

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

**CRCJ 3201**  
Indigeneity, Coloniality and Crime

**Course Outline**  
Winter 2020

**Instructor:** Natasha Stirrett  
**Office:** Loeb Building –Room C567  
**Office Hours:** 12:15–2:15pm  
**Email:** [natashastirrett@cunet.carleton.ca](mailto:natashastirrett@cunet.carleton.ca)

**Classroom Location:** Please check Carleton Central for current room location.  
**Class Time:** Wednesday 2:35–5:25pm

**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-C. Indigenous communities have sustained an ongoing relationship with Turtle Island (Canada/US) since time immemorial. Indigenous peoples are diverse in culture, language and perspectives. Amid this historical and social backdrop are looming concerns regarding the victimization, racial discrimination and contemporary over-representation of indigenous people within state institutions such as the criminal system. The aim of this course is to familiarize students with 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. We will explore a variety of topics related to indigenous epistemologies and worldviews, modernity, historical and contemporary colonialism, two-spirit issues, missing and murdered indigenous women, incarceration, discrimination, traditional indigenous justice approaches and community wellness.

## **LEARNING OUTCOMES**

- Understand key theories, concepts and epistemological dimensions of indigenous perspectives on criminology and crime
- Develop and practice close reading of academic texts for the purpose of obtaining a deep, precise understanding of what is read
- Practice absorbing and transferring knowledges and experiences learned from lectures, guest presentations, readings and class discussions into own critical thinking and writing
- Demonstrate the ability to evaluate and synthesize course materials and external artifacts from multiple text, digital and/or images and audio sources into creating an e-portfolio that adheres to copyright and fair use
- Apply self-assessment skills by providing evidence to support why their chosen materials/artifacts in the e-portfolio effectively communicates their learning process in the course

## **COURSE EVALUATIONS**

Reflection paper	25%
Critical Essay	25%
Attendance	15%
E-Portfolio	35%

*Please submit all assignments using the dropbox feature located on CULearn. Assignments are due by 11:59 pm on the due date. Please do not email assignments. 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.

## **CULEARN, OTHER READINGS AND RESOURCES**

This course uses CULearn to provide access to the other required readings, announcements, slides, dropbox for online assignment submissions and other links to course materials.

## **LATE ASSIGNMENTS**

All assignments are due on the specified date on CULearn by 11:59pm. Unless prior arrangements are made in advance of the due date by email, a **late penalty of 5% per day** will be applied to all late papers. Note: a doctor's note or other relevant documentation for an extension must be provided prior to the due date to avoid incurring late penalties. Students are encouraged to proactively manage their time and plan accordingly to submit their assignments prior to the due date in the case of other commitments, travel, events etc. Assignments will not be accepted for grading seven days (including weekends) after the assignment deadline without medical or official documentation. There will be no opportunities for supplemental/grade-raising 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.

## **REFLECTION PAPER** 25%

You will submit a (3-page double spaced 12 font Times Roman) reflection paper **due January 24<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 weeks 1-3 by drawing on your course notes, lectures, readings and personal observations. You can discuss particular concepts, theories, ideas

and class conversations in relation to your learning process. The purpose of this assignment is to engage in making 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 a thesis statement or 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 use personal pronouns. The goal is to write a concise, organized and sharp analytical written piece.

### **PARTICIPATION** 15%

Your attendance and participation are required as an important component for your success in the course. You are allocated one missed class without penalty or justification. You are expected to come to class prepared to discuss the readings and make thoughtful contributions that advance the weekly conversation. You are expected to speak respectfully in conversation with your peers. Your participation will be assessed on the basis of your attendance, demonstrated interest and engagement in the discussion, depth and insightfulness of commentary in class as it relates to the weekly readings, course themes and concepts and the frequency of this participation. (Rubric will be posted on CULearn)

### **CRITICAL ESSAY** 25%

You will submit a (7-8 page, double spaced 12 font Times Roman) critical essay related to the themes of the course **due February 26<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 meet with me during office hours 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. 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** 35%

You will submit a CUportfolio on CULearn **due April 1<sup>st</sup>** by 11:59pm. I have allocated time during class for CUportfolio instruction, questions and initial set up. In these e-portfolios students write or visually reflect on what they are learning about and how, and what challenges, significance and meaning this experience has on the learner. CUportfolio enables students to showcase their 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, 3) 100-200 word biographical statement, 4) two artifacts 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

artifact 5) Any other artifact 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)

## **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 8 Introduction**

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Chapter 1 Introduction to Indigenous Peoples in Canada. Pp 1-22. University of Toronto Press: Toronto, Ontario.

