

Course Outline

COURSE:	CRCJ 4001 B – Selected Criminological Topics: The Criminalization of Black, Indigenous, and Women of Colour (BIWOC)
TERM:	Winter 2020
PREREQUISITES:	Third-year standing in the B.A. Honours program in Criminology and Criminal Justice
CLASS:	Day & Time: Wednesdays, 8:35 – 11:25 am
	Room: Please check with Carleton Central for current room location.
INSTRUCTOR:	Dr. Madalena Santos (she/her)
TEACHING ASSISTANT:	NA
CONTACT:	Office: Loeb C576
	Office Hrs: TBD
	Telephone: 613-520-2600 ext. 1194
	Email: madalenasantos@carleton.ca

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2019-20 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

COURSE DESCRIPTION

This course focuses on the criminalization of Black, Indigenous, and Women of Colour, including Trans women, primarily in the Canadian context. It explores the intersections of capitalism, settler colonialism, slavery, migration, race, class, and gender identity in the lives of women who have been criminalized. This course seeks to bring to the fore the experiences and stories of women which have been erased through silences in mainstream media and educational, discourses, scholarship, and academia.

LEARNING OUTCOMES

- ~ Understand important theories and concepts related to the criminalization of Black, Indigenous, and Women of Colour
- ~ Participate in communal learning practices through online and classroom discussion activities
- ~ Show active engagement with the course material through the facilitation of a group seminar
- ~ Demonstrate critical analytical skills by assessing the role of social institutions, social processes, social relations, and/or various dimensions of social experiences in the criminalization of Black, Indigenous, and Women of Colour through the production of a final paper

REQUIRED TEXTS

- ~ Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing.
- ~ Other book chapters and journal articles may be accessed on Ares on Culearn or at the library reserves desk.

USEFUL RESOURCES

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

POLICIES

(i) Contact with Professor

I will be available for consultation with students during my office hours or by appointment. Please e-mail me using my Carleton email should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

EVALUATION

		<u>DUE</u>
A. CuLearn discussion board questions	20% (4 x 5%)	on day of readings via cuLearn
B. Critical summaries	20% (4 x 5%)	on day of readings via cuLearn
C. Seminar facilitation	20%	on day of readings
D. Final paper	40%	on last day of term via cuLearn

There are **no late submissions** for the final paper. Students are responsible to keep an extra copy of assignments submitted for evaluation.

Please 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. CuLearn Discussion Board Questions – 20%

You are required to post four (4) thoughtful theoretical or conceptual questions on four separate weeks during the course concerning an issue from the academic readings for the week. This can also include a thoughtful response to a posted question about the week's readings that should aim to continue the discussion.

Each discussion question is worth up to 5% for a total of 20%. Please ensure that when you submit your question, it is set up for all your classmates to receive your submission. The question must be posted to the course discussion board by 8:35 am on the day of the assigned the reading. Late submissions will not be accepted.

This evaluative component is designed to help you synthesize complicated arguments, encourage you to keep up with the readings, and to help you contribute to online and in-class discussions.

B. Critical summaries – 20% Submit online via cuLearn using word document (no PDFs)

You are required to write four (4) critical summaries the assigned readings. You may choose which articles or book chapters you would like to summarize, but they must be academic texts (i.e., not reports, blog posts, or other media-marked with an *). Plan ahead to avoid leaving all your work to the end of the term.

Critical summaries provide the opportunity for you to demonstrate your understanding of the course readings while staying on schedule in addition to helping you come to class with ideas, questions, and thoughts to contribute to seminar discussions. Only one summary per week is permitted.

Each critical summary is worth 5% (for a total of 20% of the course grade). The summaries should be approximately 2 double spaced pages and should be submitted prior to class via a link on cuLearn. Summaries will be graded based on the summary requirements below.

