

Course Outline

COURSE: CRCJ 2400 – Justice and the Self

TERM: Fall 2025

PREREQUISITES: CRCJ 1000 and 2nd year standing in CCJ B.A. programs

CLASS: **Day & Time:** Fridays – 8:30-11:30 [in-person]
 Room: Please check Carleton Central for current room location.

INSTRUCTOR: Jeffrey Bradley, MA, Doctoral Candidate

CONTACT: **Office:** Dunton Tower, 17th floor, room 1720B or virtually
 Office Hrs: Wednesdays – noon-2:30 pm and by appointment

***Email:** jeffreybradley@cunet.carleton.ca

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

Link to Brightspace page:

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

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

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

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig.

Nigijeweninmànànig ogog kà nigànì 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, student 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.

TEXTS

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

COURSE CALENDAR.

Week 1 – September 5, 2025:

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 – September 12, 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.

Week 3 – September 19, 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 – September 26, 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>
- Owusu-Bempah, A., & Jones, Z. (2023). *Canada's Black Justice Strategy: Framework*. Department of Justice Canada. https://www.justice.gc.ca/eng/cj-jp/cbjs-scnj/framework-cadre/pdf/Framework_for_Canadas_Black_Justice_Strategy.pdf

Week 5 – October 3, 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.
- 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 – October 10, 2025

In-Class Midterm Exam (20%)

Week 7 – October 17

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.

Reading Week : [October 20-24, 2025]

No readings

Week 8 – October 31, 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.

Week 9 – November 7, 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 – November 14, 2025

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

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 – November 21, 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 criminalized persons?

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 & 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 – November 28, 2025

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

EVALUATIONS/ASSIGNMENTS

1. In-class Midterm Exam (20%)
2. Creative Presentation (15%)
3. Critical Analysis Paper (20%)
4. 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: October 10th, 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. Creative Presentation (October 31st, 2025)

You will develop a creative presentation exploring a topic of your choice through the lens of justice and the self, supported by critical criminological research. Accepted formats include:

- Recorded armchair discussion (10 minutes long)
- Podcast (10 minutes long)
- Poem or autoethnography (1-2 pages)
- Artwork (1-2 pages)
- Short documentary (10 minutes long)

Projects should clearly engage with course concepts and materials to give an overview of the issue, how you think it can be addressed or advanced, and possibilities for the future. In addition to the creative piece, you will submit a 2-page summary document explaining your topic, the course concepts or ideas used, and your references (minimum of 5 references). Detailed instructions will be provided in class.

2. Critical Analysis Paper (November 21st, 2025)

You will write a critical analysis paper on one of the topics covered in the course. Select a relevant theory or concept and apply it to a case study or real-world issue. Your paper should:

- Provide an overview of the justice issue
- Analyze the selected case study or practical example based on what you think the role of law is in oppressing or advancing social justice
- Offer recommendations for systemic change

Papers should be 4–5 pages in length (double-spaced, Times New Roman, 12-point font). A late penalty of 5% per day will apply. A rubric will be provided to guide your work, and the instructor will review the rubric and answer any questions in advance. All references need to be in APA format and include page numbers, even when paraphrasing.

4. Final Exam (due date – during exam period week (December 8-20), 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.

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 failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

ARTIFICIAL INTELLIGENCE POLICY

Artificial intelligence (AI) can be a tool for learning. It can help to summarize complicated ideas and improve understanding of human knowledge. It can assist with research on specific topics. Students are encouraged to use AI as a research assistant in these ways. However, students must refrain from using AI to generate written work for submission. In this course, the usual rules against cut-and-pasting apply to AI generated text. A student's words and thoughts must be their own. Students can search general ideas but should be aware that many AI software's have inaccurate information. Referring to academic and other trusted sources are more appropriate for research purposes. Students can also use AI tools for grammar and spell checking and basic formatting and design suggestions.

Our understanding of the use of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals 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 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. For more information, please consult

<https://wellness.carleton.ca/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)