

Course Outline

COURSE:	CRCJ 2400 – Justice and the Self
TERM:	Winter 2025
PREREQUISITES:	CRCJ 1000 and 2nd year standing in CCJ B.A. programs
CLASS:	Day & Time: Thursdays – 2:30pm-5:30pm [in-person] Room: Please check Carleton Central for current room location.
INSTRUCTOR: (CONTRACT)	Kharoll-Ann Souffrant, RSW, MSW, Doctoral Candidate
TEACHING ASSISTANT:	Elisa Pugliese ElisaPugliese@cmail.carleton.ca
CONTACT:	Office: Dunton Tower, 17th floor, room 1720B or virtually Office Hrs: Thursdays – 10:30am-noon and by appointment [please reach out to me by email to book an appointment].

***Email:** KharollAnnSouffrant@cunet.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/283510>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nìgijeweninmànànig ogog 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

COURSE DESCRIPTION

What is the relationship between the individual and justice? This course explores historical, psychological, and sociological perspectives on the meaning of justice and the individual's relationship to it, particularly as related to the criminal justice system. The course explores questions of personal agency, victimhood and responsibility as relates to rule breaking and punishment. The course encourages students to think critically about the connections between justice and the self and will include various themes such as: (non)-criminal responsibility, theories of justice, the meaning of justice for victims/survivors of crimes; a brief overview of the history of the Canadian criminal justice system, historic and contemporary feminist mobilizations against gender-based violence, criminalizing and penalizing practices within/outside of movements for social justice and in society at large, alternative forms of justice such as restorative justice and transformative justice, neurodivergence and Mad Studies, the role of emotions, social and traditional media in conceptions of justice.

LEARNING OUTCOMES

By the end of this course, students will be able to

- Critically explore questions of justice from individually centered approaches and examine the impact of various theories, perspectives and practices on individuals and society.
- Understand historical and contemporary conceptualizations of individual pathology, agency, and responsibility, recognizing these concepts as foundational elements shaping the dispensation of criminal justice.
- Develop the ability to engage in critical analysis concerning the role of psychological, emotional, and affective dimensions of the individual, the individuals' relationship to the social, and the function of these dynamics on justice related policies, practices and ethical considerations.
- Critically engage with questions of normality and abnormality, and their role in designating control functions.

EVALUATIONS/COURSE ASSIGNMENTS

1. In-class Midterm Exam (25%)
2. Paper Proposal & Annotated Bibliography (10%)
3. Final Paper (20%)
4. In-class Final Exam (30%)
5. Class Attendance, Participation (Online Forum Written Reflections and In-class comments/discussions) (15%)

Guidelines for components of final mark

1. In-Class Midterm Exam (due date: February 13, 2025)

This first exam will be closed books. It will include multiple choice, true/false questions and medium/short answers covering weeks 1-5.

2. Paper Proposal and Annotated Bibliography (February 27, 2025)

This assignment is in preparation for the paper/essay you will write later this semester:

1. Pick any topic that interests you from the syllabus. It has to be a specific topic we have covered/will cover this semester.
2. Write an annotated bibliography with at least six outside sources related to that topic.

Format:

Cover page

Times New Roman 12 font size, 1.5 line spacing, margins set to 1-inch.

APA Citation Style

3-4pages. You will be penalized if you go over four pages.

3. Final Paper (due date: April 8, 2025)

First, find an example of an event (historical or contemporary) that is related to the topic you have chosen earlier in the semester for your proposal. You need to demonstrate its social importance. You will need to describe this event briefly in your paper. Then, you not only need to summarize the content of your sources in your own words and organize them as an essay, but you also have to analyze them critically. You need to comment on what the literature review accomplishes and the gaps you have noticed and propose suggestions for future research.

Format:

Cover page

Introduction & conclusion

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Thesis statement (s)

Bibliography (APA Citation style)

Times New Roman 12 font size, 1.5 line spacing, margins set to 1-inch.

8-10 pages including the bibliography. **You will be penalized if you go over 10 pages.**

4. Final Exam (due date – during exam period week (April 11-26), exact date TBD).

The second exam will be closed books. It will include multiple choice questions and short and medium-long answers covering weeks 7 to 11.

