

Course Outline

COURSE: CRCJ4110A – Race and the Criminal Justice System In Canada [Online]

TERM: Winter 2024

PREREQUISITES: CRCJ2100 and Fourth-Year Standing in the B.A. Honours Program in Criminology and Criminal Justice

CLASS: Day & Time: Thursday 11:35-2:25 p.m. SYNCHRONOUS/ASYNCHRONOUS (BLENDED)

INSTRUCTOR: Dr. Ellen Faulkner, Institute of Criminology & Criminal Justice

TEACHING

ASSISTANT: NA

CONTACT: Office: CI Office, DT1727, Dunton Tower, Institute of Criminology & Criminal Justice.
Office Hrs: Online: Thursday 1:30-2:30 p.m. via zoom or by appointment.
Email: Ellen.Faulkner@carleton.ca

=====

*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: https://brightspace.carleton.ca/d2l/home/221144

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogo kà nàgadawàbandadjig iyo aki eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànig ogo kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

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

=====

CALENDAR DESCRIPTION

CRCJ 4110 [0.5 credit]. Race and the Criminal Justice System in Canada. A participatory class that explores debates regarding issues of racial bias and systemic racism in the Canadian criminal justice system. Students can expect class activities, documentary viewings, and guest lecturers from the field. Prerequisite(s): [CRCJ 2100](#), fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute. Seminar three hours per week.

COURSE DESCRIPTION:

Students will engage in an in-depth examination of the processes involved in the criminalization of race in the Canadian criminal justice system with special emphasis on difference, diversity and social injustice. Categories of difference will be explored such as Indigenous peoples and the impact of colonialism, Immigration and social exclusion, social injustice experienced by Chinese immigrants, the experiences of Black Canadians, South Asian Canadians, Justice and Islam in Canada, class and marginalization in Canada, and the victimization and criminalization of incarcerated women in Canada. At the end of the course, we will explore forms of justice utilized to address diversity.

LEARNING OBJECTIVES

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

- Develop the skills of theoretically grounded research on diversity and justice within the contemporary nexus of diversity, crime and justice.
- Explore the ways in which differences in identity shape differential experiences with justice.
- Examine the notion that difference is socially constructed, such that differences matter because of the relative value placed on them, shape life experiences, relative positions of power, and interactions with crime and criminal justice.
- Analyze the specific ways in which representations of identity (e.g. stereotypes, media images, etc.) facilitate the subsequent stigmatization, and often criminalization of marginalized groups.
- Explore the concrete ways in which ‘difference matters’ in the context of criminal justice by tracing the dominant identities against which others are judged.
- Discuss the ways in which specific groups become visible to and are impacted by contact with the justice system.
- Explore concrete efforts to reconstruct difference in positive relational terms and within a social justice framework.

BRIGHTSPACE, MODULES AND READINGS:

This is an online asynchronous/synchronous (blended) course, where there is a mixture of synchronous meetings and asynchronous activities. There will be a weekly meeting time where students can meet to ask questions and discuss course content. There will be no live formal lectures with the distance delivery

of the course, instead course content will be available with each module. Asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require high-speed Internet access and a computer.

Our blended course is fully online and uses Brightspace to provide the required readings on ARES, access to course announcements, the assignment submission drop-box and other links to course materials and resources. Our course will cover a range of contemporary criminological topics and emergent issues relevant to the themes of the course.

The course content is organized into Four learning modules:

- Module 1: Conceptualizing Difference
- Module 2: Race and Categories of Difference
- Module 3: Justice for Diversity

TEXTBOOK:

- Barbara Perry Eds. (2022). *Diversity, Crime and Justice in Canada*. Toronto: Oxford University Press.

