

Course Outline

COURSE: CRCJ2200D – Contemporary Issues in Criminology [Online]

TERM: Winter 2024

PREREQUISITES: CRCJ 1000 and Second-Year standing in the B.A. Honours Program in Criminology and Criminal Justice

CLASS: Day & Time: ASYNCHRONOUS (No weekly meeting time and date)

INSTRUCTOR: Dr. Ellen Faulkner, Institute of Criminology & Criminal Justice

TEACHING ASSISTANT: Katerina Richard. Email: KaterinaRichard@cmail.carleton.ca
Youssra Guennouni. Email: YoussraGuennouni@cmail.carleton.ca

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Email: Ellen.Faulkner@carleton.ca

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*You must use your Carleton email address in all correspondence with the instructor and TA.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/221127>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànàni Màmìwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj. Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànàni ogog kà nigànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, future.

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COURSE DESCRIPTION

This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: the policing of Indigenous communities, the “War on Drugs”, police defunding and abolition, poverty and homelessness, right-wing violent extremism, the policing of COVID-19, and the use of surveillance and technology by police and the criminal justice system.

The course will be oriented around the concept of *criminalization*, a main organizing principle in contemporary society. Talking about contemporary criminological issues using the frame of criminalization moves discussions about crime in society away from an understanding that crime is inherent or natural in certain people or communities. Rather, the notion of criminalization acknowledges that what comes to be understood as *against the law* is constructed by social, political, cultural, and economic forces.

Throughout the course, students will learn to engage with critical criminological approaches including intersectional, abolitionist and transformative justice frameworks, and will apply these ideas to examining ongoing issues, debates, and movements.

Informed by Indigenous, Black, anti-racist, and feminist readings, this course will critically examine criminalization, racial and colonial injustice, policing and punitive practices. Students will learn about abolitionist praxis, collective care and community mobilization. This second-year undergraduate level course aims to build upon foundational concepts from CRCJ1000: Introduction to Criminology, and will prepare students for courses at the third and fourth year level.

LEARNING OBJECTIVES

By the end of this course, successful students will have demonstrated their ability to:

- Identify, compare and contrast an array of important contemporary criminological issues and appraise different theoretical frameworks and approaches
- Define and explain the concept of criminalization and its application to contemporary socio-legal issues in Canadian society, debates, and movements
- Employ close, critical reading of course texts and content, and identify both central and supporting ideas
- Critically examine racial and colonial injustice, policing and punitive practices through analyzing real-world problems and apply this knowledge through individual writing exercises and online.

BRIGHTSPACE, MODULES AND READINGS:

This is an online asynchronous course, where the instructor and students share information, ideas, and learning experiences in a virtual course space. There is no weekly scheduled meeting time. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require high-speed Internet access and a computer.

Our asynchronous course is fully online and uses Brightspace to provide the required readings on ARES, access to course announcements, the assignment submission drop box and other links to course materials and resources. Our course will cover a range of contemporary criminological topics and emergent issues relevant to the themes of the course.

The course content is organized into 3 learning modules:

Module 1) Ongoing colonization and criminalization

Module 2) Racism, misogyny, violence, and surveillance

Module 3) Imagining transformation and abolition

There is no one simple textbook or a (couple of texts) that are able to address the many complex and current issues this course will address, and therefore the modules will include a range of articles, book chapters, videos, and other online resources. Each class will be prefaced by mini lecture videos to address learning objectives and unpack main themes, ideas and concepts. Additionally, interviews conducted by the course instructor will be provided for students each week to address course themes, issues and debates. Just because this course is all online does not mean, however, that connecting with your instructor, your TA, and your other classmates is not a priority. Rather, it is highly encouraged to support your learning and engagement!

**Links to additional book chapters and journal articles may be accessed on Ares through Brightspace.

ASSIGNMENTS

The assignments in this course are designed to build upon each other. Students will do a close and critical reading of all the course content, and are thus able to realize the learning objectives. The assignments are intended to support student success, to develop critical thinking skills and engagement with pressing criminological issues.

