

CJ-3121(3)

Race Relations and the Criminal Justice System

Email Policy: You are encouraged to share your questions or concerns about the course with the instructor in person or via e-mail. Please allow 24 hours for a response. Please note that any changes to this course outline and all correspondence related to the course will be sent to your University of Winnipeg email address (name@webmail.uwinnipeg.ca). When communicating by email please include "CJ 3121" in the subject line.

Course content: Throughout this course we will examine definitions of "race" and racism, and explore different ways of theorizing their relationship to law, criminal justice, and criminological knowledge. We will study empirical cases in policing, sentencing, corrections, border control, and policy-making in order to analyze the particular dynamics of race, the law, and criminal justice in Canada. A primary goal of this course is to develop tools to move beyond understanding racism as a series of interpersonal events, toward understanding how systems and institutions sustain racism. In this context, we will also study policy and social movement responses to racism in the criminal justice system.

Course objectives and expectations: This course aims to develop reading, writing, and analysis skills. As such, students are expected to do a significant amount of reading, engage closely with texts, and use concepts from readings to analyse current events. In order to be successful in this course, you will need to do all of the required reading, attend class regularly, and actively participate in group work and in-class writing.

Required Reading: The required textbook is available at the University of Winnipeg bookstore. Additional required reading will be available on Nexus (either posted in PDF form or posted as a link).

- Chan, Wendy and Chunn, Dorothy. (2014). *Racialization, Crime, and Criminal Justice in Canada*. Toronto: University of Toronto Press.

Evaluation:

Mid-term test (20%)

Annotated bibliography (15%)

Participation (15%)

Final paper (25%)

Final test (25%)

Detailed assignment instructions, grading rubrics, and test reviews will be made available on Nexus throughout the term.

Test information: A test can only be missed for a legitimate medical or personal reason. Students who cannot write a test for one of those reasons must inform the instructor prior to the test with appropriate documentation from a legitimate source. Students who miss a test must provide proper documentation to be considered for re-scheduling. Students who do not do so will be given a grade of zero. ID must be presented during tests. Students will not be permitted to bring written materials, or use calculators, dictionaries, or handheld devices during the test.

Annotated Bibliography: Your annotated bibliography is the first step in completing your final paper. After choosing a topic for your argumentative essay from a list of questions provided by your instructor, you will conduct library research to find peer reviewed, academic sources to support your argument. You will produce a 5-7 page description of sources you will use for your final paper. Essay questions will be distributed and discussed in class prior to spring reading week.

Final Paper: Your final paper will be a 10-15 page argumentative essay in response to the question you

chose for your annotated bibliography. You will be required to substantiate your argument using peer-reviewed, academic sources. Work submitted for evaluation must be typed.

Participation (15%): Your participation grade will be based on evaluation of in-class writing assignments, participation in small group discussions as documented by the work produced by your group, and attendance.

Late assignment policy: *I will not accept late assignments unless prior arrangements have been made. If you think you will not be able to complete an assignment on time you must communicate with me about it ahead of time.* Once I have agreed to accept your late assignment, a penalty of 5% per day late will be incurred unless there is a medical or other valid reason for submitting late.

Academic misconduct: Please acquaint yourself with information regarding academic misconduct and plagiarism in particular. Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. It is the student's responsibility to understand what counts as plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors or a librarian. Information regarding academic misconduct and senate appeals can be found in the "Regulations and Policies" section of the University of Winnipeg academic calendar: <https://uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>.

Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensure students have access to support. For more information or to schedule an appointment, visit the UWSA website at www.theuwsa.ca/academic-advocacy or call 204-786-9780.

Grade Distribution

A+ 94-100	A 83-93.9	A- 80-82.9
B+ 75-79.9	B 70-74.9	C+ 65-69.9
C 55-64.9	D 50-54.9	F 0-49.9

Class cancellation: When it is necessary to cancel a class due to exceptional circumstances, I will make every effort to inform you via uwinnipeg email, as well as the departmental assistant and Chair/Dean so that class cancellation forms can be posted outside classrooms. Class make-up days are scheduled at the end of term for courses that conflict with holidays.

