

**Carleton University****Institute of Criminology & Criminal Justice****Course Outline****CRCJ4120 Criminalization and Resistance**  
**Carleton 2024-2025**  
**Winter 2025**  
**Institute of Criminology and Criminal Justice****Megan Linton**[Megan.linton@carleton.ca](mailto:Megan.linton@carleton.ca) \***Thursdays 14:35 - 17:25****Office hours:** Tuesday at 12pm on zoom, or by request

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

I work to respond to emails within 48 hours, and try not to respond on the weekends.

[Brightspace course page link](#)

Online via zoom, link in Brightspace

**ACKNOWLEDGEMENT & AFFIRMATION****ANISHNABE**

Ni manàdjiyànàniḡ Màmìwinìni Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nìgijewenimànàniḡ ogog kà nìḡàni 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.

**COURSE DESCRIPTION**

Protests, encampments, sit-ins, boycotts, are all forms of resistance to state regimes of power, but so too are banner drops, mutual aid, street gangs, and embroidery. Resistance encompasses a wide range of tactics, strategies, and approaches meant to challenge the dominant structures, such as the criminalization regimes which respond to them. Through this synchronous online course, we engage with state criminalization regimes tactics of surveillance, repression, and punishment in response to resistance movements. We will grapple with questions of: What is considered resistance? How have criminalization regimes in Canada impacted resistance movements? Who is resisting criminalization regimes? And, how does that impact state responses to criminalization?

As an online course, this class will happen synchronously over zoom, and will blend lectures, guest presentations, and class discussions, along with opportunities for group work.

**LEARNING OUTCOMES**

1. Develop research skills for public commissions, inquiries, and court rulings.
2. Discuss the contributions of resistance movements.
3. Examine the connections between criminalization and resistance
4. Analyze the role of criminalization in resistance movements.
5. Apply research activities to deliver knowledge mobilization tools

**TEXTS**

**Students are not required to purchase textbooks or other learning materials for this course. Course texts are available on Brightspace, in ARES.**

**COURSE CALENDAR.**

<b>Week &amp; Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Activities</b>	<b>Due dates</b>
January 9	<b>Introduction to the class</b>		Intros & key terms	
January 16	<b>Criminalizing Indigenous Resistance: the Oka Crisis</b>	Obomsawin, A. (Director). (1993). Kanehsatake: 270 Years of Resistance [Film]. National Film Board. Gabriel, K. E. (with Carleton, S.). (2024). When the pine needles fall: Indigenous acts of resistance. Between the Lines. Ch. 1	in-class discussion <b>Group 1 asks question</b>	
January 23	<b>Criminalization &amp; Anti-fascist Resistance</b>	Introduction. (2023). In S. Clay, We Go Where They Go: The Story of Anti-Racist Action. (1st ed., pp. 1–18). University of Regina.	Gallery and discussion <b>Group 2 asks</b>	
January 30	<b>Criminalizing Queerness &amp; Queering Resistance</b>	McClelland, A. (2024). The Making of a Case. In E. K. Williams, Criminalized lives: HIV & legal violence. Rutgers University Press.	<b>Group 3 asks</b>	
February 6	<b>Criminalizing Indigenous Resistance in the 21st Century</b>	Crosby, A. C., & Monaghan, J. (2018). “Welcome to ABL World!!!”: The Logic of Elimination and the Algonquins of Barriere Lake. In Policing indigenous movements: Dissent and the security state. Fernwood Publishing.	Review Project Sitka files <b>Group 4 asks</b>	
February 13	<b>Criminalization of Anti-Imperialist Resistance &amp;</b>	Monaghan, J., & Walby, K. (2012). ‘They attacked the city’: Security intelligence, the sociology of protest policing and the anarchist threat at the 2010 Toronto G20 summit. Current	Toronto G20	<b>Proposals due</b>

