contributing to class discussion OR using the APA citation method for the written reflection = 1 point
- (ii) Citing relevant information from the assigned readings = 1 point
- (iii) Demonstrating logic and insightfulness = 1 point

Note: Students **only need to attempt ten** such written reflections or contribute to class discussions in ten of the classes throughout the semester. Any additional attempts will be evaluated as discussed in this section, and the lowest attempt grade will be dropped.

C. Seminar Facilitation (25% of final grade) – Due every Thursday in class

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 come to class with a PowerPoint presentation and a class activity that will stimulate discussion on the assigned readings for that week. Students are encouraged to be creative with the facilitation exercises they use e.g., small group discussions, structured debates, mock trial, gameshow style quizzes etc. The discussion questions/activities should be carefully considered and original.

The presentation component of the seminar should be between 15 to 25 minutes. The discussion activity following the presentation should be between 20 to 30 minutes. 1 point can be deducted for your seminar facilitation if the presentation materials for your seminar are not uploaded to Brightspace 24 hours before the presentation, and if the time-limit is not adhered to. The grading rubric for the seminar facilitation assignment will be made available on Brightspace.

D. Essay Progress Review (5% of final grade) – Due by November 13

Every student is required to have a 10-20 minute meeting with the instructor to discuss their writing progress with the Argumentative Essay assignment. During the meeting, I will review your work-in-progress for the essay assignment and provide you with feedback. The meeting must take place during the instructor's office hours on campus. Special exceptions can be made for a meeting outside of office hours, only if the instructor deems it necessary. An appointment schedule will be made available on Brightspace for students to book their Essay Progress Review meeting.

Please ensure that you have at least two pages of work done for the essay assignment before the meeting. If not, you will have to rebook the meeting for another date and time (if available). This assignment has a pass or fail grade. To get a passing grade, you must demonstrate that you have clear ideas for the essay assignment and that you have done a decent amount of writing for it. During the meeting, I will only provide generalized feedback on your work and cannot evaluate the specifics of your essay that are relevant for the assignment grading rubric.

E. Argumentative Essay (30% of final grade) – Due by November 20

A docx (Microsoft Word and OneDrive) file will be created for you by the instructor during the first week of class. You will write the argumentative essay into this file exclusively so that the instructor is able to track any potential A.I. use or plagiarism. Students must write a literature review that cites **at least six academic sources and is between 2000 to 3000 words (bibliography excluded)**. For this assignment, the student will choose a topic from a preset list provided by the instructor. The essay is an opportunity for you to showcase the breadth of your knowledge on the course topic and demonstrate your analytical skills.

Students will be required to write their essay in the APA format, the uniform citation guide for which is available on Brightspace. **However, despite what the APA citation guide says, you are required to cite page number/s for each citation in your essay assignment.** In-text citations will be included in the word count limit for the assignment. The grading rubric and exemplar for this assignment will be made available on Brightspace.

COURSE SPECIFIC POLICIES

1. Communication

As your course instructor, I will do my best to respond to your emails within 3-4 working days. Make sure to mention the course and your name in the body of the email. Any questions that have already been answered in the course outline will not be responded to. Please read and consult the course outline and Brightspace modules thoroughly before sending me an email. Finding relevant information is an important problem-solving skill. Any requests for assignment submission extensions, grade review/appeal, and accommodation must be made in writing via email.

2. Accommodation

If you require accommodation for any reason not included in the Academic Accommodation policy mentioned below, please contact me at the earliest. I understand that many students have work and family obligations, and I would be happy to help you create a plan that allows you to stay on track for the successful completion of this course. However, please reach out to the Paul Menton Center (PMC) first for any disability related accommodations.

3. Late Submissions

Assignments submitted past the due date and time will simply not be accepted without an authorized late submission request. Any requests for late submissions should be made via email at least 48 hours prior to the deadline for the assignment. Last-minute extension requests will only be considered in exceptional circumstances. You must use this academic consideration form in case any extenuating circumstances affect your ability to submit the work on time: <https://carleton.ca/registrar/academic-consideration-coursework-form/>. The form must be submitted as soon as you are aware that there might be a delay in submitting your assignment. Please note that assignments submitted past the due date will take longer to be evaluated as I will have to find additional time within my existing schedule to evaluate those.

4. Vacations

If you have a vacation or activity planned that will affect your coursework in any capacity, please let me know as soon as you know about the plans. I can give extensions for assignment submission under reasonable circumstances only if you inform me well in advance.

5. Extra Credit Assignments

No extra credit assignments will be provided for any reason. This is done to ensure fairness and equal opportunity for every student registered in the course.

6. Grade Review

If you wish to appeal your grade for an assignment, please write to me with a detailed email and include specific comments in support of your request. To have your grade re-evaluated, you must demonstrate, with the help of the assignment grading rubric, an oversight in my evaluation of your work. A grade review can result in a higher or lower grade than the one you originally received. The grade assigned by your course instructor after the grade review process will be final, even if the grade is lower than the one you originally received.

7. Artificial Intelligence (A.I.) Use

Any use of generative or proofreading A.I. software is prohibited for this course. Examples of A.I. software include ChatGPT, Google Gemini, Quillbot, Grammarly, Notion, Microsoft Copilot etc. If you are suspected of using any such A.I. tools, you will have to prove that your assignments did not involve A.I. use. Using these tools and softwares for the course will also result in an academic integrity violation enquiry. To dispute any accusations of A.I. use, you are advised to keep records of the research and the detailed note-taking you did for the assignments.

As your Instructor, I assure you that you do not need to rely on A.I. tools to successfully complete this course. If you are not confident in your proofreading or research skills, I am happy to connect you with free resources (on campus and off campus) that can help you develop those skills. Please consult the Plagiarism policy below for further information.

8. Offences of Conduct

Any inappropriate behavior via email or in-person with your course instructor will result in your being reported to the Chair of the Institute of Criminology and Criminal Justice. Your course instructor is a part-time employee of Carleton University and is not duty-bound to put up with any offensive conduct from a student. Please consult Section 10.2 of the university's policy on this subject:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/>.

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.

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 failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

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 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. For more information, please consult

<https://wellness.carleton.ca/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information

about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)