**Links to additional book chapters and journal articles may be accessed on Ares through Brightspace.

ASSIGNMENTS

Marking Scheme

Title	Assigned	Due	Weight
Written Assignment	Week 1	Week 10	20%
Discussions	Week 1–5, 7–11	Week 1–5, 7–11	30%
Midterm Exam	Week 6	Week 6	25%
Final Exam	Week 13	Final Exam Period	25%
TOTAL:			100%

Assignment Descriptions

Written Assignment

This 8-page essay (double spaced, Times New Roman 12-point font, with standard margins and not including cover page or bibliography) is designed to improve your research and critical analysis skills as you examine a

specific issue related to the course material. In your paper, you will be required to acquaint yourself with a body of literature on a topic and demonstrate an ability to integrate that literature with some of the key concepts in the required readings and lectures. Your paper must also have a clear thesis statement that is argued throughout, an organized structure, and be written in your own words. You must include at least 6 external academic sources and at least 4 scholarly academic sources from the course reading list for a total of 10 academic sources and make use of relevant course readings in preparing your paper. Newspaper articles and other appropriate but non-academic sources of information are to be cited in addition to your 10 required academic sources for this assignment. You can use any citation style you wish, just be sure that you include page numbers and that your style is consistent throughout your paper.

Note: The written assignment is due by 11:59 pm EST on Sunday of the assigned week.

Topics

You may choose from the following questions for your research essay, or, as discussed below, formulate your own research question and topic, with permission from the instructor:

1. Apply the analysis of Critical Race Theory and the social construction of crime and race to a specific area of criminalization of race in the Canadian context. Choose a case study and analyze it using these theories and concepts.
2. Apply the analysis of the Mythical Norm, privilege and power, white supremacy, institutional racism, and hegemony to a specific area of criminalization of race in the Canadian context. Choose a case study and analyze it using these concepts.
3. Compare and contrast overt racism with covert racism and explain how racism changed its forms in different social and historical contexts in Canada.
4. Utilize the concept of social stigma to explain the racial and cultural stigmatization of visible minorities and Indigenous persons in Canada.
5. Utilize the concepts of institutional racial discrimination, racial profiling and social alienation and surveillance to explain the experiences of the first Black residents of Canada and the slavery and other forms of racial oppression they endured.
6. Utilize the concepts of institutional racial discrimination, racial profiling and social alienation and surveillance to explain the experiences of the first Chinese residents of Canada and the head tax and other forms of racial oppression they endured.
7. Consider whether it is possible to balance national security and individual rights in the context of the 'war on terror' in Canada. Focus on a specific Canadian case study involving immigrants deemed to be a national security threat.
8. What is the victimization-criminalization continuum? How does it allow for an intersectional analysis of racialized women in conflict with the law in Canada?
9. How have neo-liberalism's economic and social policies created gendered conditions of endangerment for racialized women in Canada?

Please see the Grading Rubric Posted in the Course.

Please Note

If there is an essay topic in which you are particularly interested that is not listed above, you may be granted permission to write your paper on that topic, provided that the topic is related to the larger issues of race and the law and criminalization of race and the criminal justice system. Please contact the instructor by the end of January if you wish to pursue this option.

Discussions

There will be a discussion board component in this course that will enable students to engage in self-directed learning with the course material, with each other, and with the instructor. There are ten discussions, worth 3% each for a total of 30% of the final grade. Students have a choice of two options:

Option 1: Topic-Based Discussion

- Each week, the instructor will post prompting questions for students to read, reflect, and share their views on. Generally speaking, these questions will require students to think more deeply and critically about aspects of the course material.
- Students are expected to add a response of their own to one such post and to respond to at least one other (1) other students' post.

Option 2: Resource-Sharing Discussion

Share a resource (journal/article, book, program, practice, story, video/audio, etc.) that exemplifies a central theme from the week's module.

- Describe the resource and provide some analysis on how the resource relates to the course readings and concepts of the week. In particular, you may want to consider reflecting on any of the following:
- How does the resource define or approach the issue and how does that compare with the understandings/theories presented in the module?
- How might the approach work in your community/context? How could you adapt it to meet the needs of your community?

The initial post for either option is due by 11:59 p.m. EST on Friday of the assigned discussion week. Posts can be text-based (approximately 250 to 300 words), video-based, or audio-based (approximately two to three minutes). Students are also required to respond to at least one other peers' post by 11:59 p.m. EST on Sunday of the assigned week.

Midterm Exam

The midterm exam, worth 25% of the final grade, will evaluate students' comprehension of the main concepts, theories, and issues covered in Weeks 1 to 5. The format of the exam will consist of multiple choice and true/false and short- and long-answer questions. Students will have three days (72 hours) to submit the completed exam. Students will have one week to submit the completed exam.

Final Exam

The final exam, worth 25% of the final grade, is disseminated in Week 13 and will evaluate students' comprehension of the main concepts, theories, and issues covered in Weeks 7 to 13. The format of the test will consist of multiple choice and true/false and short- and long-answer probing questions. Students will have one week to submit the completed exam.