### **Week 2: January 15 Indigenous Ways of Knowing**

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Chapter 2 Introduction to an Indigenous Perspective: Ideology and Teachings. Pp 23-38

Required Reading: Archibald, Jo-Ann. 2008. *Indigenous Storywork Educating the Heart, Mind, Body and Spirit*. Chapter 1. UBC Press: Vancouver, BC.

### **Week 3: January 22 (reflection paper due Friday, January 24<sup>th</sup>) Western Imperialism, Coloniality and Modernity**

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Chapter 4 Historical and Contemporary Colonialism. Pp 61-80. University of Toronto Press: Toronto, Ontario.

Optional Reading: Mignolo, Walter. 2011. *The Darker Side of Western Modernity*. Introduction: Coloniality: The Darker Side of Western Modernity Chapter 1.

### **Week 4: January 29 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*. Innes, Alexandra and Anderson, Kim Ed. University of Manitoba Press: Winnipeg, Manitoba.

### **Week 5: February 5 Indigeneity and the Study of Crime**

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

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

**Week 6: February 12**  
**Impacts of Residential Schools and Assimilation**

Required Reading: Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Chapter 7. Pp 123-142. University of Toronto Press: Toronto, Ontario.

[Website] Where are the Children? Healing the Legacy of the Residential Schools  
<http://wherearethechildren.ca/en/stories/>

\*\*\*\*\*WINTER READING WEEK (February 17-21)\*\*\*\*\*

**Week 7: February 26 (Critical Essay Due)**  
**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>

[Website] National Indigenous Survivors Network <https://sixtiesscoopnetwork.org/>

Required Reading: Spencer, D. (2017) Extraction and Pulverization: A Narrative Analysis of Canada Scoop Survivors. *Settler Colonial Studies* 7(1): 57-71.

[Film] –In Class. Hubbard, Tasha. 2016. Birth of a Family.

**Week 8: March 4**  
**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.

Required Reading: Wilson, Alex 2018. Keetsahnak: Our Murdered and Missing Indigenous Sisters Pp 161-189. The University of Alberta Press: Edmonton, AB.

Optional 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 11**

### **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.

Optional Reading: Montour, Patricia. 1995. *Thunder in My Soul: A Mohawk Woman Speaks* Chapter 11 The Roles and Responsibilities of Aboriginal Women: Reclaiming Justice. Pp 228-245. Fernwood Publishing: Halifax, Nova Scotia.

## **Week 10: March 18**

### **Traditional Indigenous Justice Approaches**

Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada* 258-286. University of Toronto Press: Toronto, Ontario.

<http://www.usask.ca/nativelaw/jah/JAH%20V20N1.pdf>

Optional reading: McAdam, Sylvia. 2015. "Indigenous Law & Idle No More". Justice as Healing: A Newsletter on Aboriginal Concepts of Justice. Native Law Centre. Vol. 20, No.1. Pp 1-7.

## **Week 11: March 25**

### **Community Healing and Wellness**

Required Reading: Ma-Nee Chacaby; Plummer, Louisa, Mary. 2016. *A Two-Spirit Journey: The Autobiography of a Lesbian Ojibwa-Cree Elder*. Chapter 11. Recovering from Post-Traumatic Stress Disorder and Becoming an Elder in Thunder Bay (2004-2014). Pp 202-225. University of Manitoba Press: Winnipeg, MB.

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



**Week 12: April 1 (e-portfolio project due)**  
**Cultural Continuity and All Our Relations**

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

Optional Reading: Simpson, Leanne. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Chapter 10 “I See Your Light”: Reciprocal Recognition and Generative Refusal.