

Course Outline

COURSE: CRCJ 4001E – Criminalizing Dissent: Crime, Governance and Social Movements

TERM: WINTER 2022

PREREQUISITES:

CLASS: **Day & Time:** Pre-recorded (asynchronous) modules and reading reviews will be uploaded on Brightspace on select Friday afternoons; and Five (5) mandatory seminar style (synchronous) class discussions will occur on select Fridays between 8:35am-11:25am (see schedule below).

Room: Online via Zoom

INSTRUCTOR: Mariful (he/him)
(CONTRACT) Alam

CONTACT: **Office:** Online
Office Hrs: By appointment (via Zoom)
Email: marifulalam@cunet.carleton.ca

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 as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form [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](#).

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 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 will 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>

COURSE DESCRIPTION

From disruption of labour strikes through police violence, to spying on suspected communists and queer bodies designated as 'national' security risks, to extensive surveillance and criminalization of indigenous-rights activists as potential terrorists, there are a number of historically specific ways that political dissent is criminalized and governed in Canada. This course will focus on four main questions: (1) How is domestic political dissent governed? (2) What is the relationship between political activists, law enforcement and the criminal justice System? (3) What are the shifting roles of law, punishment, and state power in these processes? And (4) what space is there for thinking of meaningful resistance and social transformation? Students will engage in a close reading of interdisciplinary critical scholarship to explore scholarly discussions on the ways that dissent has been, and continues to be criminalized and governed, while paying close attention to the interplay of settler-colonialism, race/ethnicity, class, gender and sexuality.

COURSE ORGANIZATION:

- This course is fully remote and online. Pre-recorded (asynchronous) “mini” lectures will be uploaded on Brightspace on select Friday afternoons (see Schedule below).
- Five (5) live discussions will be held synchronously via Zoom on select dates (see Schedule below). Please note that **participation is mandatory** and you must come to each discussion having completed the readings.
- Please see the evaluation section below for a complete breakdown of the various components of evaluation.

EMAIL POLICY:

- When emailing the instructor, please indicate the course number in the email subject line and give up to 48 hours for a response (weekends and holidays excepted). Please look for an answer to your question in the course outline before emailing. If your question requires a more substantive reply, I encourage you to book an appointment or see me during office hours.

REQUIRED TEXTS

- You are required to purchase, obtain and/or borrow (1) *the Anti-Capitalist Resistance Comic Book*, and (2) *the 500 Years of Resistance Comic Book* (The 2021 revised and expanded version) by Gord Hill.
- While both books can be ordered online through Amazon and other corporate bookstores in e-book and/or physical formats, I strongly encourage you to obtain and/or order paperback copies through Octopus Books (located in the Glebe). <https://octopusbooks.ca/shop>
- All other course material (journals, articles, book chapters) will be made available via Brightspace.

EVALUATION

(All components must be completed to get a passing grade)

Assignment	Weight	Due Date
In-Class Discussion and Participation	20%	Ongoing
Discussion Question(s) and Reading Notes	4 x 5% (20% total)	January 28; February 18; March 11; April 1
Project Proposal	5%	March 4
Graphic Novel Review and Reflection	20%	March 18
Final Project	35%	April 11

***Please note:** All assignments must be submitted via Brightspace. No emailed assignments will be accepted without approval from the instructor.

In-Class Discussion and Participation – (20%)

Given that the course is an upper year seminar, it is crucial that you come to all five designated

synchronous discussion classes having already completed the readings, taken notes and identified key concepts, questions and issues. You are expected to ask questions and contribute your own assessments and opinions on the readings. Keep in mind that you will not be evaluated simply on the number of times you speak or the number of times you attend the seminars. Your participation grade will also reflect the quality of your contribution and engagement. If you have public speaking anxiety, please reach out to me and we can find an alternative method of evaluation.

Discussion Questions and Reading Notes – (4x5% each = 20% total)

In addition to coming prepared for all designated discussion classes, you are also expected to submit two questions and provide reading notes (1 page max – no matter how messy) *prior to* each synchronous class starting on January 28. The purpose of these questions and notes are to demonstrate that you have made an effort to engage with the readings and that you are coming to live discussions prepared. Instructions on how to submit them, and how they will be graded will be provided on January 14.

Graphic Novel Review and Critical Reflection – (25%)

Students will be required to write a 5-7-page (12pt, times new roman, double spaced) review and reflection on *the Anti-Capitalist Resistance Comic Book*, and *the 500 Years of Resistance Comic Book* by Gord Hill. The assignment must incorporate at least three other course readings and will be due on March 18. It should be submitted as doc, docx or rtf. Do not submit the review as a PDF. Further details and instructions will be posted online and distributed in class.