The summary should include the following:

1. A concise and specific explanation of the main goals of the text. What does/do the author(s) aim to achieve? Make sure to name the author(s).
2. The specific arguments advanced by the author(s) in the text.
3. The theories/theoretical frameworks and/or concepts that are engaged with in the text. These may be contested within the piece.
4. The specific conclusion of the text.

C. Seminar facilitation – 20%

In week 2 of the term, seminar facilitation groups will be selected. Together you will choose one reading from weeks 3- 12 that your group will be responsible for facilitating as a seminar discussion. You will need to have a solid understanding of the central questions, key arguments, and take-away message of the reading. While you may discuss the blog posts in relation to your reading, the central reading for the seminar must be from an academic source. Please ask me if you have any questions about this.

To facilitate a discussion of your reading your group will need to come to class with discussion questions, some sort of facilitation exercise (e.g., small group discussions, imaginative exercises, structured debates, contemporary news issue that helps ground a discussion, video clips, etc.). Your discussion questions/activities should be carefully considered and original. Please feel free to discuss with me any ideas you might want to try out.

All class facilitation documentation (PowerPoint presentations, speaking notes, etc.) should be submitted to me in an electronic copy before the facilitation.

D. Final paper - 40% Due online via cuLearn on April 7 by 11:59 pm. Word documents only (no PDFs).

Your final paper will reflect critically on one of topic areas of the course. This paper will enable you to demonstrate your knowledge on the criminalization of BIWOC through a critical lens. You may work collectively on a certain area of interest, but all final papers must be individually written. Papers that present alternatives to the current (in)justice system which criminalizes BIWOC are welcomed. While you may draw on material from the class, you are expected to conduct your own research into the topic. If there is an area or theme not presented in the course that you would like to write about, please discuss your ideas with me prior to Lecture 9. This paper will be 12-15 pages, excluding title page and references.

Please note that late final papers will not be accepted. Arrangements for deferrals must be made with me prior to the final due date.

OTHER CONCERNS

January 31, 2020 is the last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will result in a grade(s) of WDN appearing on your official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

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).

SCHEDULE

Please note that on occasion the class schedule may vary slightly from the course outline

Class 1- Jan 8 Introduction to Course

Crenshaw, Kimberle. 1999. “Mapping the margins: Intersectionality, identity politics, and violence against women of color”. *Stanford Law Review*, 43(6): 1241-1299. (e-journal)

Blog: Lee, Erica Violet. “‘Indigenizing the academy’ without Indigenous people: Who can teach our stories?”. Retrieved from <https://moontimewarrior.com/2015/11/09/who-can-teach-indigenous-philosophy/>

Class 2 – Jan 15 Indigenous Women in Canada: Part 1

Comack, Elizabeth. 2018. “Colonialism, capitalism, patriarchy, and trauma”. In *Coming Back to Jail: Women, Trauma, and Criminalization*. Winnipeg: Fernwood Publishing, pp. 54-85.

Monture-Angus, Patricia. 1999. “Women at risk: Aboriginal women, colonialism and correctional practice”. *Canadian Woman Studies*, 19. 1,2: 24-38.

Guest Lecture: TBA

Class 3 – Jan 22 Indigenous Women in Canada: Part II

Fontaine, Nahanni. 2014. "Surviving colonization: Anishinaabe Ikwe street gang participation." In Gillian Balfour and Elizabeth Comack (eds.), *Criminalizing Women: Gender and (in)Justice in Neo-Liberal Times*, Black Point, Winnipeg: Fernwood Publishing. 113-129.

Hunt, Sarah. 2015/2016. "Representing colonial violence: Trafficking, sex work, and the violence of law". *Atlantis* 37.2 (1): 25-39.

