

Course Outline

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

TERM: Fall 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:** Tuesdays, 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:** DT1727, Dunton Tower
Office Hrs: Tuesdays and Thursdays from 11:25 am to 12:00 pm, or by appointment
Telephone: NA
***Email:** 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/288496>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡoḡ kà nàḡadawàbandadjig iyo akì eko weshkad. Ako nongom eḡa

wikàd kì mìḡiwewàdj.

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

Ninìsidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìḡidjig kaye kejeyàdizidjig.

Niḡijeweninmànàniḡ oḡoḡ kà niḡàni 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

- Through the assigned readings, students can analyze the experiences of racialized women with criminalization and incarceration with a focus on the role of class, caste, societal norms and colonization.
- 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.
- Through the literature review assignment, students will be able to synthesize, analyze and extrapolate complex concepts and theories relevant to the course topic.

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

Assignment	Grade Value	Due Date
Course Outline Quiz	5%	October 1
Class Discussion or Written Reflections	10 x 3% each = 30%	Due every Monday
Mid-Term Self-Assessment	5%	November 4
Seminar Facilitation	30%	Every Tuesday in class
Literature Review	30%	November 15

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. Course Outline Quiz (5% of final grade) – Due by October 1

Every student enrolled in this course must pass this Course Outline Quiz with a 100% grade. You cannot access any of the course assignments after October 1 if you do not receive a 100% on this quiz before the due date. You can reference the syllabus throughout the quiz to answer the multiple-choice questions correctly. You will have an unlimited number of attempts for this quiz. Completing this assignment with a perfect score demonstrates that you have a sufficient grasp on what the course entails, what the course policies are, and what you can expect from being enrolled in this course.

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

A discussion in class or a written reflection after 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 encouraged to write your weekly reflection assignment after class every week. Each written 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. Students need to submit **only ten written reflections** in total during the semester. Each reflection/discussion will be assessed on the following criteria.

Contributing to class discussion, or using a uniform citation method (for written reflections) = 1 point

Citing relevant information from the assigned readings = 1 point

Demonstrating logic and insightfulness = 1 point

Alternatively, you can also post your weekly reflection as a 1 to 3 minute video recording with a transcript.

Please note that a written reflection or video should critically analyze all the assigned readings for that week. However, this is not a requirement for the class discussions.

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

Deadline: The written reflection assignment for the week is due every Monday by 11:59 pm on Brightspace. For example, the weekly reflection for the class on Tuesday, October 1 is due on Monday, October 7 by 11:59 pm.

C. Mid-Term Self-Assessment (5% of final grade) – Due by November 4

This assignment is mandatory for every student in class, and you must submit it to pass the course. 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. Make sure to include your actual dates of submission for all the assignments so far, reflecting on your ability to complete the assignments in a timely manner. 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.

D. Seminar Facilitation (30% of final grade) – Due every Tuesday 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 need to 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, contemporary news issue that helps ground a discussion, video clips, 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.

E. Literature Review (30% of final grade) – Due by November 15

Students must write a literature review that cites **at least six 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. Please mention your chosen uniform citation method on the cover page of your assignment. The grading rubric and exemplar for this assignment will be made available on Brightspace.

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

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>.

COURSE CALENDAR

Week 1 | September 10: Introduction to the course

Course Outline for CRCJ 4001 A (Fall 2024)

Week 2 | September 17: Conceptual Framework – Criminalization, Gender and Race

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-](https://www.elgaronline.com/display/book/9781789902990/b-9781789902990.criminalization.decriminalization.xml)

[9781789902990.criminalization.decriminalization.xml](https://www.elgaronline.com/display/book/9781789902990/b-9781789902990.criminalization.decriminalization.xml)

Willmarth, S., Miller-Mack, E., & Ahrens, L. (2005). *Prisoners of a Hard Life: Women & Their Children*. Real Cost of Prisons Project. <https://www.realcostofprisons.org/materials/comics/hardlife.pdf>

Week 3 | September 24: 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>.

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

Week 4 | October 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>.

"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 | October 8: International Perspectives on Criminalization of Racialized Women

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 | October 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.

Week 7 | October 22 – Fall Break (no classes)

Week 8 | October 29: Triple Prejudice – Queer, Racialized, Criminal

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>.

Mid-Term Self-Assessment assignment due by November 4, 11:59 pm on Brightspace.

Week 9 | November 5: The True Crime Genre & Racialized Women

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 | November 12: 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>.

Literature Review assignment due by November 15, 11:59 pm on Brightspace.

Week 11 | November 19: 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 | November 26: 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 | December 3: 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>.

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 thoroughly before sending me an email.

2. Accommodation

If you require accommodation for any reason not included in the Academic Accommodation policy mentioned below, please contact me at 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.

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. 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. Grade Review

If you wish to appeal your grade for an assignment, please write me 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.

5. Artificial Intelligence (A.I.) Use

If you plan to use AI tools (ChatGPT, Grammarly AI, QuillBot etc.) for your assignments in this course, you must attach an AI Use report along with the assignment. The report must include screenshots of your interaction with the AI tool such as, but not limited to, all the prompts you input, the AI's responses, the text you entered which the AI then proofread and/or edited etc. Any use of AI without an enclosed and detailed report regarding AI use will be considered as "unauthorized" and in violation of the university's academic integrity policy. AI use will be detected by your course instructor by using her best judgment, based on my experience in teaching, grading student assignments, reading complex texts, using AI detection software, and an understanding of common phrases and terms used by AI tools. If the AI use for your assignment is substantive and larger than the amount of your original work, you will receive an automatic 0% grade (fail) for the assignment or will be asked to rewrite the entire assignment without the use of AI tools.

As your Instructor, I assure you that you do not need to rely on AI tools to successfully complete this course. If you are not confident in your proofreading or research skills, I am happy to devote some office hours to helping you develop those skills.

6. 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/>.

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, Grammarly AI etc.);
- 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/>