

Carleton University
Institute of Criminology & Criminal Justice

CRCJ 3200-A
Indigeneity, Coloniality and Crime

Course Outline
Fall 2023

Instructor: Natasha Stirrett
Office: Virtual (over zoom)
Office Hours: Over zoom by appointment via email
Email: natashastirrett@cunet.carleton.ca
Course Delivery: Asynchronous and over zoom
Prerequisites: CRCJ 1000 and Third Year Standing

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/208276>

ACKNOWLEDGEMENT

Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡoḡ kà nàḡadawàbandadjig iyo akì eko weshkad. Ako nongom eḡa wìkàd kì mìḡiwewàdj. Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡoḡ kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìḡidjig kaye kejejàdizidjig. Nigijeweninmànàniḡ oḡoḡ kà nìḡàni sòḡḡideyedjig; 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. This course will enable students to understand significant aspects of the issues and challenges faced by Indigenous peoples, focusing on Indigenous scholarship and perspectives on criminology and crime. 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 Indigenous criminology as a field of study. We will cover the topics of Indigenous worldviews, Indigenous ways of knowing and Indigenous legal concepts. 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 crime. We will explore the topics of traditional Indigenous justice approaches, community healing and wellness.

**** This is an asynchronous course offered completely online with course materials, links, announcements, and assignment submission accessible through Brightspace. There are no live lectures or scheduled course meetings. Each week students will have access to multimedia resources through self-paced learning for flexibility and accessibility. Please note assignment due dates are firm and students are responsible for making note of due dates. All multimodal course content and learning activities will be organized into weekly modules on Brightspace. You will be able to watch pre-recorded lectures, narrated PowerPoint presentations, watch documentaries, conversation style interviews**

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 into visual 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	10%
Reflection Paper	20%
Discussion Posts	15%
Photovoice Project	25%
E-Portfolio	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

All assignments 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 due dates. 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. 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.

REQUESTS FOR RE-GRADING OF ASSIGNMENTS

Occasionally, mistakes are made because of the large number of assignments professors and teaching assistants are evaluating. If you wish to have your work re-assessed, please email a brief detailed statement (1 paragraph) directly to the person who graded your work, either the Professor or Teaching Assistant, and explain the error. Requests for re-assessment of assignments must be made within one week after you receive your graded assignment back. Remember that re-assessment/re-grading requests are to correct substantial errors and are not intended for negotiating or arguing for a higher grade. A re-assessment is a closer, second reading of the entire assignment. After the work has been re-assessed/re-graded, your grade may increase, decrease, or remain the same.

QUIZZES 1% x 10=10% **due on Tuesdays** by 11:59pm

For each week of course content, there will be a short quiz. The quizzes will consist of 10 multiple-choice/true and false questions based on the assigned weekly readings. Each quiz is scheduled to be posted on Wednesday of each course week. All quizzes will stay open for only 1 week and will close on Tuesdays at 11:59 pm. You will have an hour to complete the quiz. Quizzes not completed within the allocated time will receive a 0 for that week. Each weekly quiz is worth 1% of your final overall quiz grade.

REFLECTION PAPER 20% **due September 27th** by 11:59pm

You will submit a (4 page, double spaced 12 font Times Roman) reflection paper **due September 27th** 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*)

DISCUSSION POSTS 5% x 3=15% **due September 13th, October 4th, October 18th** by 11:59pm

As part of the course requirements, the professor will post a discussion question, and you will be expected to actively participate in 3 separate discussion posts throughout the term, **due September 13th, October 4th, and October 18th**, by 11:59 pm on the respective dates. For each discussion post, your response should be well-considered and contribute meaningfully to the topic and draw on course materials. You may post your own response to the discussion question or meaningfully respond to a peer's discussion post. Aim to provide a thoughtful analysis, expressing your ideas clearly and concisely within the given word limit of 150-200

words. These discussion posts offer an excellent opportunity to engage with your peers, share insights, and deepen your understanding of the course material. Remember to be respectful and open to differing perspectives while actively participating in the discussions.