Participation Details

The online discussion board is an excellent way to enhance your learning and practice critical thinking. Discussing content in an online environment allows you to reflect before contributing and take time to consider other student postings. By providing opportunities for networking and community building, the discussion board can reduce the feeling of isolation that sometimes occurs in online courses.

How to submit assignments: Please submit assignments using the dropbox feature located on Brightspace.

Assignments are due by 11:59pm on the due date. All assignments must be completed to receive a passing grade.

COURSE INFORMATION

Online engagement: Under normal circumstances this course would be delivered in a classroom where we could all interact as a group to engage in respectful discussion and co-learning. Due to the course being online, things will be different than the norm, but we will all work together to create a respectful and valuable learning experience.

What students can expect from the instructor: This is a synchronous/asynchronous (blended) course, which means that all required material will be posted or linked to the course website each class, and that students can flexibly engage with the material on their own weekly schedules. There is a class meeting time on a weekly basis where students can meet with the instructor to discuss course content. Students may also post questions to the “Ask Your Instructor” forum. The course features Four modules, and each module will be introduced with an extended-length video lecture (usually an accessible slideshow with voiceover). Each class will feature shorter topical videos by the instructor, complemented by video interviews with scholars. Students can expect a weekly message from their instructor, and weekly engagement by the instructor. Your instructor is available for office hours on a weekly basis via zoom and by appointment, and I can be contacted by email; the primary mode of engagement with the course material, however, should be via the course site so we can connect and discuss the material and ideas together.

What we expect from students:

As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 4110A students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each week to complete the assigned readings, view the lecture, to engage with other posted media, and to complete the class assignments; this should take approximately 3 hours per week. Some classes will involve more work, and should be allocated time accordingly: preparing the written essay should take five to ten hours and the weekly discussion posts should be estimated at a maximum of 1 hour each; the take home exams are more variable, but we recommend that you budget enough time to review and study the material and to write the weekly posts and essay and two exams.

POLICIES

(i) Contact with Professor

I will be available for consultation with students during class time and my office hours or by appointment. Please e-mail me 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.**

Before sending an email, please check the “**Ask Your Instructor Forum**” (info below) in Brightspace to

see if your question has already been answered.

If your question or issue is not addressed there, and if your question is not of a private or personal matter, you are strongly encouraged to post your question in the “Ask Your Instructor” forum on Brightspace so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (CRCJ 4110) in the subject heading. Ensure that you include your full name, student number, and indicate clearly the objective(s) of your message. If you do not include all of these things, it will be difficult for the instructor and/or course TA to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor does not respond to emails over the weekend. Please plan accordingly. If you send the course instructor more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

Ask Your Instructor Forum: Please post all course and content related questions in the “Ask Your Instructor” forum on Brightspace course page. A response to your question will be provided within 48 hours (excluding weekends).

Writing Policy and Format: You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

Format for all written assignments

- Double spaced text (be sure there is no ‘extra’ space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper.
- Start references on a new page, APA referencing style is preferred, but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format see the library reference page: <https://library.carleton.ca/help/apa-citation-style>

Did you know there is a dedicated librarian to legal studies and criminology? Find out more here:

<https://library.carleton.ca/contact/staff-directory/julie-lavigne>

(iii) Late Assignments:

Late submissions and Missed Exams are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your instructor as quickly as possible before the deadline should you require accommodation on deadlines. Each day of late submission without an extension may result in a penalty of 5% per day. Late assignments will only be accepted up to three days after the deadline. University regulations require late submissions on final exams be supported by documentation. Please

remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online: <https://carleton.ca/registrar/special-requests/deferral/>

Students may be required to submit a Self Declaration Form. The Self Declaration Form can be found here.
<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

(iv)Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

(v) Respect

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

(vi) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

(v) Always keep copies of all your written work submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

(vi) Email to Professor or TA: Where needed emails should receive a response within two business days. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or Brightspace, requests for ‘extra credit assignments,’ or whether required readings are required.

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.

OTHER CONCERNS

Wednesday, January 31, 2024: Last day for academic withdrawal from Winter courses.

<https://calendar.carleton.ca/academicyear/>

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.