Ten short Quizzes on class readings (10 at 1% each) – 10%

Two Critical course content responses (2 at 15% each) – 30%

Two Take Home Exams (1st at 25%, 2nd at 35%) – 60%

ONLINE COURSE CONTENT SHORT ANSWER QUIZZES - 10%

At the end of each week's content there will be a short quiz. The quizzes will consist of 10 multiple-choice/true and false questions based on the assigned class readings and other course content presented in the modules on Brightspace. Each quiz is scheduled to be posted on Monday of each course week. All Quizzes will stay open for only 1 week and will close Sunday at 11:59 pm. You will have

45 minutes to complete the quiz. Quizzes not completed within the allocated time will receive a 0 for that week. Further details will be provided prior to the first quiz.

Note: *In Class 1, please submit an Introduction (not graded) of yourself, your interest in criminology, why you are taking this course, and what you hope to learn from the experience.*

CRITICAL READING RESPONSES - 30% (2 at 15% each) Week 4 and Week 8.

You are asked to submit 2 (2-page) reading response papers. The first response paper will be based on readings from Weeks 1-3 of the course. The second response paper will be based on readings from Weeks 4-6 of the course. You will conduct a close reading of a scholarly text, not a video, [n](#)or newspaper article. Rather than merely summarizing the reading you are required to take an analytical approach to the text. This means that responses should reflect upon, engage and evaluate arguments in the readings, and comment on their implications, articulate new insights you have acquired, or questions the reading raises. To demonstrate engagement with the reading students are asked to a) provide a short description of the argument; b) discuss 3 interesting or surprising things you learned, and c) pose 2 critical questions you would like to pose to the author. This assignment must be based solely on a scholarly reading, not other course content such as news articles, videos, websites, or lectures. Further details in the rubric will be provided.

TAKE HOME EXAMS - 60% (25% Mid-Term due Week 6 and 35% final due, during the final exam Period).

Each take home exam will build upon the themes of the class and other course assignments. The exams will be comprised of a series of multiple-choice questions, true or false questions, and short essay questions. Students will have one week to complete the first exam and the final exam will be available during the final exam period. Further details will be provided.

How to submit assignments: *Please submit assignments using the dropbox feature located on Brightspace. Assignments are due by 11:59pm on the due date. All assignments must be completed to receive a passing grade.*

COURSE INFORMATION

Online engagement: Under normal circumstances this course would be delivered in a classroom where we could all interact as a group to engage in respectful discussion and co-learning. Due to the course being online, things will be different than the norm, but we will all work together to create a respectful and valuable learning experience.

What students can expect from the Instructor and TA: This is an asynchronous course, which means that all required material will be posted or linked to the course website each class, and that students can flexibly engage with the material on their own weekly schedules. There is no class meeting time on a weekly basis however students may post questions to the “Ask Your Instructor” forum. The course features three modules, and each module will be introduced with an extended-length video lecture (usually an accessible slideshow with voiceover). Each class will feature shorter topical videos by the instructor and teaching team, complemented by video interviews with scholars and community activists. Students can expect a weekly message from their instructor, and weekly engagement by the instructor and TA on the discussion board of the course website. Your instructor and TA are available for office hours on a weekly basis via zoom and by

appointment, and we can be contacted by email; the primary mode of engagement with the course material, however, should be via the course site so we can connect and discuss the material and ideas together.

What we expect from students:

As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 2200 students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each class to complete the assigned readings, view the lecture, to engage with other posted media, and to complete the class quiz; this should take approximately 3 hours per class. Some classes will involve more work, and should be allocated time accordingly: preparing the two critical reading responses should be estimated at a maximum of 5 hours each; the take home exams are more variable, but we recommend that you budget enough time to review and study the material and to write the exams.

POLICIES

(i) Contact with Professor

I will be available for consultation with students during my office hours or by appointment. Please e-mail me should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

Before sending an email please check the "Ask Your Instructor Forum" (info below) in Brightspace to see if your question has already been answered.

