

**Course Outline**

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|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>COURSE:</b>             | <b>CRCJ 2400A – Justice and the Self</b>                                                                                                  |
| <b>TERM:</b>               | <b>Fall 2026</b>                                                                                                                          |
| <b>PREREQUISITES:</b>      | <b>CRCJ 1000 and 2<sup>nd</sup> year standing in CCJ B.A. programs</b>                                                                    |
| <b>CLASS:</b>              | <b>Day &amp; Time: Mondays – 11:35 am - 2:25 pm [in-person]<br/>Room: Please check Carleton Central for current room location.</b>        |
| <b>INSTRUCTOR:</b>         | <b>Dr. Jeffrey Bradley, PhD</b>                                                                                                           |
| <b>TEACHING ASSISTANT:</b> | <b>Murray McGill<br/>Email: <a href="mailto:MurrayMcGill@cmail.carleton.ca">MurrayMcGill@cmail.carleton.ca</a></b>                        |
| <b>CONTACT:</b>            | <b>Office: Dunton Tower, 17<sup>th</sup> floor, room 1720B or virtually<br/>Office Hrs: Wednesdays – noon-2:30 pm by appointment only</b> |

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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/449236>

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**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; weshkinìgidjig kaye kejejàdizidjig. 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.

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**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.

**ADDITIONAL DESCRIPTION**

Throughout the course, students are encouraged to reflect on how their own understanding of justice are shaped by identity, lived experience, socialization, media, and broader social structure. The first half of the course explores the perspectives of those who have experienced harm, examining diverse understandings of truth, accountability, repair, and healing. This leads into self-conceptions of justice including criminal, restorative, transformative, and vigilante justice. Perspectives on justice are influenced by portrayals of crime in media. Moreover, the difficulties for individuals to access justice due to systemic oppression and limited survivor support and prevention efforts. The course then examines how ideas of justice intersect with conceptions of (ab)normality, neurodivergence, and mental health, considering how individual differences have historically been criminalized rather than met with care and community support.

In the second half of the course, we explore victimology as a discipline and how the pursuit for justice can either lead people down a path of vengeance or towards healing. We will critique the victim-survivor dichotomy and the limits of imposed labels for people who experience harm. The history of victims' rights and feminist movements help contextualize current legal reforms and the critical debates surrounding criminal legal response to gender-based sexual violence. For example, Me Too brought to light many incidents of sexual violence, workplace harassment, and systemic issues in society. The course concludes by examining how experiences of harm, victimization, and criminalization often overlap, encouraging students to critically consider how justice systems and communities might better respond to the needs of survivors, those who have caused harm, and their families.

**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 MacOdrum Library Reserves (ARES) via our Brightspace webpage.*

Students are not required to purchase textbooks or other learning materials for this course.

**COURSE CALENDAR.****Week 1 – September 14, 2026:**

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). *Truth and Repair: How Trauma Survivors Envision Justice*. Basic Books.  
"Introduction," pp. 1-18.

**Week 2 – September 21, 2026:**

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

*Required Readings:*

- brown, a. m. (2020). *We Will Not Cancel Us: And Other Dreams of Transformative Justice*. AK Press. Chapter 2, “Bringing Abolition Home: Learning and Untangling in Public,” pp. 15-31.
- Morris, R. (2000). *Stories of Transformative Justice*. Canadian Scholars Press. “What is Transformative Justice?” pp. 3-22.
- 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). *Little Book of Restorative Justice: Revised and Updated*. Good Books. Chapter 4, “Is It Either/Or?”.

**Week 3 – September 28, 2026:**

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 Adulthood 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). *Indictment: The Criminal Justice System on Trial*. University of Toronto Press. Chapter 12, “Healthy Kids and Communities: Preventing Childhood Trauma and Investing in Social Determinants of Justice,” pp 208-220.

