

**Carleton University
Institute of Criminology & Criminal Justice**

CRCJ 3200-A
Indigeneity, Coloniality and Crime

Course Outline
Fall 2024

Instructor: Natasha Stirrett

Office: Virtual (over zoom)

Office Hours: By appointment via email

Email: natashastirrett@cunet.carleton.ca

Course Delivery: Asynchronous and over zoom

Teaching Assistant: Andie Winsor AndieWinsor@cmail.carleton.ca

Brightspace Course Page Link: <https://brightspace.carleton.ca/d2l/home/288493>

Prerequisites: CRCJ 1000 and Third-Year Standing

ACKNOWLEDGEMENT

Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡoḡ kà nàḡadawàbandadjiḡ iyo akì eko weshkad. Ako nongom eḡa wìkàd kì mìḡiwewàdj. Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡoḡ kakina eniyagizidjiḡ enigokamiḡàḡ Kanadàng eji ondàpinangiḡ endàwàdjìn Odàwàng. Nìnisidawinawànàniḡ kenawendamòdjiḡ kije kikenindamàwin; weshkinìḡidjiḡ kaye kejeḡyàdizidjiḡ. Niḡijeweninmànàniḡ oḡoḡ kà nìḡàni sòḡḡideyedjiḡ; weshkad, nongom; kaye àyànikàdj.

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.

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

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

Welcome to CRCJ 3200-A. There are looming concerns regarding social harm, racial discrimination, and the contemporary over-representation of Indigenous people within state institutions such as the criminal justice system. It aims to provide students with a nuanced understanding of these systemic concerns through the study of Indigenous perspectives and criminological scholarship. This course will provide students with an opportunity to engage with concepts and theories informed by the intellectual work of Indigenous and settler-allies. The course is divided into two subsections: First, students will be introduced to topics pertaining to Indigenous worldviews, Indigenous ways of knowing and Indigenous legal concepts. We will cover Indigenous criminology as an emergent sub-field of study. The course then moves to the theoretical concepts of western imperialism, racialization, coloniality and patriarchy as a socio-historical, conceptual framework. We will later apply this lens to understand an array of issues related to Indigeneity, coloniality and criminological issues. We will explore the topics of traditional Indigenous justice approaches, community healing and wellness.

LEARNING OUTCOMES

By the end of this course, successful students will have demonstrated their ability to:

- Describe and identify key theories, concepts and epistemological dimensions of Indigenous perspectives on criminology and crime
- Summarize and discuss Indigenous historical, theoretical and methodological contexts and current issues and challenges
- Practice absorbing, transferring knowledge and experiences learned from readings, course materials into own critical thinking and written analysis

- Collect, organize, critically examine, and synthesize course and credible external sources from multiple relevant texts, digital and/or images and audio into creating an e-portfolio using the Brightspace platform
- Apply self-assessment skills and integrate analytical reflections to support why your chosen materials/sources in their e-portfolio effectively communicates your learning process throughout the course

COURSE EVALUATIONS

Quizzes	50%
Reflection Paper	20%
Photovoice	30%

Please submit assignments using the drop box feature located on Brightspace. Assignments are due by 11:59 pm on the due date. All assignments must be completed to receive a passing grade.

REQUIRED TEXT

Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. University of Toronto Press: Toronto, Ontario.

You can purchase new or used copies of this book through the Carleton University bookstore. The book is also available on Amazon.ca

All other course readings will be available on ARES through the Brightspace page

LATE ASSIGNMENTS AND QUIZ POLICY

All assignments and quizzes are due on the specified date on Brightspace by 11:59 pm. Every effort should be made to make prior arrangements for an extension with the professor or teaching assistant in advance of assignment and quiz due dates. Please note: weekly quizzes will close on Sundays at 11:59 pm and will not be re-opened apart from serious illness or unforeseeable extraordinary circumstance. If an assignment is handed in after the due date (up until three days after), for any reason, it will be accepted, but the mark will be reduced by 3% for each late day. If you are ill, in the case of personal injury, or in other extraordinary circumstances beyond your control, there will be no late marks. There will not be opportunities for supplemental/grade-raising assignments so ensure you give yourself the necessary time needed to complete assignments and quizzes. Please do not email late assignments.

Please be advised that 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 the Dean has approved them.

QUIZZES 50% Ongoing Basis

For weeks 1-10 of the course content, there will be a short quiz worth 5% each (total of 50%). The quizzes will consist of 10 multiple-choice/true and false questions and 2 short answer questions based on the assigned readings and weekly module content. Each quiz is scheduled to be posted on the Monday of each course week. All quizzes will stay open for only 1 week and will close on Sundays at 11:59 pm. You will have 1 hour to complete the quiz. Quizzes not completed within the allocated weekly timeframe will receive a 0 for that week.

