

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

**CRCJ 3201-B**  
Indigeneity, Coloniality and Crime

**Course Outline**  
Winter 2021

**Instructor:** Natasha Stirrett  
**Office:** Virtual Office  
**Office Hours:** By appointment  
**Email:** [natashastirrett@cunet.carleton.ca](mailto:natashastirrett@cunet.carleton.ca)  
**Classroom Location:** Virtual  
**Course Time:** (asynchronous weekly learning)

**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 3201-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 with a specific focus on Indigenous scholarship and perspectives on criminology and crime. This course will provide students 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 understanding 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 with (one synchronous component) offered completely online with course materials, links, announcements, and assignment submission accessible through CuLearn. All course content will be organized into weekly modules on CuLearn. You will be able to watch short lectures, narrated PowerPoint presentations and conversation style videos, take reading quizzes and participate in discussion forums. There will be **one 45-minute live zoom e-portfolio workshop on Thursday, March 25<sup>th</sup>**. In this zoom workshop you will be provided instruction on the E-portfolio assignment and have an opportunity to ask questions and discuss your ideas. All other aspects of the course are asynchronous.**

## 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 knowledges and experiences learned from readings, course materials and online forum discussions into own critical thinking and written analysis
- Collect, organize, critically examine and synthesize course and external credible sources from relevant multiple texts, digital and/or images and audio into creating an e-portfolio using the cuPortfolio platform
- Apply self-assessment skills and integrate analytical reflections to support why their chosen materials/sources in their e-portfolio effectively communicates their learning process throughout the course

## **COURSE EVALUATIONS**

Quizzes (1% x10) =	10%
Reflection paper	15%
Critical Essay	35%
E-Portfolio	40%

*Please submit assignments using the dropbox feature located on CuLearn.*

*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 order this book through Octopus Books on their webstore for curbside pickup or the book can be shipped to anywhere in Canada at the following link

<http://shop.octopusbooks.ca/CRCJ3201> Used and new copies can also be purchased through the Carleton University bookstore.

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

## **LATE ASSIGNMENTS**

All assignments are due on the specified date on CuLearn by 11:59pm. If an assignment is handed in after the due date (up until seven days after), for any reason, it will be accepted, but the mark will be reduced by 3% for each late day. Assignments will not be accepted for grading seven days (including weekends) after the assignment deadline. If you are ill or in the case of personal injury, or in other extraordinary circumstances beyond your control there will be no deducted late marks. There will be no opportunities for supplemental/grade- raising 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 they have been approved by the Dean.

## **ONLINE QUIZZES** 10%

There are 10 short quizzes. The quizzes will consist of 10 multiple-choice/true and false questions based on the assigned weekly readings presented in the modules on CuLearn. All quizzes will be due following the assigned week on Wednesdays at 11:59pm. You will have 45 minutes to complete the quiz. Quizzes not completed within the allocated time will receive a zero for that week. Each weekly quiz is worth 1% of your final overall quiz grade. (*Please make note of quiz due dates on culearn*)

### **REFLECTION PAPER** 15%

You will submit a (3-page double spaced 12 font Times Roman) reflection paper **due January 28<sup>th</sup>** as a word document on CuLearn by 11:59pm. In this reflection paper, you will write about your learning goals for the course, your background knowledge and experiences on the topics of the course and reflect on what you are learning in the modules of weeks 1-2 by drawing on your course materials, lectures, readings. You can discuss particular concepts, theories and ideas in relation to your learning process. The purpose of this assignment is to make insightful connections between your learning and course content in a critical and detailed way. You must have a clear, organized focus and writing needs to be more analytical rather than descriptive. You should have an overarching argument/approach in your paper. Include in-text citations as appropriate and reference texts when needed. 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 sharp analytical written piece. (*Rubric will be posted on CuLearn*)

