

**Carleton University**  
**Institute of Criminology & Criminal Justice**

**CRCJ 3200-B**  
Indigeneity, Coloniality and Crime

**Course Outline**  
Winter 2022

**Instructor:** Natasha Stirrett

**Office:** Virtual (over zoom)

**Office Hours:** By appointment via email

**Email:** [natashastirrett@carleton.ca](mailto:natashastirrett@carleton.ca)

**Classroom Location:** Please check Carleton Central for current room

**Course Time:** Tuesdays 8:30 am to 11:25 am

**Course Delivery:** In-person on campus

**Prerequisites:** CRCJ 1000 and Third-Year Standing

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**Academic Accommodation** You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**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 2019-20 as soon as possible after the need for accommodation is known to exist. For more details

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your 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 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/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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## **COURSE DESCRIPTION**

Welcome to CRCJ 3200-B. 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, 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 and settler-allies. 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.

## **LEARNING OUTCOMES**

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 and written analysis
- Collect, organize, critically examine, and synthesize course and credible external sources from multiple relevant texts, digital and/or images and audio into creating an e-portfolio using the Brightspace platform
- Apply self-assessment skills and integrate analytical reflections to support why your chosen materials/sources in their e-portfolio effectively communicates your learning process throughout the course

## **COURSE EVALUATIONS**

Reflection paper	15%
Critical Essay Outline	15%
Critical Essay	35%
E-Portfolio	35%

*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 or used copies of this book through the Carleton University bookstore. The book is also available on Amazon.ca

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

## **LATE ASSIGNMENTS**

All assignments are due on the specified date on Brightspace by 11:59 pm. Every effort should be made to make prior arrangements for an extension with the professor or teaching assistant in advance of assignment due dates. If an assignment is handed in after the due date (up until three days after), for any reason, it will be accepted, but the mark will be reduced by 3% for each late day. 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.

## **REQUESTS FOR RE-GRADING OF ASSIGNMENTS**

Occasionally, mistakes are made because of the large number of assignments professors and teaching assistants are evaluating. If you wish to have your work re-assessed, please email a brief detailed statement (1-2 paragraphs) directly to the person who graded your work, either the Professor or Teaching Assistant, and explain the error. Requests for re-assessment of assignments must be made within one week after you receive your graded assignment back. Remember that re-assessment/re-grading requests are to correct substantial errors and are not intended for negotiating or arguing for a higher grade. A re-assessment is a closer, second reading of the entire assignment. After the work has been re-assessed/re-graded, your grade may increase, decrease, or remain the same.

## **REFLECTION PAPER 15%**

You will submit a (2–3 page, double spaced 12 font Times Roman) reflection paper **due January 25<sup>th</sup>** 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 1-2 by drawing on your 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*)

### **CRITICAL ESSAY OUTLINE 15%**

You will submit a (2-3 page, double-spaced 12 font Times Roman) outline of your critical essay with a bibliography **due February 29<sup>th</sup>** as a word document by 11:59 pm. Your outline will include context of your topic, an introduction, thesis statement, topic sentences and overview of main points. What are your key points and takeaways? What supporting details will you use? Who is your intended audience? The purpose of this assignment is to help you organize and map out your ideas and discussion points for your critical essay. Further instruction will be discussed in-class.

### **CRITICAL ESSAY 35%**

You will submit a (7-8 page, double spaced 12 font Times Roman) critical essay related to the themes of the course **due March 22<sup>nd</sup>** as a word document by 11:59 pm. You are expected to incorporate at least 4-5 course readings, and this can additionally be supplemented by external academic sources but is not required. This paper will enable you to demonstrate your working knowledge on Indigenous perspectives on criminology and aspects of Indigenous historical, theoretical, and methodological contexts, current issues, and Indigenous traditional justice approaches. Writing in criminology entails constructing a well-supported argument/analysis. Limit each paragraph to one main idea. Be sure to include appropriate in-text citations and credit all sources, even when paraphrasing. Further instruction will be discussed in-class in advance of the deadline. (*Rubric will be posted on Brightspace*)

### **E-PORTFOLIO 35%**

You will submit a CuPortfolio on Brightspace, **due April 12<sup>th</sup>**, by 11:59 pm.

CuPortfolio enables you to showcase your cumulative active learning process from the beginning to the end of the course. What new knowledge, skills, perspectives, and insights have you acquired? Be sure to incorporate course material from weeks 10-12. For this assignment, your e-portfolio needs to include: 1) an introduction, 2) an about me section that includes a (150-300 word) biographical statement, 4) four sources best representing your learning from the course (i.e. picture, video, article) with a brief description of its significance to your learning process including a 300-500 word written analysis or 3-4 minute audio recording clip on each source 5) Any other sources or aesthetic you want to include to meaningfully complement the presentation of your e-portfolio such as (course assignments, digital art, twitter link, youtube, music or audio) 6) a 300-500 word written conclusion that addresses the following **two** questions: identify a topic that seemed most important to learn about in this course. Briefly explain why. **AND** What would you need to do if you wanted to continue improving your effectiveness as a learner on this topic?

You can write in the first person, and personal anecdotes can be used. (*Rubric will be posted 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 and attending class in-person. Students are expected to come to class having completed the weekly reading(s) and be prepared to discuss the core ideas and central arguments.

Email policy: Emails will be returned within 48 hours (excluding weekends). Please include the course title as the subject of your email (CRCJ 3200-B). 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.

### **STATEMENT ON PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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).

## **COURSE SCHEDULE AND ASSIGNED READINGS**

### **Week 1: January 11<sup>th</sup>**

#### **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 18<sup>th</sup>**

#### **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 25<sup>th</sup> (Reflection paper due)**  
**Indigeneity and the Study of Crime**

Required Reading: Cunnen, Chris; Tauri Juan. 2017. "Introduction" in *Indigenous Criminology*. Pp 1-22. Policy Press: Bristol, UK.

Required Reading: Cunnen, Chris; Tauri Juan. 2017. Chapter 1 "Towards a Critical Indigenous Criminology" *Indigenous Criminology*. Pp 23-43. Policy Press: Bristol, UK.

**Week 4: February 1<sup>st</sup>**  
**Race and Racialization**

Required Reading: Chan, Wendy; Chunn, Dorothy. 2014. "Conceptualizing Race, Racism, and Racial Difference" in *Racialization, Crime and Criminal Justice in Canada*. Pp 3-23. University of Toronto Press: Toronto, CA.

**Week 5: February 8<sup>th</sup>**  
**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 6: February 14<sup>th</sup>**  
**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.

\*\*\*\*\*WINTER BREAK (February 22-25)\*\*\*\*\*

**Week 7: February 29<sup>th</sup>** (*Critical Essay Outline 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: McKenzie, Holly; Varcoe, Colleen; Browne; Annette, Day, Linda. 2016. "Disrupting the Continuities Among Residential Schools, the Sixties Scoop, and Child Welfare: An Analysis of Colonial and Neocolonial Discourses." *International Indigenous Policy Journal*. 7 (2).

**Week 8: March 8<sup>th</sup>**

**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 9: March 15<sup>th</sup>**

**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 10: March 22<sup>nd</sup>** *Critical Essay due*

**Traditional Indigenous Justice Approaches**

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada* 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 29<sup>th</sup> E-Portfolio Workshop  
Community Healing and Wellness**

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.

**Week 12: April 5<sup>th</sup>  
Cultural Continuity and All Our Relations**

Required Reading: 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.

**Week 13: April 12<sup>th</sup>**

\*\*\*\*\*E-Portfolio Due\*\*\*\*\*