Blog: Sayers, Naomi. 2017. "Criminalizing sex-work has not saved Indigenous women". Retrieved at https://www.huffingtonpost.ca/naomi-sayers/mmiw-sex-work-justice-minister_a_23370676/

Class 4 – Jan 29 Black Women in Canada: Part I

Brand, Dionne. 2008. "'We weren't allowed to go into the factory until Hitler started the war': The 1920s to 1940s". In Barrington Walker (ed.), *The History of Immigration and Racism in Canada: Essential Readings*. Toronto: Canadian Scholars' Press. 239-249.

Maynard, Robyn. 2017. "Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. 17-49.

Class 5 – Feb 5 Black Women in Canada: Part II

Maynard, Robyn. 2017. "Law enforcement violence against Black women: Naming their names, telling their stories". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing. 116-127.

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.

Guest Lecture: Dilaye Desta, Criminology student, Black Leaders Students Association U of O

Class 6 – Feb 12 Migrant Women of Colour: Part I

Sharma, Nandita. 2005. "Anti-trafficking rhetoric and the making of a global apartheid". *NWSA Journal, States of Insecurity and the Gendered Politics of Fear*, 17.3: 88-111.

Valverde, Marianna. 2008. "Racial purity, sexual purity, and immigration policy". In Barrington Walker (ed.), *The History of Immigration and Racism in Canada: Essential Readings*. Toronto: Canada Scholars' Press, pp. 175-88.

*******Reading Week: February 17-21*******

Class 7 – Feb 26 Migrant Women of Colour: Part II

Ham, Julia. 2018. "Using difference in intersectional research with im/migrant and racialized sex workers". *Theoretical Criminology*. 1-17

Lawrence, Sonia N. and Toni Williams. 2006. "Swallowed up: Drug couriers at the borders of Canadian sentencing". *University of Toronto Law Journal* 56.4: 285-332.

Class 8 – March 4 Trans Women

Lyons, Tara, Andrea Krüsi, Leslie Pierre, Thomas Kerr, Will Small, and Kate Shannon. 2017. "Negotiating violence in the context of transphobia and criminalization: The experiences of trans sex workers in Vancouver, Canada". *Qualitative Health Research*, 27.2: 182-190.

Wood, Frank, April Carrillo, and Elizabeth Monk-Turner. 2019. "Visibly unknown: Media depiction of murdered Transgender Women of Color". *Race and Justice*, 1-19.

Class 9 – March 11 The Lives of Girls and Women: Education, Research, and Resistance

Maynard, Robyn. 2017. "The (mis)education of Black youth: Anti-Blackness in the school system". In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing, pp. 208-228.

Tuck, Eve. 2009. "Suspending damage: A letter to communities". *Harvard Educational Review*, 79.3: 409-427.

Class 10 – March 18 BIWOC and the Prison Industrial Complex

Comack, Elizabeth. 2018. "The prisoning of women". In *Coming Back to Jail: Women, Trauma, and Criminalization*. Halifax, Winnipeg: Fernwood Publishing, pp. 177-219.

Sudbury, Julia. 2005. "Celling Black bodies: Black women in the global prison industrial complex". *Feminist Review* 70.1: 57-74.

Class 11 – March 25 BIWOC: Challenging and Deploying (Social) Media Frames

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.

Rentschler, Carrie A. 2017. "Bystander intervention, feminist hashtag activism, and the anti-carceral politics of care". *Feminist Media Studies*, 17.4: 565-584.

Class 12 – April 1 Imagining Futures

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, 219-233.

Palacios, Lena. 2016. "'Ain't no justice ... It's just us': Girls organizing against sexual and carceral violence". In Claudia Mitchell and Carrie Rentschler (eds.). *Girlhood and the Politics of Place*: Berghahn Books. 279-295.

Blog: Lee, Erica Violet. 2015. "For Cindy, For Ourselves: Healing in the context of colonial gender violence." Retrieved from <https://moontimewarrior.com/2015/04/02/for-cindy-for-ourselves-healing-in-the-context-of-colonial-gender-violence/>

End of term. Thank you for your participation on this journey. Have a wonderful summer break!