REFLECTION PAPER 20% due **September 30th** by 11:59 pm

You will submit a (4 page, double spaced 12 font Times Roman) reflection paper **due September 30th** as a word document on Brightspace by 11:59 pm. In this reflection paper, you will write about your learning goals, background knowledge, and experiences on the course topics. Reflect on what you are learning in the modules of weeks 1-2 by drawing on your course materials, lectures, and readings. You can discuss concepts, theories, and ideas about your learning process. The purpose of this assignment is to make insightful connections between your learning and course content in a self-reflexive and detailed way. You must have a clear, organized focus and writing needs to be more analytical rather than descriptive. Include in-text citations as appropriate and reference texts when needed. Any citation is acceptable. You should maintain a formal academic tone, but you can write in the first person, and personal anecdotes can be used. The reflection paper will be evaluated based on mechanics, organization, depth and analysis. The goal is to write a concise, organized, and thoughtful written piece. (*Rubric will be posted on Brightspace*)

PHOTOVOICE ASSIGNMENT 30% due **December 2nd** by 11:59 pm

Building on Tuck and Yang's (2012) article and their critique of damage-centered narratives about Indigenous people, this photovoice assignment asks you to develop balanced narratives. You will use visual storytelling to examine Indigenous criminological issues AND empowerment/strength. You are required to draw from the topics and themes discussed in one of the learning modules covered during weeks 9 to 12. Your photographs should be visually engaging and thought provoking, capturing real world situations and stories. For example, your photograph could be a road that symbolizes the spiritual path of the red road or an Elementary school building that stands in as a representation of the Indian Residential School era. For this assignment, your photovoice project needs to include: 1) 3 different photographs you have personally taken with a camera or smartphone that communicates a compelling narrative related to your chosen theme/concepts. 2) a 300-word introduction with the intent of the photographic narrative explaining the emotions or ideas you aimed to convey and brief description of your photographs 3) a 500-word reflective analysis for each photograph explaining the symbolism, significance, ethical considerations and the connection to your chosen 1-2 course concepts and ideas. 4) word count at the bottom of each reflective analysis 5) reference section (*Rubric will be posted on Brightspace*)

Course Expectations and Etiquette

Students are expected to carefully read the syllabus. Students are responsible for logging into Brightspace regularly, checking announcements, keeping up with the readings, making note of deadlines and completing the weekly quizzes before the closing date on Sundays. Since this is an asynchronous course it's important to proactively communicate with your teaching assistant or professor if you require additional clarification on assignments or have questions regarding the course that can't be found on the syllabus or on our Brightspace page. You may post your question in the "Ask Your Professor" forum. You can expect a 48-hour response (excluding weekends). Email policy: Similarly, emails will be returned within 48 hours (excluding weekends). Please include the course title as the subject of your email (CRCJ 3200-A) so the professor and TA know which course you are enquiring about. Ensure your correspondence via email to the Professor and Teaching Assistants are respectful, courteous, and professional in tone. Please wait 24 hours before sending emails regarding grades and feedback after an assignment is returned to you.

Keep in mind, you are doing this learning for you, not the professor. Fully engage with the weekly module content, you want to get as much learning out of this asynchronous course as you can 😊

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).

COURSE SCHEDULE AND ASSIGNED READINGS

Week 1: September 9th (Quiz 1 Due)

Introduction

Required Reading: Monchalin, Lisa. 2016. Chapter 1 Introduction to Indigenous Peoples in Canada Pp 1-22. in *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. University of Toronto Press: Toronto, Ontario.

Required Reading: Friedland, Hadley. 2018. Chapter 2 “The Wetiko as a Legal Concept or Category” Pp 20-49 in *The Wetiko Legal Principles: Cree and Anishinabek Responses to Violence and Victimization*. University of Toronto Press: Toronto, Ont.

Week 2: September 16th (Quiz 2 Due)

Indigenous Ways of Knowing

Required Reading: Monchalin, Lisa. 2016. Chapter 2 “Introduction to an Indigenous Perspective: Ideology and Teachings” in *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Pp 23-38.

Required Reading: McAdam, Sylvia. 2015. Chapter 1 and 2 in *Nationhood Interrupted: Revitalizing Nehiyaw Legal Systems*. Pp 21-36.

Week 3: September 23rd (Quiz 3 Due)

Indigeneity and the Study of Crime

Required Reading: Cunnen, Chris; Tauri Juan. 2017. “Introduction” in *Indigenous Criminology*. Pp 1-22. Policy Press: Bristol, UK.