	<b>Surveillance Expansion</b>	Sociology, 60(5), 653–671. <a href="https://doi.org/10.1177/0011392112448470">https://doi.org/10.1177/0011392112448470</a> Office of the Independent Police Review Director.; Kui, T. Y. (2024, February 7). Anti-hate: The new face of political policing. Briarpatch Magazine.	Proposal presentation set 1  <b>Group 5 asks</b>	
February 20	<b>ur off, and hopefully relaxing</b>	BREAK		
February 27	<b>Resistance from inside, dispatches from the belly of the beast</b>	Jones, E., & Rudolph, R. (2020). MANY A THOUSAND GONE. In S. Hudson, R. Diverlus, & S. M. Ware (Eds.), <i>Until We Are Free</i> . University of Regina. Cardinal, C. (2021, January 4). A letter from the organizer of the Sask. Prisoners’ hunger strike. <i>Sask Dispatch</i> . <a href="https://saskdispatch.com/articles/view/saskatchewan-prisoner-hunger-strike-COVID-19">https://saskdispatch.com/articles/view/saskatchewan-prisoner-hunger-strike-COVID-19</a> Hoszka, S. (2016). Of Birds, Ointments, and Care: How Peter Collins’ Artworks Kept Him in Prison. <i>MICE Magazine</i> , 2.	Guest speaker  Proposal Presentation set 2  Group 6 asks	
March 6	<b>Criminalizing drug-users &amp; drug-user resistance</b>	Canadian Association of People Who Use Drugs. (2017). <i>This Tent Saves Lives</i> . <a href="https://www.capud.ca/capud-resources/this-tent-saves-lives">https://www.capud.ca/capud-resources/this-tent-saves-lives</a>  Dollar, C. B. (2019). Criminalization and Drug “Wars” or Medicalization and Health “Epidemics”: How Race, Class, and Neoliberal Politics Influence Drug Laws. <i>Critical Criminology</i> , 27(2), 305–327. <a href="https://doi.org/10.1007/s10612-018-9398-7">https://doi.org/10.1007/s10612-018-9398-7</a>  Or: Mullins, G., Fenn, S., & de Boer, A. (2024). <i>Recriminalization</i> (45) [Broadcast]. Retrieved December 7, 2024, from <a href="https://www.crackdownpod.com/episodes/episode-45-rekrim">https://www.crackdownpod.com/episodes/episode-45-rekrim</a>	Group 7 asks	
March 13	<b>Care Work as Resistance</b>	Hwang, R. (2019). Deviant Care for Deviant Futures: QTBIPOC Radical Relationalism as Mutual Aid against Carceral Care. <i>TSQ: Transgender Studies Quarterly</i> , 6(4), 559–578. <a href="https://doi.org/10.1215/23289252-7771723">https://doi.org/10.1215/23289252-7771723</a> Piepzna-Samarasinha, L. L. (2022). Crippling the Resistance: No Revolution without Us. In <i>The</i>	Group 8 asks	<b>KM activity due</b>

		Future Is Disabled. Arsenal Pulp Press. <a href="https://arsenalpulp.com/Books/T/The-Future-Is-Disabled">https://arsenalpulp.com/Books/T/The-Future-Is-Disabled</a>		
March 20,	<b>"Resistance" from the Hot Tub</b>	Guenther, L. (2023). #AbolishCanada: Breaking Down the 2022 Freedom Convoy. South Atlantic Quarterly, 122(3), 651–659. <a href="https://doi.org/10.1215/00382876-10644118">https://doi.org/10.1215/00382876-10644118</a>  "Project Hendon" <a href="https://publicorderemergencycommission.ca/files/documents/Final-Report/Vol-2-Report-of-the-Public-Inquiry-into-the-2022-Public-Order-Emergency.pdf">https://publicorderemergencycommission.ca/files/documents/Final-Report/Vol-2-Report-of-the-Public-Inquiry-into-the-2022-Public-Order-Emergency.pdf</a>	Group 9 asks	
March 27	<b>Seminar session 1</b>	<i>readings determined by students</i>	student seminars, or gallery of resistance	
April 3	<b>Seminar session 2</b>	<i>readings determined by students</i>	student seminars, or gallery of resistance	<b>Final Papers or Projects due</b>

**ASSIGNMENTS**

<b>Assignment</b>	<b>Brief Description</b>	<b>Deadline</b>	<b>Weight</b>
Participation	Weekly attendance and participation in classes	Assessed weekly, with reflection at end of course	15%
Respondent	Group project to respond to 1 set of the course readings aka "Group # asks" in syllabus	One session per group, assigned week one	10%
Proposal	(5%) 2-page proposal for final assignment, (5%) 6 possible sources in APA (5%) 3-5-minute in-class presentation	February 13th	15%
Knowledge mobilization activity	Based off your final project research, produce one of: <ul style="list-style-type: none"> <li>- 2-page policy brief,</li> <li>- 8 slide Instagram carousel</li> <li>- <b>Propaganda</b></li> <li>- Letter to a politician</li> </ul>	March 13th	20%

	- 350-word op-ed		
Final Project or Paper	One of: - 4000-6000 word paper - 10-page zine - 45-minute seminar	April 3rd	40%

