Class: Thursday 1:00-3:50, Tory 1 113
Instructor: Jana Grekul
Office: Tory 6-21
email: jgrekul@ualberta.ca
Office hours: By appointment

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Calendar Course Description: Key concepts, issues, and debates with respect to women in the criminal justice system as offenders, defendants, prisoners, and victims.

Prerequisite: The prerequisite for this course is Sociology 225 or consent of instructor.

Course Objectives: This course aims to introduce students to a critical understanding of the criminalization of women in Canadian society. This includes an understanding of how intersections between gender, age, race, victimization, trauma, colonization, relationships and family, motherhood, and addictions impact pathways into criminal behavior as well as the representation and treatment of women in trouble with the law. The course aims to develop a critical understanding as well as a systematic questioning of some of the current and long-standing practical challenges and moral dilemmas of criminal justice and specifically, penal policies and practices as they relate to women.

Required Texts:


Additional required readings: These readings are listed below in the course schedule. They are accessible online, through the University of Alberta library system and on eclass.

Learning Outcomes
Students will be able to:
• Identify and explain feminist criminological perspectives and theories of the criminalization of women.
• Discuss the pivotal role that pathways to crime, including victimization, play in the criminalization of women.
• Critically assess representations of criminalized women in media, public discourse, and criminal justice system policies and responses to women.
• Understand the impact of colonization, trauma, and victimization on pathways to crime and criminalization for Indigenous women.
• Explain the gendered nature of the criminal justice system response to criminalized women and the consequences of this response and treatment to the lives of criminalized women.
• Think about and explore possibilities for positive change relating to these issues

Class Format and Expectations: Class format will include a combination of lecture, seminar discussions, student presentations, guest lectures, discussion of assigned readings, and audiovisual materials. Because this is a fourth-year course, students are expected to display a higher level of engagement with material than in lower level courses. It is essential that students come to class prepared and ready to discuss assigned readings and other material.

Student Evaluation: Your mark for the course is divided according to the following format:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Reflections (10%)</th>
<th>Critical Reading Response (25%)</th>
<th>Attendance and Meaningful Participation (15%)</th>
<th>Term Paper (30%)</th>
<th>Final Exam (Take Home) (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>First day of class (5%)</td>
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<td>March 28</td>
<td></td>
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<tr>
<td>April 4</td>
<td>Last day of class (5%)</td>
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<td></td>
<td>April 15</td>
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<td></td>
<td></td>
<td>once during term</td>
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Detailed Explanation of Student Evaluation and Assignments:

1. **Reflections: 10%** Students are required to complete two reflections, one at the start of the term and one at the end of the term, worth a total of 10% (5% each). Assignments should be 3-5 pages, double spaced, uploaded into eclass.

2. **Attendance and Meaningful Participation: 15%** Students are expected to attend class, to participate fully in all aspects of the course, and will be evaluated on this throughout the term. Attendance in class is mandatory. You will be permitted a total of one class absence without marks being deducted but any unexcused absences after that will affect your participation mark. Excused absences include illness and family-related emergencies. Please advise me of your condition over email before class. As part of this mark, students are required to submit one discussion question per reading prior to each class, to be emailed to
me by 12:00 am Thursday (the day of our class). As part of the participation mark, students will be invited to share their progress (informal discussion) of their term papers later in the term.

3. **Critical Reading Response and Presentation: 25%** Every day that readings are assigned students will be asked to provide a ‘critical reading response’ to assigned readings. Students can sign up for these presentations within the first week of class. They will be done individually (or possibly in groups of two depending on class size). The critical reading response should be about 30 minutes and should include a **brief** summary of the readings, and any linkages that may be made to course material and current events. Students should also offer a critical analysis of the readings, can discuss any further questions the readings raise, and should also come prepared with two to three discussion questions relating to the readings for the class. Because there are several readings assigned for each class, students can choose to focus on any two of the assigned readings. Students will be expected to lead a class discussion relating to the articles and the topic or issues the articles explores. Students must hand in (individually) their critical reading response. This is a short paper (3-5 pages) briefly summarizing the article and providing a critical analysis of it (the paper should be the basis for the ‘presentation’). Fifteen percent of the total critical reading response grade will be based on the oral presentation and 10 percent will be based on the written component.

4. **Term Paper: 30%** Each student will write a 15-20 page term paper on a topic of their choice that relates to women and crime. The paper can build on a topic we’ve discussed in class, or can be a new topic, that relates to women and crime. The paper will critically examine the issue and draw on relevant and current research. This is a research paper, not an opinion or argumentative piece, and should, therefore, illustrate your command of the theory and research related to your topic. The paper should include 8-10 academic sources. It is a good idea to talk with me about your proposed topic early in the course.

5. **Final Exam: 20%** Students will be given a take-home exam on April 8 over eclass. Students will have one week to complete the exam which will involve the completion of two essay questions. Completed exams should be uploaded into eclass by midnight on the due date (by 11:59 pm April 15).

**Instructions for all written assignments:**

- Assignments should be typed, double spaced using a maximum font equivalent to 12 Times New Roman.
- Assignments should use standard social science citations in the text (e.g. Garland, 1993: 134).
- Assignments should be in APA or MLA academic format (e.g. with headings and paragraphs).
- You are strongly encouraged to use extensive direct quotes from authors as little as possible as they provide little access to your own understanding of the issues discussed. Paraphrasing (i.e. using your own
words to describe someone else’s ideas or words) and referencing the source is recommended.