If your question or issue is not addressed there, and 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 Brightspace so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (CRCJ 2200) in the subject heading. Ensure that you include your full name, student number, and indicate clearly the objective(s) of your message. If you do not include all of these things, it will be difficult for the instructor and/or course TA to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor and TA do not respond to emails over the weekend. Please plan accordingly. If you send the course instructors and/or TAs more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

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

Writing Policy and Format: You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

Format for all written assignments

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper.
- Start references on a new page, APA referencing style is preferred, but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format see the Library reference page: <https://library.carleton.ca/help/apa-citation-style>

Did you know there is a dedicated librarian to legal studies and criminology? Find out more here:

<https://library.carleton.ca/contact/staff-directory/julie-lavigne>

(iii) Late Assignments:

Late submissions and Missed Exams are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your instructor as quickly as possible should you require accommodation on deadlines. Each day of late submission without an extension may result in a penalty of 5% per day. Late assignments will only be accepted up to three days after the deadline. University regulations require late submissions on final exams be supported by documentation. Please remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online:

<https://carleton.ca/registrar/special-requests/deferral/>

[Students may be required to submit a Self Declaration Form. The Self Declaration Form can be found here.](https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf)

<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

(iv)Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

(v) Respect

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

(vi) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

(v) Always keep copies of all your written work submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

(vi) Email to Professor or TA: Where needed emails should receive a response within two business days. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or Brightspace, requests for 'extra credit assignments,' or whether required readings are required.

Useful Resources

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

OTHER CONCERNS

Wednesday, January 31, 2024: Last day for academic withdrawal from winter courses.

<https://calendar.carleton.ca/academicyear/>

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.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.
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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).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>

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 2022-23 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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](#).

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/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

SCHEDULE:

Please note that on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

MODULE 1: Ongoing Colonization & Criminalization

Week 1: Jan 8-12, 2024.

Topic: Introduction to the Course.

Questions for this Class.

- What is critical criminology, criminalization, and settler-colonialism?
- How can we better understand the present by looking to the past and is the history of policing in Canada connected to ongoing settler colonization?

Instructor lecture video:

- Introduction to course, overview of content, and getting to know your instructor
- Mini-lecture – “Module 1: Parts 2-3; Lecture/Study Guide Introduction: Concepts and Approaches.”

Readings:

- The course syllabus!
- Carmela Murdocca, (2014) *Racialization, Criminalization, Representation*, in: *Criminalization, Representation, Regulation: Thinking Differently About Crime*, pg. 107-132.
- Merry, S. (1998). *The Criminalization of Everyday Life*. In A. Sarat (Ed.), *Everyday Practices and Trouble Cases* (pp. 14-40). Northwestern University Press.

Assignments due by Sunday 11:59 p.m. January 14:

- Course content quiz #1
- Introduction on Brightspace (not graded).

Week 2: Jan 15-19, 2024.

Topic: Indigenous Peoples and the Criminal Justice System

Questions for this class:

- What is institutional and structural racism?
- How does the Canadian settler-colonial criminal justice system impact Indigenous people?

Readings:

- *Office of the Correctional Investigator Annual Report 2018-2019*
<https://www.oci-bec.gc.ca/cnt/rpt/pdf/annrpt/annrpt20182019-eng.pdf>
- *Criminal Justice System: Indigenous Over-Representation in the Criminal Justice System*, In: *Our Stories* (including embedded video, only until the end of the *Restorative Justice: Our Future* section)
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/criminal-justice-system/>

Instructor lecture video:

Mini-lectures:

- Module 1: Part 3. "Indigenous Peoples and the Criminal Justice System."

Film:

- Hubbard, Tasha. 2019. "*Nîpawistamâsowin: We Will Stand Up*". 44 minutes
<https://gem.cbc.ca/media/cbc-docs-pov/season-3/episode-10/38e815a-0125a33dc27>

Website:

- Office of the Correctional Investigator
<https://www.oci-bec.gc.ca/cnt/rpt/pdf/annrpt/annrpt20182019-eng.pdf>

Assignments due by **11:59 p.m. Sunday January 21:**

Course content quiz #2

Week 3: Jan 22-26, 2024.

Topic: Policing of Indigenous communities protecting land from resource extraction.

Questions for this class:

- What is Indigenous law? And what is the settler-colonial rule of law? Who decides what law to follow?
- How has the Canadian government responded to Indigenous communities protecting their land from resource extraction, and how have communities responded?