(Rubric will be posted on Brightspace)

PHOTOVOICE PROJECT 25% due November 8th by 11:59pm

Photovoice allows you to explore Indigenous criminological issues and empowerment through visual storytelling. This project encourages you to utilize your photography skills to present a narrative that sheds light on the topics and themes explored in the course (ie. Nehiyaw law, colonial heteropatriarchy, Wetiko, relationality). Your photos should be visually engaging and thought provoking, capturing real world situations and stories. For this assignment, your photovoice project needs to include: 1) 2 photographs you have personally taken with a camera or smartphone that communicates a compelling narrative related to your chosen topic 2) a 300-word introduction and brief description of your photographs 3) an 800–1000-word reflective analysis explaining your visual choices and their significance, ethical considerations, intent of the photographic narrative explaining the emotions or ideas you aimed to convey and the connection to course concepts and ideas. *(Rubric and further instruction will be posted on Brightspace)*

E-PORTFOLIO 30% due December 6th by 11:59 pm

You will submit a CuPortfolio on Brightspace, **due December 6th**, by 11:59 pm. CuPortfolio enables you to showcase your cumulative active learning process from the beginning to the end of the course. What new knowledge, skills, perspectives, and insights have you acquired? ****You must incorporate course material from weeks 9-12.** For this assignment, your e-portfolio needs to include: 1) an introduction (150 words) which also includes an about me section that includes a (150 word) biographical statement, 2) four sources best representing your learning from the course (i.e. picture, video, article) with a brief description of its significance to your learning process including a 300-400 word written analysis or 3-4 minute audio recording clip on each source 3) Any other sources or aesthetic you want to include to meaningfully complement the presentation of your e-portfolio such as (course assignments, digital art, twitter link, youtube, music or audio) 4) a 300 word written conclusion that addresses the following **two** questions: identify a topic that seemed most important to learn about in this course. Briefly explain why. **AND** What would you need to do if you wanted to continue improving your effectiveness as a learner on this topic? You can write in the first person, and personal anecdotes can be used. 5) a bibliography with any citation style *(Rubric and further instruction will be posted on Brightspace)*

Course Etiquette

Students are expected to carefully read the syllabus. Students are responsible for keeping up with the readings, making note of deadlines. Students are expected to come to class having completed the weekly reading(s) and be prepared to discuss the core ideas and central arguments.

Email policy: Emails will be returned within 48 hours (excluding weekends). Please include the course title as the subject of your email (CRCJ 3200-A). Ensure your correspondence via email

to the Professor and Teaching Assistants are respectful, courteous, and professional in tone. Remember, you are doing this learning for you, not the professor. You want to get as much learning out of the course as you can. Please wait 24 hours before sending emails regarding grades and feedback after an assignment is returned to you.

STATEMENT ON 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);
- 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/>

COURSE SCHEDULE AND ASSIGNED READINGS

Week 1: September 6th

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 13th (Discussion Post 1 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 20th

Indigeneity and the Study of Crime

Required Reading: Cunnen, Chris; Tauri Juan. 2017. Chapter 1 “Towards a Critical Indigenous Criminology” *Indigenous Criminology*. Pp 23-43. Policy Press: Bristol, UK.

Required Reading: Eve Tuck, “Suspending Damage: A Letter to Communities,” *Harvard Educational Review* 79 (3) (2009): 409- 427.

Week 4: September 27th (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 4th (Discussion Post 2 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.

Week 6: October 11th
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: Arcand, Eugene, McKegney, Sam, Auksi Mahkwa, McKegney. 2021. "We Still Need the Game. As Indigenous People, It's in Our Blood." A Conversation on Hockey, Residential School, and Decolonialization". *Canadian Ethnic Studies Journal*. Vol. 53, 3.

Suggested Reading: Metis Nation. 2019. What We Heard: Report of the Metis Nation's Engagement with Metis Sixties Scoop Survivors.
<https://metissixtiesscoop.ca/wp-content/uploads/2019/11/What-We-Heard-Report-2019.pdf>

Week 7: October 18th (Discussion Post 3 due)
Community Healing, Wellness and Empowerment

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.

***** FALL BREAK (October 23-27) *****

Week 8: November 1st
Behind Iron Cages, Incarceration and Voices Within

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 8th (Photovoice Assignment 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: Wilson, Shawn. 2008. Chapter 5: “Relationality”. *Research is Ceremony: Indigenous Research Methods*. Pp 80-91. Fernwood Press: Winnipeg, MB.

Week 10: November 15th
Traditional Indigenous Justice Approaches II

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Pp. 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: November 22nd

Missing and Murdered Two-Spirit and Indigenous Women

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada* Chapter 9 Violence Affecting Indigenous Women: Struggle, Sexualization, and Subjugation Pp 175-200. University of Toronto Press: Toronto, Ontario.

Suggested Reading: Government of Canada. 2018. "Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls."
<https://www.mmiwg-ffada.ca/>

Week 12: November 29th

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.

Suggested 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.

Week 13: December 6th (E-Portfolio due)

No Readings or Course Work