

Course Outline

COURSE: CRCJ 3200-A Indigeneity, Coloniality and Crime

TERM: Winter 2026

PREREQUISITES: CRCJ 1000 and Third Year Standing

Course Delivery: Asynchronous and Online

PROFESSOR: Natasha Stirrett

CONTACT: Office: Dunton Tower Room 1722
Office: Thursdays 3:00 - 4:00 pm or by appointment via Zoom
Hrs:

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/364971>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

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

Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji

ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànànìg 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.

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, heavily 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, post-colonial and critical thinkers. 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 online with 1 in-person final exam** that will be scheduled during the formal exam period. Course materials, links, announcements, and assignment submission are 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. 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 videos and participate in discussion posts.

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
- Students will collect, organize, critically examine, and synthesize course materials while integrating their own analytical reflections

COURSE EVALUATIONS

Discussion Posts	25%
Reflection Paper	20%
Photovoice Project	25%
Final Exam	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 this book through the Carleton University bookstore for \$64.99 for a hard copy or \$35.70 for the E-book. The book is also available on Amazon.ca for \$64.34.

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

GRACE PERIOD

To promote flexibility, accessibility and inclusion for all students, this course includes a built-in grace period for assignments and discussion posts. Each written submission has an automatic 2-day grace period which assignments/discussion posts may be submitted up to (2) days late without deduction. Students may submit their assignments and discussion posts on Brightspace without explanation or justification to the professor or TA during this period.

LATE ASSIGNMENTS

Assignments submitted after the grace period and without approved accommodations will receive a deduction of 3% per day. Students are encouraged to communicate with the professor or TA in advance if they anticipate needing an extension, so that arrangements can be made whenever possible. 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.

DISCUSSION POSTS 5% x 5=25% **due January 12th, January 26th, February 9th, March 2nd and March 16th 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 5 separate discussion posts throughout the term, due **January 12th, January 26th, February 9th, March 2nd and March 16th**, 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 are requested to post your own response to the discussion question and 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 200 words for each of your discussion posts

and 100 words for your peer response. 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)

REFLECTION PAPER 20% **due February 23rd** by 11:59pm

You will submit a (4 page, double spaced 12 font Times Roman) reflection paper **due February 23rd** 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 1-6 by drawing on the course materials, lectures, and readings. You can discuss concepts, theories, and ideas about your learning process. The purpose of this assignment is to make insightful connections between your learning and course content in a self-reflexive and detailed way. You must have a clear, organized focus and writing needs to be more analytical rather than descriptive. Include in-text citations as appropriate and reference texts when needed. Any citation is acceptable. You should maintain a formal academic tone, but you can write in the first person, and personal anecdotes can be used. The reflection paper will be evaluated based on mechanics, organization, depth and analysis. The goal is to write a concise, organized, and thoughtful written piece. *(Rubric will be posted on Brightspace)*

PHOTOVOICE PROJECT 25% **due March 30th** by 11:59pm

You will submit a (1300 word, double spaced 12 font Times Roman) photovoice project document due **March 30th** by 11:59 pm. 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, 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 digital 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) a 1000-word reflective analysis explaining your visual choices and their significance, ethical considerations, intent of the photographic narrative explaining the ideas you aimed to convey and the connection to themes and course concepts. *(Rubric and further instruction will be posted on Brightspace)*

IN-PERSON FINAL EXAM 30% TBD

The final exam (30%) will be held in-person during the **formal exam period** on campus. The final exam will cover the course materials of weeks 1-12. It will consist of multiple choice, short answer questions and an essay question. A final exam information sheet that lists the possible testable course concepts, themes and course materials will be provided to you in the week 12 learning module 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. 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.

AI USE

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

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.

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/>)

COURSE SCHEDULE AND ASSIGNED READINGS

Week 1: January 5th

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: January 12th (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: January 19th

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: January 26th (Discussion Post 2 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: February 2nd

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: February 9th (Discussion Post 3 due)

The Interconnections between Residential Schools and the Sixties Scoop

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

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

Required Reading: 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://metisixtiescoop.ca/wp-content/uploads/2019/11/What-We-Heard-Report-2019.pdf>

WINTER BREAK (February 16-22)

Week 7: February 23rd (Reflection Paper 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.

Week 8: March 2nd (Discussion Post 4 due)
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: March 9th
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: March 16th (Discussion Post 5 Due)
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: March 23rd**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: March 30th (Photovoice Assignment Due)**Cultural Continuity and All Our Relations**

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

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.