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/crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>

- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>

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 2022-23 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](#).

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/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

SCHEDULE:

Please note that on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

MODULE 1: CONCEPTUALIZING DIFFERENCE.

Class 1 Week 1: January 8-12, 2024. - Introduction to Course: Content, Format and Requirements. Diversity and Justice in Canada & Framing Difference.

- Presentation of the course outline and assignments
- Understanding course expectations
- Lecture and videos: Diversity and Justice in Canada and Framing Difference.
- Discussion Post Week 1

Topics:

- The Vertical Mosaic
- Social Stratification and hierarchy
- Inequality; Intersectionality
- The Charter of Rights and Freedoms
- The Canadian Multiculturalism Act
- Institutional discrimination and structural discrimination
- Difference and Relations of Power

Objectives:

- Identify the ways in which Canada can be considered a diverse or multicultural society.
- Identify how contemporary criminal justice patterns and practices challenge the principles of multiculturalism.
- Define and differentiate among individual, and structural discrimination.
- Identify what is meant by the 'social construction' of race? Of gender? Of class?

Required readings:

- Perry, "An Introduction: Considering Diversity and Justice in Canada," In Diversity, Crime and Justice in Canada.
- Perry, "Framing Difference," In Diversity, Crime and Justice in Canada.

Video: "Meet Your Instructor" Video and "Lecture 1 Video"

Assignments Due Sunday January 14 at 11:59 pm:

Week 1 Discussion Post (3% of the final grade)

Assigned: Written Assignment (20% of the final grade), due by the end of Week 10.

Class 2: Week 2. January 15-19, 2024. Racializing Crime, Criminalizing Race. Critical Race Theory

- Lecture and videos: Racializing Crime, Criminalizing Race.
- Discussion Post Week 2

Topics:

- Critical Race Theory
- Actuarial gaze
- Cordial racism
- Exonomination
- Grammar of race

- Inferential racism
- Moral panics
- Neo-Liberal
- Panoptic
- Racialization
- Racialized discourses
- Racial profiling.

Objectives:

- Identify the different discursive ways in which racism is communicated by the mainstream media to criminalize particular groups and communities.
- Examine how the media's portrayal of immigrant groups as threats to the social order connect with discourses and policies concerning national security
- Define and discuss the term 'neo-liberalism' as it relates to discourses of crime.
- Examine how media technologies perform a synoptic and panoptic function.

Required Readings:

- Yasmin Jiwani, "Mediations of Race and Crime: Racializing Crime, Criminalizing Race," In Diversity, Crime and Justice in Canada.
- Aylward, C. (1999) "Critical Race Theory," In Canadian Critical Race Theory: Racism and the Law. Halifax: Fernwood Publishing.

Video: "Lecture 2 Video" and Television Episode: First Contact – Season 2, Episode 1 "You Don't Know Me Until You've Met Me."

Assignments Due Sunday January 21 at 11:59 pm:

Week 2 Discussion Post (3% of the final grade)

Class 3: Week 3. January 22-26, 2024. Race, Difference and the Mythical Norm.

- Lecture and videos: Race, Difference and the Mythical Norm.
- Discussion Post Week 3

Topics:

- The Mythical Norm
- Privilege & Power
- Racialization of crime
- White supremacy
- Institutional racism
- Hegemony

Objectives:

- Describe the mechanisms that support white privilege.
- Explain McIntosh's explanation of privilege from "Unpacking the Invisible knapsack."
- Explain what sorts of recruitment strategies might be effective in creating more diverse and thus more representative criminal justice agencies.

- Examine the history of slavery and colonization in Canada

Required readings:

- Perry, “The Mythical Norm,” In *Diversity, Crime and Justice in Canada*.
- Carmela Murdocca, (2014) *Racialization, Criminalization, Representation*, in: *Criminalization, Representation, Regulation: Thinking Differently About Crime*, pg. 107-132.
- Henry, N. (2020). Black Enslavement in Canada. *The Canadian Encyclopedia*.
- Truth and Reconciliation Commission (2015) *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation of Canada*. Introduction – 1-22; The Legacy: Pg. 164-182.

Video: “Lecture 3 Video.”

Assignments Due Sunday January 28 at 11:59 pm:

Week 3 Discussion Post (3% of the final grade)

MODULE 2: RACE AND CATEGORIES OF DIFFERENCE.