Readings:

- King, Hayden; Pasternak, Shiri. 2019. "*Yellow Institute. Land Back: A Yellowhead Institute Red Paper*". Pp 1-44 <https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf>

Instructor lecture video:

- Mini-lecture. Module 1, Part 4: "Indigenous Law, Land Defenders and the Policing of Resistance."

Videos:

- Ellen Gabriel speaks about ongoing demonstrations by Wet'suwet'en supporters, CBC News <https://www.cbc.ca/player/play/1698209859586>
- Reconciliation Is Dead: RCMP Invade Unist'ot'en Territory
https://www.youtube.com/watch?v=EgfVO6U5QuA&feature=emb_title

Website:

- UNIST'OT'EN Heal the People, Heal the Land
<http://unistoten.camp/>

Assignments due by **Sunday January 28 11:59 p.m.:**

Course content quiz #3

MODULE 2: Racism, Violence & Surveillance

Week 4: Jan 29 - Feb 2, 2024.

Topic: Profiling, Bias, Carding, & Force

Question for this class:

- What are racial bias and racial profiling in the context of policing?
- How do scholars and community activists measure profiling and bias in their research?
- How are communities affected by racial profiling and bias seeking justice?

Readings:

- Samuels-Wortley, Kanika. 2019. Youthful Discretion: Police Selection Bias in Access to Pre-Charge Diversion Programs in Canada. *Race and Justice*, <https://doi.org/10.1177/2153368719889093>
- Cole, Desmond. 2020. Justice for Abdirahman (march) pp. 39-60, In: *The Skin We're In: A year of Black resistance and power*. Random House: Toronto, Canada.

Instructor lecture video:

- Lecture introduction to module 2, and interview with Kanika Samuels-Wortley.
- Mini-lecture: Module 2, Lecture, "Racism, Misogyny, Violence and Surveillance."
- **Websites:**
 - CBC's Deadly Force database
<https://newsinteractives.cbc.ca/fatalpoliceencounters/>
 - Justice for Abdirahman
<http://www.justiceforabdirahman.ca/>
 - Ontario Human Rights Commission 2020 Report on Racial Profiling and Racial Discrimination by the Toronto Police Service [racial disparities in arrests, charges, and use of force]

<http://www.ohrc.on.ca/en/disparate-impact-second-interim-report-inquiry-racial-profiling-and-racial-discrimination-black>

Podcast:

- Desmond Cole and Police Accountability for Abdirahman Abdi:
<http://www.michaelspratt.com/podcast-legal-matters/desmond-cole-police-accountability-and-abdirahman-abdi>

Assignments due by Sunday February 4 at 11:59 p.m.:

- Course content quiz #4
- #1 Critical Reading Response

Week 5: Feb 5-9, 2024.

Topic: The “War on Drugs” and the drug poisoning crisis

Question for this class:

- What are alternatives to the “War on Drugs”? What is drug legalization? What is drug decriminalization?
- What is structural violence? How has criminalization fueled the drug poisoning crisis?

Readings:

- Tyndall, Mark, & Dodd, Zoë. 2020. *How Structural Violence, Prohibition, and Stigma Have Paralyzed North American Responses to Opioid Overdose*. <https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2020-07/pfor5-2008.pdf>
- Canadian Drug Policy Coalition. 2012. *Changing the Frame: A New Approach to Drug Policy in Canada*. https://www.drugpolicy.ca/wp-content/uploads/2015/02/CDPC_report_eng_v14_comp.pdf
- Lupcik, Travis. 2020. Decriminalization is just the start of real reform – and drug users need to be part of the conversation, *Globe and Mail*. https://www.theglobeandmail.com/amp/opinion/article-on-decriminalization-lets-hear-from-drug-users/?utm_medium=Referrer%3A%20Social%20Network%20%2F%20Media&utm_campaign=Shared%20Web%20Article%20Links&twitter_impression=t_rue

Instructor lecture video:

- Mini-lecture: “The War on Drugs,”
- Zoë Dodd, Toronto Overdose Prevention Society, posted in Brightspace.