### **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 11<sup>th</sup>** as a word document by 11:59pm. 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. You are advised to start early and strongly encouraged to book a zoom office meeting with me to discuss the direction of your essay and/or your essay outline. 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 challenges. Writing in criminology entails constructing a well-supported argument/analysis. You should include an introduction, thesis statement, body and conclusion. 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 posted on CuLearn well in advance of the deadline. (*Rubric will be posted on CuLearn*)

### **E-PORTFOLIO** 40%

You will submit a CuPortfolio on CuLearn **due April 8<sup>th</sup>** by 11:59pm. We will have a live zoom CuPortfolio workshop on **March 25<sup>nd</sup>** for E-portfolio instruction, questions and initial set up.

CuPortfolio enables you to showcase your cumulative active learning process from the beginning to the end of the course. 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 (ie. 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? (*Rubric will be posted on CuLearn*)

### **Course Etiquette**

Students are expected to carefully read the syllabus and fully engage with the course materials in the modules on CuLearn. Students are responsible for keeping up with the readings, course announcements, making note of deadlines, posting in the weekly discussion forum and completing the quizzes within the allocated timeframe. You should be checking into CuLearn and your email at least once or a few times a week. Remember you are doing this learning for you not the instructor. You want to get as much learning out of the course as you can.

Email policy: Emails will be returned within 48 hours (excluding weekends). Please include the course title as the subject of your email (CRCJ 3201-C). Please wait 48 hours before sending emails regarding assignments grades. If your question is not of a private or personal matter you are strongly encouraged to post your question in the ‘ask your instructor’ forum on CuLearn so all students in the class can benefit from the information.

Ask Your Instructor Forum: Please post all course and content related questions in the ‘ask your instructor’ forum on the CuLearn course page. A response to your question will be provided within 48 hours (excluding weekends).

Student Coffee Shop: The student coffee shop forum on CuLearn will provide you an opportunity to interact with your peers and foster online peer support. Please be respectful and cordial in your online conversations with your peers.

### **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 14**

#### **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 21**

#### **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: Archibald, Jo-Ann. 2008. Chapter 1 "The Journey Begins" in *Indigenous Storywork Educating the Heart, Mind, Body and Spirit*. Pp 1-31. UBC Press: Vancouver, BC.

**Week 3: January 28** (*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 4**  
**Race and Racialization**

Required Reading: Murji, Karim; Solomos, John 2005. Chapter 1 "Introduction: Racialization in Theory and Practice" in *Racialization: Studies in Theory and Practice*. Pp 1-24. Oxford University Press: Oxford, UK.

**Week 5: February 11** (*Discussion post 1*)  
**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.

Suggested Reading: Mignolo, Walter. 2015 "Sylvia Wynter: What Does it Mean to Be Human". In *Sylvia Wynter: On Being Human as Praxis*. Duke University Press.

\*\*\*\*\*WINTER BREAK (February 15-19)\*\*\*\*\*

**Week 6: February 25**  
**Patriarchy, Hyper-Masculinity and Violence**  
(conversation with Krista Flute video)

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 7: March 4** (*Discussion Post 2*)  
**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 11** (*Critical Essay due*)

**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 18** (*Discussion Post 3*)

**Behind Iron Cages, Incarceration and Voices Within**

(Conversation with Joey Twins video)

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 25** (*Live Zoom E-Portfolio workshop*)

**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** (*Discussion Post 4*)

**Community Healing and Wellness**

(Conversation with Mance Granberg video)



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: Anderson, Kim 2000. Chapter 14 “Community and Nation” in *A Recognition of Being: Reconstructing Native Womanhood*. Sumach Press: Toronto, Ontario.

**Week 12: April 8<sup>th</sup>** (*e-portfolio due*)

**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.

Required Reading: Simpson, Leanne. 2017. Chapter 10 “I See Your Light”: Reciprocal Recognition and Generative Refusal”. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. University of Minnesota Press: Minneapolis, MN.