**Week 4 – October 5, 2026:**

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-scjn/framework-cadre/pdf/Framework\\_for\\_Canadas\\_Black\\_Justice\\_Strategy.pdf](https://www.justice.gc.ca/eng/cj-jp/cbjs-scjn/framework-cadre/pdf/Framework_for_Canadas_Black_Justice_Strategy.pdf)

**Week 5 – October 12, 2026:**

Thanksgiving – No class

**Week 6 – October 19, 2026:**

In-Class Midterm Exam

Guest Speaker: Dr. Rachel Fayter - Experiences of Criminalized Women in the Legal System

**Week 7 – Reading Week [October 26-30, 2026]:**

No readings

**Week 8 – November 2, 2026:**

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). *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Random House. Chapter 10, “Caged Subjects (Research on Black Prisoners),” 251-277.

### **Week 9 – November 9, 2026:**

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). *Knowing Victims: Feminism, agency and victim politics in neoliberal times*. Routledge. “Introduction: Feminism and victim politics in neoliberal times,” pp. 1-16.
- 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.

Creative Presentation due by 11:59 PM

### **Week 10 – November 16, 2026:**

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). *Countercurrents: Women’s Movements in Postwar Montreal*. McGill-Queen’s University Press. “Introduction,” pp. 3-27.
- 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 11 – November 23, 2026:**

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

#### *Required Readings:*

- Burke, T. (2021). *Unbound: My Story of Liberation and the Birth of the Me Too Movement*. Flatiron Books: An Oprah Book. “Prologue,” pp. 1-14.
- 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 12 – November 30, 2026:**

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). *Indictment: The Criminal Justice System on Trial* (pp. 236-252). University of Toronto Press. "Transforming Trauma: Holistic Support for People Who Were Harmed and Caused Harm," pp. 236-252.
- Ricordeau, G. (2023). *Free Them All: A Feminist Call to Abolish the Prison System*. Verso Books. "Introduction: My Heart Has Its Reasons (S. Federici, Trans.)," pp. 1-11.

**Week 13 – December 7, 2026:**

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). *Suing for Silence: Sexual Violence and Defamation Law*. University of British Columbia Press. "Introduction," pp. 3-16.
- 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 14 – December 11, 2026:**

Course wrap up and preparation for final exam.

**EVALUATIONS/ASSIGNMENTS**

**To receive a passing grade in the course, students must complete all assignments and components of the course.**

1. Midterm Exam (25%)
2. Creative Presentation (30%)
3. Final Exam (30%)
4. Class Attendance, Participation (Online Forum Written Reflections and In-class comments/discussions) (15%)

Guidelines for components of final mark

**1. Midterm Exam (October 19, 2026)**

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

**2. Creative Presentation (November 9, 2026)**

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

- Recorded armchair discussion (10 minutes long)
- Podcast episode (10 minutes long)
- 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 the issue can be addressed or advanced, and possibilities for the future. In addition to the creative piece, students will submit a 2-page summary document explaining your topic, the course concepts or ideas used, and a reference list (minimum of 5 academic references). Detailed instructions will be provided in class.

**3. Final Exam (To be scheduled during the exam period).**

The second exam will be closed books. It will include multiple choice questions and short and medium-long answers covering weeks 7 to 13.

#### **4. Class Attendance & Participation (ongoing throughout the term)**

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), wooclap polling, or you may raise your hand in class as well. Attendance will also be taken every class using a sign out sheet. 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.*

#### **IMPORTANT DATES**

**September 9, 2026:** Fall term classes begin

**October 12, 2026:** Thanksgiving holiday, University closed

**October 26-30, 2026:** Fall break, no classes

**November 15, 2026:** Last day for academic withdrawal from Fall term courses

**December 11, 2026:** Fall term ends

**December 12-23, 2026:** Final examinations

For a complete list of dates and deadlines for the Fall 2026 semester, please review the Academic Year calendar:

<https://calendar.carleton.ca/academicyear/#fall2026>

#### **GRADING**

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.

Grade appeal process, if you believe your assignment was graded incorrectly you must write a short paragraph to submit to your teaching assistant or instructor explaining why you believe it should be re-graded. Note that your grade can either stay the same, decrease, or increase.

#### **LATE ASSIGNMENTS**

All assignments are to be submitted by their due date and time. There are no opportunities for makeup or supplemental assignments.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After three (3) days all outstanding assignments will be given a zero (0%) grade.**

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 date it is due, you will not be excused, and the late penalty will be applied.

#### **PLAGIARISM and ACADEMIC INTEGRITY**

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/>)