Final Project – (40%)

Students will be given an opportunity to develop a project that examines the relationship between a social movement, policing/surveillance, and criminalization. Students will have two options to submit as their final project:

- **Option A:** submit a creative project, accompanied with a document or “write up” (approx. 6-8 pages) which must explain the relationship of the project to the course themes and content. The write-up should also include a self-assessment component, which explains the difficulties or limitations students faced in order assist the instructor in the evaluation process. These projects may include, but are not limited to zines, films, blogs/websites, photobooks, short documentaries, fiction, poems, plays, paintings among other creative forms of expression.

or

- **Option B:** write a formal 10-page essay drawing on both course material and outside sources based on a case or topic of your choice that was discussed in class (suggestions and ideas will be provided). Option B Essays should be submitted as doc, docx or rtf. If Option B is chosen, do not submit it as a PDF.

Project Proposal (5%)

All projects must be approved by the instructor prior to submission. Students must submit a 1-page proposal by March 4. The proposal must clearly articulate what they intend to do as their final project and provide a list of sources they anticipate drawing on.

Final Project (35%)

All projects will be assessed based on content, creativity, original thinking, ability to assimilate course themes and readings, external research, relevance to the audience that is chosen for dissemination, structure, and feasibility. The project is due on April 11 by 11:59pm. Further details on the assignment will be distributed in class by the beginning of the Winter Term.

Grade Definitions:

- **A+ Exceptional.** Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the course requirements. Students have demonstrated an effort far beyond course requirements.
- **A / A- Excellent.** Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the course requirements. Clear effort beyond course requirements.
- **B+ Very Good.** Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the course requirements.
- **B / B- Average / Good.** Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- **C+ Competent.** Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the course requirements.
- **C / C- Sub-standard.** Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the course requirements.
- **D+ Poor performance.** Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the course requirements.
- **D / D- Barely Passing.** Minimum knowledge of concepts and/or techniques needed to satisfy the course requirements.
- **F Fail.** Cannot demonstrate a basic knowledge of the course materials.

Please note: 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.

STATEMENT ON 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, art works, 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;
- 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

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).

CLASS AND READING SCHEDULE

*Please note that classes, readings and topics are subject to change. Check Brightspace for the most current updates.

Week	Readings and Assignments	Date
1. Introduction	<ul style="list-style-type: none"> ▪ Alberta Civil Liberties Research Centre. (2021). "Dissent, Disobedience, and Justice." Available online: https://www.aclrc.com/dissent-disobedience-and-justice ▪ Steven E. Barkan. (2006). "Criminal Prosecution and the Legal Control of Protest." 	January 14– (Synchronous Discussion)
January 14– Synchronous Discussion #1 via Zoom: Introductions and Course Expectations		
2. Law, Governance and the Politics of Rights	<ul style="list-style-type: none"> ▪ Rob Watt. (2020). "Protecting democracies from themselves': How liberal democracies criminalize the political." ▪ Byron Sheldrick. (2004). "Chapter 3: Regulating Dissent." ▪ Byron Sheldrick. (2004). "Chapter 4: The Politics of Rights." 	January 21 (Asynchronous Module)
3. State Suppression, Criminalization, and (de)Mobilization	<ul style="list-style-type: none"> ▪ Lesley J. Wood. (2014). "Policing Waves of Protest: 1995-2013." ▪ Irina Ceric. (2020). "Beyond Contempt Injunctions, Land Defense, and the Criminalization of Indigenous Resistance." ▪ Jackie Esmonde. (2002). "The Policing of Dissent: The Use of Breach of the Peace Arrests at Political Demonstrations." 	January 28 – (Synchronous Discussion)
January 28– Synchronous Discussion #2 via Zoom on Readings from Weeks 1, 2 and 3.		
4. Political Policing and the Surveillance Matrix	<ul style="list-style-type: none"> ▪ Mariful Alam and Matt Cicero. (2019). "Political Policing and the Surveillance Matrix: Reflections for Organizers." Available online: https://uppingtheanti.org/journal/article/20-political-policing-and-the-surveillancematrix 	February 4 (Asynchronous Module)