Class 4: Week 4. January 29- February 2, 2024. – Indigenous People in Canada: Culture, Colonialism, and Criminal Justice.

- Lecture and videos: Indigenous People in Canada: Culture, Colonialism, and Criminal Justice.
- Discussion Post Week 4

Topics:

- Indian Act
- R. v. Gladue
- Colonization
- Dispossession
- Assimilation
- Status Indian and Treaties
- Differential criminal justice processing
- Reserves and Residential schools.

Objectives:

- Describe the history of colonization and its affection on Indigenous people’s current vulnerability to offending and criminalization.
- Describe and distinguish between the four competing explanations for Indigenous over-representation in the justice system.
- Examine the strengths and limitations of restorative justice initiatives as potential solutions to the problem of Indigenous offending.

Required reading:

- Jane Dickinson-Gilmore “Aboriginal People in Canada: Culture, Colonialism, and Criminal Justice,” in *Diversity, Crime, and Justice in Canada*.

- Laforme, H. (2005). "The Justice System in Canada. Does it Work for Aboriginal People?" *Indigenous Law Journal*. Vol 4, Pg. 1-17.
- Rudin, J (2009). Addressing Aboriginal Overrepresentation Post-Gladue: A realistic assessment of how social change occurs. *Criminal Law Quarterly*, Vol 54 (4), pg. 447-469.

Video: "Lecture 4 Video."

Assignments Due Sunday February 4 at 11:59 pm:

Week 4 Discussion Post (3% of the final grade)

Class 5: Week 5. February 5-9, 2024. - Immigration, Immigrants in Canada and Social Injustice: From Overt to Covert Racial Discrimination.

- Lecture and videos: Immigration, Immigrants in Canada and Social Injustice: From Overt to Covert Racial Discrimination
- Discussion Post Week 5

Topics:

- Immigration & Refugee
- Four phases of immigration
- Importation, strain, cultural conflict and bias theories
- Immigration service agencies
- Racial profiling
- Preferred and non-preferred immigrants
- Net widening
- Head tax
- Overt and covert racial discrimination

Objectives:

- Explain how history helps us to understand the contemporary challenges facing immigrants in Canada.
- Discuss some of the challenges associated with uncovering the true extent of victimization experienced by immigrants.
- Provide examples both supporting and opposing the 'immigrant-crime connection.'

Required reading:

- Karim Ismaili, "Immigration, Immigrants, and the Shifting Dynamics of Social Exclusion," in *Diversity, Crime and Justice in Canada*.
- Naomi Lightman and Luann Goodingrich. (Fall 2012). "The Intersecting dynamic of social exclusion: Age, gender, race and Immigrant Status in Canada's labour market." *Canadian Ethnic Studies Journal*. 44(3).

Video: "Lecture 5 Video."

Assignments Due Sunday February 11, at 11:59 pm:

Week 5 Discussion Post (3% of the final grade)

Class 6: Week 6. February 12-16, 2024 – Mid-Term Exam.

- Mid-Term Exam on Weeks 1-5 Material.

Assignments Due Friday February 16th at 11:59 pm:

Mid-Term Exam on Weeks 1-5.

February 19-23, 2024 – WINTER BREAK – NO CLASSES

Class 7: Week 7. February 26 – March 1, 2024. Chinese Immigrants in Canada and Social Injustice: From Overt to Covert Racial Discrimination.

- Lecture and videos: Chinese Immigrants in Canada.
- Discussion Post Week 7

Topics:

- Chinese Immigrants in Canada and Social Injustice.
- Chinese Immigration Act
- Chinese Immigrants
- Asiatic Exclusion League
- Japanese internment
- Head Tax
- Overt Racism

Objectives:

- Compare and contrast overt racism with covert racism and explain how racism changed its forms in different social and historical contexts.
- Utilize the concept of social stigma to understand the racial and cultural stigmatization of visible minorities and Indigenous persons in Canadian society.
- Analyze structural barriers that affect new immigrants' occupational attainment and upward mobility in Canada.

Required reading:

- Li Zong and Barbara Perry, "Chinese Immigrants in Canada and Social Injustice: From Overt to Covert Racial Discrimination," in Diversity, Crime and Justice in Canada.
- Guida Man. (July 7, 2023). "A century after the Chinese Exclusion Act, Chinese women still face challenges in Canada." Canadian Press.
- "Anti-Asian Racism in Canada," The Canadian Encyclopedia.
<https://www.thecanadianencyclopedia.ca/en/article/anti-asian-racism-in-canada>

Video: "Lecture 7 Video."