5. Class Attendance & Participation (ongoing throughout the semester)

Participation includes talking but also listening to your other colleagues' perspectives, even in the case of disagreement. You may participate in the online forum (written format), or you may raise your hand in class as well. Attendance will also be taken every class. Your grade for participation will be a combination of all of these elements.

More details on each evaluation component will be provided to you in class by the instructor.

TEXTS

All articles/texts/readings will be made available electronically through your Carleton University Electronic library (ARES) via our BrightSpace webpage.

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COURSE SCHEDULE

Week 1 – January 9, 2025

Please complete the short survey before the first class (link will be provided to you in Brightspace):

Only I, your instructor, and your TA will have access to your answers. This is to help me adjust how I teach, to ensure I meet your expectations and address your concerns. You are not obliged to answer all the questions, you can write (N/A for not applicable) if there is a question you do not wish to answer.

If you have any questions or concerns about this survey, please email me (KharollAnnSouffrant@cunet.carleton.ca) AND your TA Elisa Pugliese (ElisaPugliese@cmail.carleton.ca) the same email, please include the course code in the subject of your email (CRCJ 3400) as I am teaching another course this term.

Thank you very much!

Introductions / Overview of syllabi, exams & assignments. Introduction : What is justice?

Required Readings:

Syllabi

- Herman, J. L. (2005). Justice From the Victim's Perspective. *Violence Against Women*, 11(5), 571–602.
- Herman, J. L. (2023). Introduction. In J. L. Herman, *Truth and Repair—How Trauma Survivors Envision Justice*. Basic Books.

Week 2 – January 16, 2025:

(Self) conceptions of Justice : Criminal, Restorative & Transformative. Vigilantism & the Death Penalty in Canada and in the United States. Punitive Practices within and outside of the criminal legal system.

Required Readings:

- maree brown, adrienne. (2020). Bringing Abolition Home—Learning and Untangling in Public. In adrienne maree brown, *We Will Not Cancel Us: And Other Dreams of Transformative Justice*. AK Press.
- Morris, R. (2000). What is Transformative Justice? In *Stories of Transformative Justice* (pp. 3–22). Canadian Scholars Press.
- Wemmers, J.-A. (2010). The Meaning of Justice for Victims. In S. G. Shoham, P. Knepper, & M. Kett, *International Handbook of Victimology* (pp. 27–43). CRC Press.
- Zehr, H. (2014). Is It Either/Or? (Chapter 4). In *The Little Book of Restorative Justice*. Good Books.

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Week 3 – January 23, 2025

Social Determinants of Justice – Racial/Social/Political Profiling. Inequities in access to Justice.

Required Readings:

- Bergen, H., & Abji, S. (2020). Facilitating the Carceral Pipeline: Social Work's Role in Funneling Newcomer Children from the Child Protection System to Jail and Deportation. *Affilia: Journal of Women and Social Work*, 35(1), 34–48.
- Edwards, T., Chowdhury, R., Laylor, A., Parada, H., & King, B. (2023). Pushed, Dropped, or Fleeing from Care: The Narratives and Adultification of Black Youth Who Have Aged out of Ontario's Child Welfare System. *Child & Youth Services*, 0(0), 1–31.
<https://doi.org/10.1080/0145935X.2023.2173565>
- Perrin, B. (2023). Healthy Kids and Communities: Preventing Childhood Trauma and Investing in Social Determinants of Justice. In *Indictment: The Criminal Justice System on Trial* (pp. 208–220). University of Toronto Press.

Week 4 – January 30, 2025

Social Determinants of Health – Racial/Social/Political Profiling. Inequities in access to Justice (continued)

Required Readings:

- Belanger, P. (2022). Criminalization and Victimization in Canada: Using Sexual Violence and the Law to Establish How Intergenerational Trauma is the Most Significant Correlate of Indigenous Women's Association with Crime. *The Sociological Imagination: Undergraduate Journal*, 7(1), Article 1.
<https://ojs.lib.uwo.ca/index.php/si/article/view/14800>
- Owuzu-Bempah, A., & Jones, Z. (2023). *Canada's Black Justice Strategy: Framework*. Department of Justice Canada. https://www.justice.gc.ca/eng/cj-jp/cbjs-scjn/framework-cadre/pdf/Framework_for_Canadas_Black_Justice_Strategy.pdf

Week 5 – February 6, 2025

The politics of (ab)normality, the intricacies of (ab)normality and criminalization

Required Readings:

- Ben-Moshe, L. (2014). Alternatives to (Disability) Incarceration. In L. Ben-Moshe, C. Chapman, & A. C. Carey (Eds.), *Disability Incarcerated—Imprisonment and Disability in the United States and Canada* (pp. 255–272). Palgrave Macmillan.
- Rampersaud, M. (2022). Punitive Justice: When Race and Mental Illness Collide in the Early Stages of the Criminal Justice System. *Canadian Journal of Law and Society / Revue Canadienne Droit et Société*, 37(3), 387–408.

