

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> CRIM 311		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Diversity, Crime, and Criminal Justice in Canada															
<b>Course Short Title:</b> Diversity & Crime in Canada															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department/School:</b> Criminology and Criminal Justice													
<b>Calendar Description:</b> Examines the social construction of difference and select identity groups' perceptions and experiences of inequity and injustice in interacting with Canadian laws and the criminal justice system, with a focus on local Indigenous Peoples. Explores options for social change and social justice.															
<b>Prerequisites (or NONE):</b>		45 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 100- or 200-level CRIM. Note: As of September 2026, prerequisites will change to 45 university-level credits including CRIM 100, CRIM 103, and 3 additional credits of 200-level CRIM.													
<b>Corequisites (if applicable, or NONE):</b>		NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>30</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	Tutorials/workshops								<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
Tutorials/workshops															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> February 5, 2025													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 9, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> August 28, 2025													

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Explain the role of dominant identity groups and how they have exercised their power and privilege to socially construct difference in ways that marginalize and oppress othered groups.
2. Utilize key concepts related to equity, diversity, inclusion, access, Indigenization, and decolonization in the analysis and critique of Canadian law and the criminal justice system.
3. Articulate the main prohibited grounds of discrimination in Canada based on international and Canadian human rights frameworks.
4. Assess diverse types of evidence and scholarship to explain select identity groups' perceptions and experiences of inequity and injustice as victims, criminalized people, criminal justice providers.
5. Debate various perspectives to reach informed positions about current, complex, and contested diversity issues in Canada.
6. Evaluate the main data and research gaps on diversity, equity, and inclusion and the Canadian criminal justice system.
7. Develop innovative reforms within and outside of the criminal justice system to ensure greater equity and social justice for all people in Canada.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Quizzes/tests:	50%	Assignments:	50%	%
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**Details:** Assignments may include term papers, critical analysis thought papers, self-reflective critical analysis exercises, knowledge mobilization projects, debates, and presentations.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, discussions, presentations, and guest lecturers.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Perry, Barbara (ed).	Diversity, Crime, and Justice in Canada (third edition) / Oxford University Press	2022
2. Indigenous knowledge	United Nations General Assembly	United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP): resolution / adopted by the General Assembly, 2 October 2007, A/RES/61/295, available online.	2007
3. Indigenous knowledge	Good, M.	Truth Telling: Seven Conversations about Indigenous Life in Canada. Harper Collins Publishers Limited.	2023
4. Textbook	Maynard, R.	Policing Black Lives: State Violence in Canada from Slavery to the Present. Fernwood Publishing.	2017
5. Indigenous knowledge	National Inquiry into Missing and Murdered Indigenous Women and Girls.	Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, The National Inquiry, available online.	2019
5. Indigenous knowledge	Truth and Reconciliation Commission of Canada.	Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada, Truth and Reconciliation Commission of Canada, available online.	2015
6. Online resource	Owusu-Bempah, A. and Z. Jones.	A Roadmap for Transformative Change: Canada's Black Justice Strategy. Department of Justice Canada, available online.	2024

**Course Content and Topics**

- Conceptualizing diversity, in/equality, and in/justice
- Review and application of key concepts related to equity, diversity, inclusion, access, Indigenization, and decolonization (e.g., intersectionality, hierarchies of privilege and oppression, stereotyping, marginalization, and racialization)
- The social construction of difference
- Indigenous peoples, settler colonialism, and criminal in/justice
- Chinese and Japanese Canadians and criminal in/justice
- Black Canadians and criminal in/justice
- South Asian Canadians and criminal in/justice
- Canadian Muslims and criminal in/justice
- Canadians with disabilities and criminal in/justice
- Canadian women and criminal in/justice
- Sexually and gender diverse Canadians and criminal in/justice
- Options for social and social justice
- Other optional topics include aging imprisoned adults and/or justice-involved youth