	<ul style="list-style-type: none"> ▪ Andrew Parnaby and Gregory S. Kealey. (2003). "The Origins of Political Policing in Canada: Class, Law, and the Burden of Empire." ▪ Gregory S. Kealey. (1992). "The Surveillance State: The Origins of Domestic Intelligence and Counter-Subversion in Canada, 1914-21." 	
5. Threat Assessments, Risk Management and Profiling Activists	<ul style="list-style-type: none"> ▪ Debra Mackinnon. (2018). "Surveillance-ready-subjects: The making of Canadian anti-masking laws." ▪ Miles Howe and Jeffrey Monaghan. (2018). "Strategic incapacitation of Indigenous dissent: Crowd theories, risk management, and settler colonial policing." ▪ Jeffery Monahan and Kevin Walby. (2012). ""Making up 'Terror Identities': Security Intelligence, Canada's Integrated Threat Assessment Centre, and Social Movement Suppression." 	February 11 (Asynchronous Module)
6. National (in)Security, Criminal Extremism, and the politics of Terror	<ul style="list-style-type: none"> ▪ Andrew Crosby and Jefferey Monaghan. (2018). "Project Sitka, Policing, and the Settler Colonial Present." ▪ Craig Proulx. (2014). "Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat." ▪ Rita Dhamoon and Yasmeen Abu-Laban. (2009). "Dangerous (Internal) Foreigners and Nation Building: The Case of Canada." 	February 18 (Synchronous Discussion)
<p>February 18– Synchronous Discussion #3 via Zoom on Readings from Weeks 4, 5 and 6.</p>		
7. Reading Week	*No Class	February 25
8. Labour, Cold War and the Red Scare	<ul style="list-style-type: none"> ▪ Bryan D. Palmer. (2003). ""What's Law Got to Do With it? Historical Considerations on Class Struggle, Boundaries of Constraint, 	March 4 (Asynchronous Module)

	<p>and Capitalist Authority.”</p> <ul style="list-style-type: none"> ▪ Steve Hewitt and Christabelle Sethna. (2012). "Sex Spying: The RCMP’s Framing of English-Canadian Women’s Liberation Groups During the Cold War.” ▪ Gary Kinsman and Patrizia Gentile. (2010). "Gay Political Activists and Radical Lesbians.” 	
<p>March 4 – *Proposal due by 11:59pm via Brightspace</p>		
<p>9. The October Crisis and Threats of Insurrection</p>	<ul style="list-style-type: none"> ▪ Dominique Clement. (2008). The October Crisis of 1970: Human Rights Abuses under the War Measures Act.” ▪ Jason R. Burke. (2009). "Conflict in Cities and the Struggle for Modernity: Toward an Understanding of the Spatiality of the October Crisis.” ▪ Rod Bantjes. (2007). "Terrorism and the War on Terror.” 	<p>March 11 – (Synchronous Discussion)</p>
<p>March 11 – Synchronous Discussion #4 via Zoom on Readings from Weeks 8 and 9.</p>		
<p>10. Mega-Event Protests and Global Summits</p>	<ul style="list-style-type: none"> ▪ Luis A. Fernandez. (2008). "This is What Democracy Looks Like!: The Physical Control of Space.” ▪ Kate Milberry and Andrew Clement. (2016). "Policing as Spectacle and the Politics of Surveillance at the Toronto G20.” ▪ Jeffrey Monaghan and Kevin Walby. (2012). "“... They Attacked the City”: Security Intelligence, the Sociology of Protest Policing, and the Anarchist Threat at the 2010 Toronto G20 Summit’. 	<p>March 18 (Asynchronous Module)</p>
<p>March 18 – *Review and Reflection due by 11:59pm via Brightspace</p>		

<p>11. Environmental (in)Justice, Settler Violence, and Indigenous Resistance</p>	<ul style="list-style-type: none"> ▪ Tia Dafnos. (2013). "Pacification and Indigenous Struggles in Canada." ▪ Paarth Mittal. (2021). "Extraction, Indigenous Dispossession, and State Power: Lessons from Standing Rock and Wet'suwet'en Resistance." ▪ Andrew Crosby. (2021). "The Racialized Logics of Settler Colonial Policing: Indigenous 'Communities of Concern' and Critical Infrastructure in Canada." 	<p>March 25 (Asynchronous Module)</p>
<p>12. Environmental (in)Justice, Settler Violence, and Indigenous Resistance (continued)</p>	<ul style="list-style-type: none"> ▪ Michael Simpson and Philippe Le Billon. (2021). "Reconciling Violence: Policing the Politics of Recognition." ▪ Jeffrey Monaghan and Kevin Walby. (2017). "Surveillance of Environmental Movements in Canada: Critical Infrastructure Protection and the Petro-Security Apparatus'." ▪ Glen Coulthard. (2014). "Lessons from Idle No More: The Future of Indigenous Activism." 	<p>April 1 (Synchronous Discussion)</p>
<p>April 1 – Synchronous Discussion #5 on Readings from Weeks 10, 11, and 12.</p>		
<p>13.</p>	<p>*No Class – Instructor will be available for drop-in office hours</p>	<p>April 8</p>
<p>April 11 – *Final Project due by 11:59pm via Brightspace</p>		