Accessibility: Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential <http://www.uwinnipeg.ca/accessibility>

Accommodations: Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work examinations without penalty. A list of religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

Respectful Work Environment: All students, faculty and staff have the right to participate, learn, and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect

Schedule of topics: Please note that this is only a tentative schedule. Due to time constraints and class discussions, this schedule and assigned readings may change. You will be given advance notice in class, and all changes will be posted on Nexus.

Bullet points indicate required reading.

Week 1:

Introduction to the course

- Chan and Chunn - Introduction (pgs. xiii-xxii)

Week 2:

- Chan and Chunn - Chapter 1: Concepts, Theories, Approaches
- Steinberg, Stephen. (2001) "Race relations: the problem with the wrong name." *New Politics*, Vol: VIII-2. (Link on Nexus)

Week 3:

- Chan and Chunn - Chapter 2: Constructing Criminal Justice
- Smith, Andrea. (2006) "Heteropatriarchy and the Three Pillars of White Supremacy." (Link on Nexus)

Week 4:

- Monture, Patricia. (1998) "Standing Against Canadian Law: Naming Omissions of Race, Culture, and Gender", *Yearbook of New Zealand Jurisprudence*, Vol. 2, pp. 7-29.
- Davis, Angela. 2003. Chapter 2: Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison in *Are Prisons Obsolete?*. Toronto: Publishers Group Canada, pp. 22-39. (PDF on Nexus)

Week 5:

- Chan and Chunn - Chapter 4: Media Representations of Race, Crime, and Criminal Justice
- Hunt, Sarah. (2015/2016) "Representing Colonial Violence: Trafficking, Sex Work, and the Violence of Law." *Atlantis*, 37.2 (1), pp. 25. (PDF on Nexus)

Week 6:

- Chan and Chunn - Chapter 5: Race, Racism, and Policing
- Ritchie, Andrea J. (2016). "Black Lives Over Broken Windows: Challenging the police paradigm rooted in right-wing 'folk wisdom'," *Public Eye Magazine*, July 6. (Link on Nexus)
- Various. (November 23, 2016). "Carding: An open letter to the City of Toronto and Province of Ontario from Black intellectuals, writers and organizers." *Rabble.ca* (Link on Nexus)

Test review + Discussion about final writing assignment

Week 7:

- We Charge Genocide. (2015). "The Counter-CAPS Report: The Community Engagement Arm of the Police State," wechargegenocide.org. (Link on Nexus)

Mid-term test

Reading Week – Dates TBA

Week 8:

- Chan and Chunn - Chapter 6: Race, Sentencing, and Imprisonment
- Razack, Sherene. (2011) "The Space of Difference in Law: Inquests into Aboriginal Deaths in Custody," *Somatechnics*, Vol. 1, Issue 1, Pg. 87-123. (PDF on Nexus)

Voluntary withdrawal date (without academic penalty). Withdrawing before the voluntary withdrawal date does not result in a fee refund.

Week 9:

- Chan and Chunn - Chapter 7: Criminal Victimization and Hate Crimes
- Richie, Beth. (2000). "A Black Feminist Reflection on the Antiviolence Movement," *Signs*, Vol. 25, No. 4, pp. 1133-1137. (PDF on Nexus)
- Critical Resistance and INCITE! (2003). "Critical Resistance-INCITE! Statement on Gender Violence and the Prison-Industrial Complex" *Social Justice*, Vol. 30, No. 3 (93): 141-150. (Link on Nexus)

Annotated Bibliography Due

Week 10:

- Chan and Chunn - Chapter 8: The Racialization of National Security
- Nelson, Joyce. (March 1, 2015). "Government's anti-terror laws target anti-pipeline foes," *Canadian Center for Policy Alternatives*. (Link on Nexus)

Week 11:

- Chan and Chunn - Chapter 9: The Racialization of Immigration Surveillance
- Jakubowski, Lisa Marie and Elizabeth Comack. (2014) "'Managing' Canadian Immigration: Racism, Racialization, and the Law" in *Locating Law: Race/Class/Gender/Sexuality Connections*, 3rd Ed. Winnipeg: Fernwood. (PDF on Nexus)

Week 12:

- Chan and Chunn - Chapter 10: The Criminalization and Racialization of Poverty
- Movement for Black Lives Platform. <https://policy.m4bl.org/platform/> (Link on Nexus)

Final papers due + Test Review