



# Investigating Privilege: Teaching Race, Gender, and Intersectionality Through the Lens of Crime Fiction

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**Abstract.** The author explores how intersectionality, race, and feminism can be taught using traditional and contemporary crime fiction in the diverse undergraduate classroom. Examining the relationship among privilege, social justice, and crime portrayed in the crime genre, the author seeks to nurture an inclusive teaching and learning space where crime fiction can illuminate contemporary cultural debates.

Crime fiction explores a range of transgressions and offences, including racist, sexist, and homophobic violence. In the following, I reflect on pedagogies for teaching crime fiction that acknowledge the need to decolonize the genre and extend critical analysis of its characters, tropes, and conventions. I discuss examples of intersectional crime fiction novels taught on my undergraduate crime fiction module. I also consider how I design my teaching of this material to encourage students to reevaluate the canon, its themes, and the privileges it upholds (Beyer, *Literature Curriculum*). I teach at a smaller UK university; student cohorts in the English and Creative Writing degree programs reflect diversity, but a considerable proportion of students is white and British. As a white woman, I am privileged in not experiencing racism; however, as an immigrant from a non-native English-speaking background

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