- Assignments should be submitted electronically through eclass (or email). Assignments should be submitted by midnight the day they are due.
- You are expected to carefully proofread assignments for spelling and grammar. Marks will be deducted in cases where due diligence is not exhibited.
- Permission to submit assignments after the due date must be obtained from me before the due date, not after the fact.
- Late assignments will incur a reduction of 10% of the total mark per day including weekend days (if permission to submit after the due date was not obtained). No exceptions.

**Grading**
Final grades are not curved or scaled. They will be assigned according to the following guideline:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Value</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A+</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>85-89</td>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>70-74</td>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>66-69</td>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>62-65</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>58-61</td>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>54-57</td>
<td>D+</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>50-53</td>
<td>D</td>
<td>1.0</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**Please note:** “Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading in the University Calendar.”

**Academic Integrity:** “The University of Alberta is committed to the highest levels of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provision of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” Please see the academic integrity website for more information: https://www.ualberta.ca/current-students/academic-resources/academic-integrity
Learning and Working Environment: The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy, you may contact the student ombudservice: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/)

Attendance, Absences and Missed Grade Components: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by email within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult Attendance of the University Calendar. Be aware that unexcused absences will result in partial or total loss of grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed in or completed as a result.

Absence from Final Exam: If you miss/do not complete the final take-home exam, a zero will be assigned as your mark for the exam. If you think you will have difficulty completing the final exam as required please contact me beforehand.

Recording of Lectures: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor as part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Important General Information
- Re-writing papers, submitting extra work or any other option to increase grades will not be considered under any circumstances.
- Pleas for higher marks to get into quota University programs will not be heard under any circumstances.
- This will be a classroom in which we all feel free to express our opinions and points of view. When you have the floor, it is expected that you will express your views politely. The classroom atmosphere at the same time will allow us all to question each other and the world around us in a respectful manner. Students who monopolize class discussions are also disruptive to the discussion process.
- The official class list is produced by the third week of term. Instructors are forbidden to add student names to this list. Students not on the official class list are not deemed to be properly registered and may not submit exams or assignments. It is your responsibility to check your Class Schedule on Bear Tracks to ensure you are officially registered.
Students requiring assistance for a variety of needs are encouraged to refer to the following website: https://uofa.ualberta.ca/current-students which lists support services available to undergraduate students. For example, for concerns regarding exam anxiety and concerns of an academic nature, the Academic Success Centre is available for assistance (492-2682); Counselling and Clinical Services (492-5205) provides support of a more personal nature.

TENTATIVE LIST OF CLASSES AND READINGS
(This is subject to change based on how things go)

Week One (January 10): Introduction; Feminist Theoretical Perspectives

Balfour text Ch. 1: “The Feminist Engagement with Criminology


Week Two (January 17): Representations of Criminalized Women

Balfour text Part II Introduction (Comack)

Balfour Ch. 2: “Sluts and Slags: The Censuring of the Erring Female”

Balfour Ch. 5: Dazed, Dangerous, and Dissolute: Media Representations of Street-Level Sex Workers in Vancouver’s Downtown Eastside

Comack text. Ch. 1: Women in Trouble

Week Three (January 24): Regulating Women

Balfour text Part III Introduction (Balfour)

Balfour text Ch. 7: From Welfare Fraud to Welfare as Fraud: The Criminalization of Poverty


Week Four (January 31): Regulating Women: Mental Health, Relationships

Balfour text Ch. 6: The Making of the Black Widow: The Criminal and Psychiatric Control of Women


Kilty, J.M. 2012. “‘It’s like they don’t want you to get better’: Psy control of women in the carceral context.” Feminism & Psychology, 22 (2): 162-182.

Balfour Ch. 9: Examining the “Psy-Carceral Complex” in the Death of Ashley Smith


Week Five (February 7): No Class (in lieu of Prison Tour)


Week Six (February 14): Prison Tour Debrief; Intersections of gender, race, class. Indigenous Women

Comack Ch. 2: Understanding Trauma

Comack Ch. 3: Colonialism, Capitalism, Patriarchy, and Trauma


Week Seven (February 21): READING WEEK – NO CLASS

Week Eight (February 28): Colonization, Intergenerational Trauma

Comack text Ch. 4: The Lived Experience of Trauma


Balfour text Ch 4: Surviving Colonization: Anishinaabe Ikwe Street Gang Participation

**Week Nine (March 7): Mothers, Families**

See readings on eclass (4)


**Week Ten (March 14): “Gender Blindness” and the Criminal Justice System**


Comack Ch. 5: Involvement with the Criminal Justice System


**Week Eleven (March 21): Women in Prison/Women’s Prisons; Sharing Circle – Term Paper Discussion**


Comack text Ch. 6: The Prisoning of Women

Hayman Chapter 6: Edmonton Institution for Women (eclass)


**Week Twelve (March 28): Making Change: A Way Forward**

Balfour text – Part IV Introduction
Balfour text Ch. 10: Making Change in Neo-Liberal Times
Balfour text Ch. 13: Enhancing the Well-Being of Criminalized Indigenous Women: A Contemporary Take on a Traditional Cultural Knowledge Form

**Week Thirteen (April 4): Making Change: Policies and Programs**
Balfour text Ch. 11: Rattling Assumptions and Building Bridges: Community-Engaged Education and Action in a Women’s Prison
Balfour text Ch. 12: Experiencing the Inside-Out Program in a Maximum-Security Prison
Comack text Ch. 7: Making Change