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- Washington, H. A. (2006). Caged Subjects (Research on Black Prisoners) (Chapter 10). In *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Random House.

Week 6 – February 13, 2025

In-Class Midterm Exam (25%)

[Reading Week : February 17-21, 2025]

Week 7 – February 27, 2025

Victimology as a discipline. The needs of victims/survivors of crimes. Consequences of crimes on victims/survivors. The victim-survivor dichotomy. “Victim” as a label : Empowering or not ?

Required Readings:

- Dancig-Rosenberg, H., Rosenberg, R., & Peleg, A. (2023). Post or Prosecute? Facebook, The Criminal Justice System and Sexual Assault Victims’ Needs. *University of Illinois Law Review*, 5, 1533–1586.
- Stringer, R. (2014). Introduction—Feminism and victim politics in neoliberal times. In *Knowing Victims: Feminism, agency and victim politics in neoliberal times* (pp. 1–16). Routledge.
- Wemmers, J., & Cousineau, M. (2005). Victim needs and conjugal violence: Do victims want decision-making power? *Conflict Resolution Quarterly*, 22(4), 493–508.
- Ullman, S. E. (2023). The social context of talking about sexual assault. In *Talking About Sexual Assault* (2nd ed., pp. 17–35). American Psychological Association.

Week 8 – March 6, 2025

Victims’ Rights Movements, Brief History of “Second Wave” of Feminism and Movements for Survivors of Crime of the 1960s, 1970s and 1980s. Legal reforms for victims of crime. Case study: The Polytechnique Massacre of 1989

Required Readings:

- de la Cour, L. (2017). Eugenics, Race and Canada’s First-Wave Feminists: Dis/Abling the Debates. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 38(2), 176–190.
- Ricci, A. (2023). Introduction. In *Countercurrents: Women’s Movements in Postwar Montreal* (pp. 3–27). McGill-Queen’s University Press.
- Blais, M. (2013). Negotiating the Representation of the December 6th Massacre or When Feminism and Anti-Feminism Meet in the Same Film. *Canadian Journal of Film Studies*, 22(1), 118–139.

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Week 9 – March 13, 2025

The “Fourth Wave” of feminism, 2000 to today. The MeToo movement.

Required Readings:

- Burke, T. (2021). Prologue. In *Unbound: My Story of Liberation and the Birth of the Me Too Movement* (pp. 1–14). Flatiron Books: An Oprah Book.
- Cochrane, K. (2013, December 10). The fourth wave of feminism: Meet the rebel women. *The Guardian*. <http://www.theguardian.com/world/2013/dec/10/fourth-wave-feminism-rebel-women>
- Laughlin, K. A., Gallagher, J., Cobble, D. S., Boris, E., Nasaden, P., Gilmore, S., & Zarnow, L. (2010). Is It Time to Jump Ship? Historians Rethink the Waves Metaphor. *Feminist Formations*, 22(1), 76–135.

Week 10 – March 20, 2025

Deconstructing the victim/offender binary. Families of offenders, what is justice for offenders and their loved ones as well? Services to support victims of crimes and also offenders.

Required Readings:

- Duhaney, P. (2021). Criminalized Black Women’s Experiences of Intimate Partner Violence in Canada. *Violence Against Women*, 1, 1–23.
- Long, L. J. (2021). The ideal victim: A critical race theory (CRT) approach. *International Review of Victimology*, 27(3), 344–362.
- Perrin, B. (2023). Transforming Trauma: Holistic Support for People Who Were Harmed and Caused Harm. In *Indictment: The Criminal Justice System on Trial* (pp. 236–252). University of Toronto Press.
- Ricordeau, G. (2023). Introduction: My Heart Has Its Reasons (S. Federici, Trans.). In *Free Them All: A Feminist Call to Abolish the Prison System* (pp. 1–11). Verso Books.