Assignments Due Sunday March 3, at 11:59 pm:

Week 7 Discussion Post (3% of the final grade)

Class 8: Week 8. March 4-8, 2024. Crime and Justice: The Experiences of Black Canadians.

- Lecture and videos: Crime and Justice: The Experiences of Black Canadians.
- Week 8 Discussion Post

Topics:

- Institutional Racial Discrimination.
- Police Use of Force
- Race-crime Statistics
- Racial Profiling
- Social Alienation
- Surveillance

Objectives:

- Examine the experiences of the first Black residents of Canada and the slavery and other forms of racial oppression they endured.
- Explain the over-representation of Black people in the Canadian correctional system.
- Explore the potential benefits and consequences of allowing the criminal justice system to release statistics on the racial background of criminal offenders and victims.

Required reading:

- Scot Wortley and Akwasi Owusu-Bempah, "Crime and Justice: The Experiences of Black Canadians," in Diversity, Crime and Justice in Canada.
- Bias behind Bars: A Globe investigation finds a prison system stacked against Black and Indigenous inmates. Retrieved from <https://www.theglobeandmail.com/canada/article-investigation-racial-bias-in-canadian-prison-risk-assessments/>.
- Office of the Correctional Investigator: A Case Study of Diversity in Corrections: The Black Inmate Experience in Federal Penitentiaries. Retrieved from http://publications.gc.ca/collections/collection_2014/bec-oci/PS104-8-2013-eng.pdf

Video: "Lecture 8 Video."

Assignments Due Sunday March 10, at 11:59 pm:

Week 8 Discussion (3% of the final grade)

Class 9: Week 9. March 11-15, 2024 – South Asians and Justice in Canada

- Lecture and video: South Asians and Justice in Canada.
- Week 9 Discussion Post.

Topics:

- Anti-Asian sentiment

- South Asians and Justice in Canada
- Sikh, Muslim, Hindi communities
- Continuous Passage
- Diaspora
- Mackenzie King
- Spousal Migration and Family Reunification
- Gender-role conformity

Objectives:

- Outline some of the key unique aspects of South Asian culture and religion that might be related to criminal offending and victimization.
- Consider the arguments both for and against collecting data on the race of offenders.
- Examine the role of work and employment in relation to South Asian people’s historical and contemporary experiences in Canada.

Required reading:

- Barbara Perry and Shahid Alvi, “South-Asians and Justice in Canada,” In Diversity, Crime and Justice in Canada.
- “South Asian Canadians,” The Canadian Encyclopedia. <https://www.thecanadianencyclopedia.ca/en/article/south-asians>
- Vanessa Balintec (April 3, 2022). “2 years into the pandemic, anti-Asian hate is still on the rise in Canada, report shows.” CBC News. <https://www.thecanadianencyclopedia.ca/en/article/anti-asian-racism-in-canada>

Video: “Lecture 9 Video.”

Assignments Due Sunday March 17, at 11:59 pm:

Week 9 Discussion Post (3% of the final grade)

Class 10: Week 10. March 18-22, 2024 – Justice and Islam in Canada.

- Lecture: Justice and Islam in Canada.
- Week 10 Discussion Post
- Due: Written Assignment

Topics:

Justice and Islam in Canada
 Anti-Terrorism Act
 Arab, Muslim, Pakistan, Syrian, Islam communities
 Islamophobia
 Multiculturalism
 Security Certificate
 Victimization

Objectives:

- Consider whether it is possible to balance national security and individual rights in the context of the ‘war on terror’?
- Consider whether there is a religious minority in Muslim countries and what is meant by freedom of religion.

Required readings:

- Dinese Helly, “Justice and Islam in Canada,” Diversity, Crime and Justice in Canada,” Diversity, Crime and Justice in Canada.
- Genieve Mercier Dalphond and Denise Helly. 2021. “Anti-Muslim Violence, Hate Crime, and victimization in Canada: A study of five Canadian Cities.” Canadian Ethnic Studies Association. 53(1).
- Kate Dubinski (November 17, 2023). “Nathaniel Veltman guilty of first-degree murder and attempted murder in 2021 attack on Muslim family in London, Ontario. CBC News: <https://www.cbc.ca/news/canada/london/london-attack-guilty-verdict-1.7029754>

Video: “Lecture 10 Video.”