**ASSIGNMENT DESCRIPTIONS**

1. **Participation (15%):**  
participation is an important part of this course. Attendance in weekly sessions is required. If you are unable to make it to class, please send me an email with some context, and demonstrate your engagement with the weekly readings.
2. **Weekly Respondent (10%):**  
Groups of 3-4 students (groups noted on Brightspace) will be tasked with generating discussion questions, prompts, or ideas for your classmates for one session of the course. You can structure this as you wish, such as with each group member asking their own question, collectively writing out the questions, or 1 asker and 2 respondents. **Based on your approach, one or all members of your group must submit your questions over Brightspace.**
3. **Proposal (15%):** consists of
  - o A two-page (double-spaced) proposal (5%) with resistance movement, and research question identified, identify article
  - o Six scholarly sources in APA citation style (5%)
  - o A concise 3-5 minute in-class presentation, with an overview of your topic and reason for choosing it (5%)
4. **Knowledge mobilization (20%)** produce one of:
  - o **Two-page policy brief:** two-page brief of
  - o **Eight slide Instagram carousel:** for related organizations, or organizers. Must include image description (see for instance: <https://alt-text-as-poetry.net/>)
  - o **Propaganda** (poster, sticker, patch, intervention): a provocative engagement, complete with a one-page artist statement connecting to the social movement or criminalization regime.
  - o **Letter to a politician:** Letter to relevant city councillor, MPP, MP, or cabinet minister addressing issues related to your final project.
  - o **350-word op-ed:** Write a current and compelling op-ed for a relevant newspaper regarding your final presentation topic.
5. **Final paper/project/seminar (20%)**
  - o **Paper:** write a 4,000-6,000-word paper on a Canadian social movement, a resistance strategy, or state repression tactic not covered in class. Include a minimum of 8 scholarly sources, with 2 from course readings. Discuss the strategy, approach, and targets, and criminalization (if relevant). Provide analysis of the state repression in context of broader trends in security regimes.
  - o **Project:** produce a ten-page zine, with a combination of images, text, and design on a Canadian social movement not covered in class. Include a minimum of 8 scholarly sources, with 2 from course readings. Discuss the strategy, approach, and targets, and criminalization (if relevant). Provide analysis of the state repression in context of broader trends in security regimes.
  - o **Seminar:** Facilitate a 60 minute in-class seminar on a Canadian social movement not covered in class, of your choosing. Seminar sessions must assign two readings to students, include a powerpoint, or technical element (video, popquiz, alternate presentation tool), a 20–30-minute lecture and include 3 discussion questions. (reminder, if your classmates don't participate you will have to pad out the class time)

**EVALUATION**

- o All assignments must be submitted over Brightspace
- o If you require an extension on an assignment, please reach out to me over email to discuss. Extensions are more likely to be accepted the earlier they are requested.

- Late submissions will receive an initial 5% deduction, and then an additional percentage for each outstanding day.
- There is one small piece of group work in this course, I encourage you to get in touch with your group early and make a plan with how you would like to approach being respondents.
- Unfortunately, you cannot use previously submitted papers for credit in another course. Instructors talk, we find things out!
- Use of generative AI tools (e.g., Chat GPT) are not permitted in this course. Any use of generative AI tools to produce assessed content is a violation of academic integrity standards.
- This class uses APA, and as a fourth-year course there is an expectation that the grammar, spelling, and paper style are strong.
- I encourage you to engage in peer review with your classmates, and to utilize the Centre for Student Academic Support
- Carleton uses an alphabetical grading system ([Undergraduate Academic Regulations Section 5.4](#))

### ***Final Grade Approval***

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 failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.

### **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 student you may experience a range of challenges that significantly impact your wellbeing, and academic experience. If you need help navigating the many challenges out there, please speak to someone. There are numerous resources, many free, available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

#### **Emergency Resources ([on and off campus](#))**

- For immediate danger or urgent medical support: call 9-1-1
- If you or someone you love is experiencing distress and live in Centretown, please call the **Alternate Neighbourhood Crisis Response (ANCHOR) at 211**

#### **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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>
- [Thrive Lifeline](#), a life affirming support line for multiply marginalized people: Please text “THRIVE” to begin your conversation with us 24/7/365, from anywhere: +1.313.662.8209

#### **Requests for Academic Accommodations**

Carleton is committed to providing academic accessibility for all individuals. You may need alternate arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

However, if you are unable to access accommodations through the Paul Menton Centre on campus, send me an email. Disability, crisis, and illness all happen in life, and I am willing to engage in good faith with students pertaining to their accommodations.

*Last updated: Dec. 17, 2024*