Website:

- Canadian Association of People who Use Drugs <https://capud.ca/>

Videos:

- Trudeau vs Zoe Dodd on the opioid crisis
<https://www.cbc.ca/player/play/928667203881>

Assignments due by Sunday February 11 at 11:59 p.m.:

Course content quiz #5

Week 6: Feb 12-16, 2024.

Topic: The Homeless Crisis and Policing of People Living in Poverty (COVID-19 encampments)

Questions for this class:

- How are experiences of racialization, poverty, and criminalization interconnected?
- What is the dictionary definition of ‘homelessness’? What is different about Thistle’s approach to defining Indigenous Homelessness?

Readings:

- Thistle, Adrian Jesse. 2017. “*Definition of Indigenous Homelessness in Canada*”. Canadian Observatory on Homelessness Press.
<https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinitio%20n.pdf>
- Grace-Edward Galabuzi. 2010. Chapter 5. “The Intersecting Experience of Racialized Poverty and the Criminalization of the Poor” in: (eds: Crocker, Diane; Johnston, Val Marie) *Poverty, Regulation and Social Justice: Readings on the Criminalization of Poverty*.

Instructor lecture video:

- Mini-lecture: “The homeless crisis and Policing of people living in poverty. (COVID 19 encampments).
- Interview

Assignments due by Friday February 16 at 11:59 p.m.:

Course content quiz #6
Mid-Term Exam #1

WINTER BREAK: FEBRUARY 19-23, 2024

Week 7, Feb 26 - March 1, 2024.

Topic: Debates over the use of surveillance and technology by police and the criminal justice system (i.e. CCTV to surveil communities, facial recognition, and algorithms for predictive policing)

Question for this class:

- What is 'big data analytics'? What kinds of practices are considered to be 'surveillance'?
- How has facial recognition been used by police? How might facial recognition technologies worsen racial discrimination?
- How are communities responding to increased surveillance in their communities?

Readings:

- Sarah Brayne. 2017. "Big Data Surveillance: The Case of Policing." *American Sociological Review* 82(5), 977-1008.
- Malkia Devich-Cyril. 2020. "Defund Facial Recognition." *The Atlantic* July 5, 2020 Online: <https://www.theatlantic.com/technology/archive/2020/07/defund-facial-recognition/613771/>

Instructor lecture video:

- Mini-lecture: "Debates over the use of Surveillance and Technology by police and the CJS. CCTV to surveil communities, facial recognition, and algorithms for predictive policing."

Interview:

- Chelsea Barabas. 2020. "Beyond Accuracy and Bias: The Pursuit of 'Ethical AI' in Criminal Law." *Ethics of AI in Context* [Podcast]. Online: <https://soundcloud.com/ethics-of-ai-lab/chelsea-barabas-beyond-accuracy-and-bias-the-pursuit-of-ethical-ai-in-criminal-law>

Websites:

- Office of the Privacy Commissioner, statement on Clearview AI
https://www.priv.gc.ca/en/opc-news/news-and-announcements/2020/nr-c_200706/
- Coalition Against More Surveillance, Ottawa <https://camps-ottawa.ca/>
- Data for Black Lives
<https://d4bl.org/>

Instructor lecture video:

- Module 2 check in, and update on main themes, posted in Brightspace.

Assignments due by Sunday March 3 at 11:59 p.m.:

- Course content quiz # 7

Week 8: March 4-8, 2024.

Topic: Approaches to countering violent extremism by right-wing and misogynist movements: counter-terrorism and surveillance, countering with compassion, and spectacular ironic counter argument.

Question for this class:

- What is misogyny? What is right-wing extremism? Why do these movements proliferate online?
- How do the three 'counter' approaches studied this week think change will occur? (The three approaches are counter-terrorism, compassionate intervention, and spectacular ironic counter-argument - think in detail about the 'how' of these processes.)

Readings:

- Shanifa Nasser. 2020. "Terror charges in alleged 'incel'-inspired stabbing could force reckoning of Canada's terrorism laws: experts." CBC News. Online:
<https://www.cbc.ca/news/canada/toronto/incel-canada-terrorism-1.5577015>
- Moonshot CVE [Countering Violent Extremism]. 2020. Covid-19: Increase in far-right searches in Canada. Online: <http://moonshotcve.com/covid-19-increase-in-searches-for-violent-far-right-content-in-canada/>

Instructor lecture video:

- Mini-lecture: "Approaches to countering violent extremism by right-wing and misogynist movements: counterterrorism and surveillance, countering with compassion, and spectacular

ironic counter argument.”