Required Reading: Tuck, Eve, Yang, K. Wayne. 2012. “Decolonization is Not a Metaphor”. *Decolonization: Indigeneity, Education & Society*. Pp 1-40.

Week 4: September 30th (Quiz 4 and Reflection Paper due)
Western Imperialism, Coloniality and Modernity

Required Reading: Wynter, Sylvia. 2003. “Unsettling the Coloniality of Being/Power/Truth/Freedom Towards the Human, After Man, Its Overrepresentation—An Argument.” *Stanford University CR: The New Centennial Review*. Volume 3, Number 3, Fall 2003. Michigan State University Press.

Week 5: October 7th (Quiz 5 Due)
Patriarchy, Hyper-Masculinity and Violence

Required Reading: Morgensen, Scott. 2015. “Cutting to the Roots of Colonial Masculinity” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. Pp 38-61. Innes, Alexandra and Anderson, Kim Ed. University of Manitoba Press: Winnipeg, Manitoba.

***** FALL BREAK (October 21-25) *****

Week 6: October 28th (Quiz 6 Due)
The Interconnections between Residential Schools and the Sixties Scoop

Required Reading: Sinclair, Raven. 2007. “Identity Lost and Found: Lessons from the Sixties Scoop.” Vol 3. No 1 First Peoples Child & Family Review.

<http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/25>

[Required Reading: Recollet, Karyn. 2019. “Choreographies of the Fall: Futurity Bundles & Land-ing When Future Falls are Immanent”. *Theatre*. 49 \(3\). 85-105.](#)

Week 7: November 4^h (Quiz 7 Due)
Community Healing and Wellness

Required Reading: Chacaby, Ma-Nee. 2016. Chapter 11 “Recovering from Post-Traumatic Stress Disorder and Becoming an Elder in Thunder Bay (2004-2014)” in Ma-Nee Chacaby; Plummer, Louisa, Mary. 2016. *A Two-Spirit Journey: The Autobiography of a Lesbian Ojibwa Cree Elder*. Pp 202-225. Ed by Plummer, Louisa, Mary. University of Manitoba Press: Winnipeg, MB.

Required Reading: Krawec, Patty. 2022. Chapter 6. “The People: We are Related”. *Becoming Kin: An Indigenous Call to Unforgetting the Past and Reimagining Our Future*. Broadleaf Books: Minneapolis, MN. Pp 145-170.

Week 8: November 11th (*Quiz 8 Due*)

Required Reading: Sugar, Fran. 2009. ‘Entrenched Social Catastrophe: Native Women in Prison’ in *First Voices: An Aboriginal Women’s Reader*. Monture, Patricia; McGuire, Patricia Ed. Pp 419-421. INANNA Publications: Toronto, ON.

Required Reading: Sparling, Lori. 2009. ‘A Suitable Place: Positive Change for Federally-Sentenced Aboriginal Women in Canada’ in *First Voices: An Aboriginal Women’s Reader*. Monture, Patricia; McGuire, Patricia Ed. Pp 404-432. INANNA Publications: Toronto, ON.

Week 9: November 18th (*Quiz 9 Due*)

Traditional Indigenous Justice Approaches I

Required Reading: Gray Barbara, Lauderdale, Pat. 2007. “The Great Circle of Justice: North American Indigenous Justice and Contemporary Restoration Programs”. *Contemporary Justice Review*. Vol. 10, No. 2. Pp. 215-225.

Required Reading: Newell, B. William. 1965. “Crime and Justice Among the Nations”. Caughnawaga Historical Society.

Week 10: November 25th (*Quiz 10 Due*)

Traditional Indigenous Justice Approaches II

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada* 258-286. University of Toronto Press: Toronto, Ontario.

Required Reading: Friedland, Hadley. 2018. Chapter 4: “The Wetiko Legal Principles: Response Principles, Problem-Solving Processes, Obligations, and Rights” Pp 20-49 in *The Wetiko Legal Principles: Cree and Anishinabek Responses to Violence and Victimization*. University of Toronto Press: Toronto, Ont.

Week 11: December 2nd (*Photovoice Assignment Due*)

Cultural Continuity and All Our Relations

Required Reading: Monchalin, Lisa. 2016. Chapter 13 “Moving Forward: Lightening the Eighth Fire” in *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada* Pp 287-322. University of Toronto Press: Toronto, Ontario.

Supplementary Reading: Simpson, Leanne. 2008. “Our Elder Brothers: The Lifeblood of Resurgence”. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Pp 73-87. Arbeiter Ring Publishing: Winnipeg, Manitoba.