Assignments Due Sunday March24, at 11:59 pm:

Week 10 Discussion (3% of the final grade)

Due: Written Assignment (20% of the final grade)

Class 11: Week 11. March 25-29, 2024 – Class and Marginalization in Canada.

- Lecture: Class and Marginalization in Canada.
- Week 11 Discussion Post

Topics:

Class and Marginality in Canada

Neo-liberalism

Class struggle

Pierre Bourdieu

Karl Marx

Zombie concept

Social Welfare

Objectives:

- Compare and contrast the conceptions of class set out by Marx, Bourdieu, and Beck. Which perspective best accounts for contemporary marginalization?
- Consider to what extent poverty is a gendered and racialized problem?
- Consider the ways that we can envision a different and more positive future for marginalized populations, and what alterations to Canadian society are necessary to this end?

Required Readings:

- Bryan Hogeveen, “Zombies in Bel Air: Class and Marginalization in Canada,” In Diversity, Crime and Justice in Canada.

- National Council of Welfare (Canada) (Spring 2000). *Justice and the Poor*. https://www.oaith.ca/assets/files/Publications/justice_andthe_poor.pdf

Video: "Lecture 11 Video."

Assignments Due Sunday March 31, at 11:59 pm:

Class 11 Discussion Post (3% of the final grade).

Class 12: Week 12. April 1-5, 2024 – Race and Incarceration of Women in Canada.

- Lecture: Race and Incarceration of Women in Canada.
- No Assignments

Topics:

- Race and Incarceration of Women in Canada.
- Marlene Moore, Pamela George, Lisa Neve, Dorothy Proctor
- Kimberley Rogers, Ashley Smith
- Anti-feminist backlash
- Neo-liberalism

Objectives:

- What is the victimization-criminalization continuum? How does it allow for an intersectional analysis of women in conflict with the law?
- How have neo-liberalism's economic and social policies created gendered conditions of endangerment for women?

Required Readings:

- Gillian Balfour, "Prostituted, Policed and Punished: Exploring the Victimization, Criminalization, and Incarceration of Women in Canada," in *Diversity, Crime and Justice in Canada*.
- Miller, K. (2017). Canada's Mother-Child Program and Incarcerated Aboriginal Mothers: How and Why the Program is Inaccessible to Aboriginal Female Offenders. *Canadian Family Law Quarterly*. Vol. 37 (1) 1-23.

Video: "Lecture12 Video."

Assignments Due: NA.

MODULE 3: JUSTICE FOR DIVERSITY

Class 13: Week 13. April 10, 2024 – Criminal Justice/Social Justice

- Lecture: Criminal Justice/Social Justice
- Course Wrap-up

Topics:

- Criminal Justice/Social Justice: Responding to Racism in Canada
- Anti-racist Education
- Race Relations Training Manual
- Systemic Racism
- Adult Learning Principles
- Restorative Justice

Objectives:

- Explore Karen Mock's three models of social context education.
- Examine how 'anti-racist' education is different from 'cross-cultural' education.
- Consider the challenges faced by non-profit and non-governmental organizations' efforts to confront racism.

Required Readings:

- Karen R. Mock, "Anti-Racism Training in the Criminal Justice System: A Case for Effectual Social Context Education," In Diversity, Crime and Justice in Canada.
- Barbara Perry, "Criminal Justice/Social Justice," In Diversity, Crime and Justice in Canada.

Suggested Readings:

- Lillies, H. (1992). A Plea for More Human Values in Our Criminal Justice System. *Queen's Law Journal*, Summer, Vol 17(2), p. 328-349.
- Morgan, A. (2019, April 23). An Africentric principle could right some wrongs. *Policy Options*. Retrieved from <https://policyoptions.irpp.org/magazines/april-2019/an-africentric-principle-could-right-some-wrongs/>.

Video: "Lecture 13 Video."

Assignment:

- Final Exam (30% of the final grade)
 - The Final Exam will be available in Final Exam Period TBA - Testable Material Weeks 7-13.
-

End of term. Have a lovely Spring break!