Week 11 – March 27, 2025

The backlash against victims of crime. The MeToo Backlash. Rise of antifeminism. Where do we go from here? What is the meaning of justice for victims of crime? For families of victims? For offenders?

Required Readings:

- Faludi, S., Shames, S., Piscopo, J. M., & Walsh, D. M. (2020). A Conversation with Susan Faludi on Backlash, Trumpism, and #MeToo. *Signs: Journal of Women in Culture and Society*, 45(2), 336–345.
- Gray, M. (2024). Introduction. In *Suing for Silence: Sexual Violence and Defamation Law* (pp. 3–16). University of British Columbia Press.
- Harsey, S. J., & Freyd, J. J. (2022). Defamation and DARVO. *Journal of Trauma &*

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Dissociation, 23(5), 481–489.

- Hurry, A. (2022). Defamation as a Sword: The Weaponization of Civil Liability Against Sexual Assault Survivors in the Post-#MeToo Era. *Canadian Journal of Women and the Law*, 34(1), 82–108.

Week 12 – April 3, 2025

In-class time to work on Final Paper and in-class preparation for final exam

IMPORTANT DATES

January 6, 2025 : Winter term classes begin

February 17, 21, 2025 : Winter Break, no classes.

March 15, 2025: Last day for academic withdrawal from Winter term courses

April 8, 2025: Winter term ends

For a complete list of dates and deadlines for the winter 2025 semester, please review the Registrar's office website : <https://calendar.carleton.ca/academicyear/#winter2025>

EVALUATION/GRADING

(All components must be completed in order to receive a passing grade)

A+ = 90-100 A = 85-89 A - = 80-84

B+ = 77-79 B = 73-76 B - = 70-72

C+ = 67-69 C = 63-66 C - = 60-62

D+ = 57-59 D = 53-56 D - = 50-52

F = 0-49

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.

COURSES POLICIES

Instructor's Statement on Disability and Accessibility:

If you have any kind of disability, (e.g., learning, emotional, physical, and/or cognitive) and you need some accommodations or alternatives, please feel free to contact me to discuss reasonable accommodations for your access needs. I am happy to meet with students to discuss ways of expanding access in this course. I am committed to working with you, so do feel free to make an appointment using [my meeting link](#) or to reach out to me via email to discuss this with me.

Course Materials

This class will involve a significant amount of tech use (e.g., laptops, mobile phones, internet connection) for ease of participation.

Anonymous Course Feedback Tool

I have set up an anonymous course feedback tool on the course Brightspace page. I encourage you to share your ideas about this course either anonymously using this tool or directly with me if you feel comfortable. I am genuinely interested in learning what you think went well in the course and suggestions you have for improving the course.

Supplemental or Grade-Raising Assignments

There will not be any supplemental/grade-raising assignments for this course. Students must complete each of the course components to pass the course (see also Academic Regulations 2.1 of current Carleton University Academic Undergraduate Calendar).

Late Assignments

There are no opportunities for makeup or supplemental assignments. Please, do your assignments early and turn them in on time. The grade for an assignment that is submitted late will automatically be deducted by 10% per day it is late, including weekends (i.e., each day of the weekend counts as a full day). If an assignment is more than 3 days late, it will automatically receive a grade of 0% (zero percent).

Importantly, an assignment is considered late if it is not fully submitted to the assignment portal on Brightspace by the period in which it is due. Assignments that are turned in after 11:59 p.m. on a due date will be considered one day late. Assignments that are turned in after 11:59 p.m. the following day will be considered two days late, and so on.

Assignments that are not fully submitted in Brightspace will be presumed late, which may result in further lateness penalty. You need to submit the assignment via Brightspace assignment portal; in general, assignments will not be accepted by email.

If you face a major problem (such as prolonged illness), please let me know ahead of the assignment due date. If you do not receive permission for an assignment extension prior to the day it is due, you will not be excused, and the late penalty will be applied.

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Students submitting late assignments must submit a copy via Brightspace. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

Contact with Instructor

I will be available for consultation with students by appointment. Please use [my calendar link](#) to book a meeting or reach out to me via email (kharollansouffrant@carleton.ca) using the Carleton University e-mail system.

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 must 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 3 to 5 business days. Please note that I read and respond to on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

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

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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/>

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 as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form [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](#).

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

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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 will 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-forStudent-Activities-1.pdf>