Videos:

- Vidhya Ramalingam (founder of Moonshot CVE) on big data surveillance and use of google ads to counter right-wing radicalization <https://youtu.be/Otv0WVgHc3U?t=208> (start at 3:28 mins)
- Natalie Wynn. *ContraPoints* (Youtube Channel) <https://www.youtube.com/channel/UCNvslonJdJ5E4EXMa65VYpA>

Assignments due by Sunday March 10 at 11:59 p.m.:

- Course content quiz #8
- #2 Critical reading response

MODULE 3 IMAGINING TRANSFORMATION AND ABOLITION

Week 9: March 11-15, 2024.

Topic: The movement for racial justice and calls to defund the police

Questions for this class:

- How do Black Lives Matter activists articulate the relationship between policing and racial injustice?
- What are people asking for when they call for “defunding the police”?
- What is the proportion of the total city budgets spent on policing in Canada’s prairie region? Which racialized (and politicized) communities are disproportionately policed in these cities?

Readings:

- Hudson, Sandy, Diverlus. 2020. “The Origin Story of Black Lives Matter Canada” in *Until We Are Free: Reflections on Black Lives Matter in Canada*. Pg 1-5. University of Regina Press.
- Emily Riddle. 2020. *Abolish the Police: The Financial Cost of Law Enforcement i Prairie Cities*. Yellowhead Institute Policy Brief. <https://yellowheadinstitute.org/2020/06/27/abolish-the-police-the-financial-cost-of-law-enforcement-in-prairie-cities/>
- Kaba, Mirame. 2020. *Yes, We Mean Literally Abolish the Police*. New York Times. <https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-abolish-defund-police.html>

Instructor lecture video:

- Introduction to final module, posted in Brightspace
- Mini-lecture: “The movement for racial justice and calls to defund the police.”

Website:

- Defund the police, Black Lives Matter Canada
<https://defundthepolice.org/>

Video:

- Black Lives Matter Toronto calls for police defunding, protesters charged
<https://www.youtube.com/watch?v=42IT6WnEiP4>
- Ravyn Wngz on the Black Lives Matter movement
<https://www.youtube.com/watch?>

Assignments due by Sunday March 17, 2024 at 11:59 p.m.:

Course content quiz #9

Week 10: March 18-22, 2024.

Topic: Transformational justice, Mutual Aid, and Abolition

Questions for this class:

- What is transformational justice? What is mutual aid?
- What are people calling for when they call for abolition?

Readings:

- Maree Brown, Adrienne. 2020. Chapter 23 “What is/Isn’t Transformational Justice?” *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Edited by Leah Lakshmi Piepzna-Samarasinha, Ejeris Dixon. Chico, CA: AK Press.
- Spade, David. 2020. “Solidarity Not Charity: Mutual Aid for Mobilization and Survival”. Duke University Press. *Social Text*, 2020-03, Vol.38 (1), p.131-151

Instructor lecture video:

- Mini-lecture: “Transformational justice, mutual aid, and Abolition.”

Video:

- On the Road with Abolition: Assessing Our Steps Along the Way
<https://www.youtube.com/watch?>

Assignments due Sunday March 24, 2024 at 11:59 p.m.

Course content quiz #10

Week 11: March 25-29, 2024.

Topic: Transformational Justice, Mutual Aid, and Abolition, Continued.

Questions for this class:

What are the links between Slavery, Capitalism, and the systemic violence of the Prison Industrial Complex?

How does the Program “ New Way of Life” provide an alternative to Incarceration?

Video:

Absolute Documentaries: “Visions of Abolition: From Critical Resistance to a New Way of Life.” Link:
<https://www.youtube.com/watch?v=o-ao-F8soss>

Assignments due Sunday March 31, 2024 at 11:59 p.m.

No Assignments due

Week 12: April 1-5, 2024. Exam Prep week. Watch review video.

Take-Home Exam #2 due during final exam period. TBA.