

Course Outline

COURSE: CRCJ 4120-A Criminalization and Resistance

TERM: Winter 2026

PREREQUISITES: CRCJ 2100 or fourth year standing

CLASS: Day & Time: Thursday 11:35 am - 2:25 pm
Room: Online via Zoom

PROFESSOR: Natasha Stirrett

CONTACT: Office: Dunton Tower Room 1722
Office Hrs: Thursdays 3:00 - 4:00 pm or by appointment via Zoom

*Email: natashastirrett@cunet.carleton.ca

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/364977>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega

wìkàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji

ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànànig ogog kà nìgànì 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

In this course, we will think through and collectively discuss processes of criminalization, systems of punishment and examine social movements and resistance in both contemporary and historical contexts. Key topics include the criminalization of protest, the role and function of law, mutual aid and collective care, digital activism and hacktivism, cultural resistance through art, hip-hop, and futuristic imaginaries. Students will engage critically with scholarly texts, documentaries, and case studies as we look at the intersections of legal frameworks, power, control and collective resistance. The course draws on interdisciplinary scholarship in Criminology, Sociology and critical theories such as post structural, anti-racist, queer, feminist frameworks. Through case studies such as the Civil Rights Movement, Stonewall Riots and Pride, Idle No More and carceral struggles surrounding the Prison for Women (P4W) we will collectively unpack, analyze and discuss how social movements emerge, organize and interact with institutions and the public.

LEARNING OUTCOMES

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

- Critically examine the social, political, and economic processes that produce criminalization, punishment and social control
- Engage with an array of theoretical perspectives and conceptual frameworks to understand criminalization and resistance
- Develop critical thinking, communication and analytical writing skills
- Develop an independent, major final research paper supported by academic sources

READINGS AND COURSE MATERIALS

Students are not required to purchase textbooks for this course. Course readings and other course materials will be available on ARES through the Brightspace page.

SEMINAR FORMAT AND COURSE EXPECTATIONS

This 4th year seminar takes place online synchronously once a week on Thursdays over zoom and is reading intensive and heavily discussion based. Students should be prepared to attend each session on time, having completed the readings and actively participate in discussion. Students should join our seminar zoom sessions with their camera on to support engagement. Please ensure you are in a quiet, distraction free space with stable internet connection. Students are expected to carefully read the course syllabus. Students are responsible for logging into Brightspace regularly, checking announcements, keeping up with the readings, making note of deadlines. It's important to proactively communicate with your professor if you require additional clarification on assignments or have questions regarding the course.

EVALUATION

Attendance	10%
Participation	15%
Reading Presentation	20%
Final Paper Outline	20%
Final Research Paper	35%

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

ATTENDANCE 10% Ongoing

Regular attendance and active participation are essential for the success of our seminar zoom sessions. Students are expected to attend all scheduled Zoom sessions. Students may miss up to 2 classes without justification or explanation to the professor for extraordinary circumstances such as illness, appointments etc. In other words, students will need to attend 10/12 scheduled seminar sessions to obtain full attendance marks. Attendance will be recorded during seminar sessions. If a student is not registered as present for the class, their attendance will be marked as absent for that day.

PARTICIPATION 15% Ongoing

Participation includes being prepared for zoom seminar sessions, sharing insights on the readings, posing meaningful questions, informed contributions, responding respectfully to peers' ideas, and remaining present for the duration of the seminar. Participation may take multiple forms, including speaking during full-class discussion, contributing in breakout rooms, or engaging through the Zoom chat. Rubric will be posted on Brightspace.

READING PRESENTATION 20% To be determined during second week

Each student will deliver 1 in-class reading presentation based on the assigned seminar readings. Presentation sign-ups will take place during our second week of class. Due to the size of the seminar, some weeks two students will be responsible for each of the assigned readings. Each student will have 15 minutes and will be graded individually based on their portion of the reading. Presentations should introduce the central claims, offer critical analysis and discussion questions or prompts to foster seminar discussion. Evaluation will be based on the quality of individual analysis, clarity of the presentation, and effectiveness in contributing to collective seminar discussion. Additional information and rubric will be posted on Brightspace.

FINAL PAPER PROPOSAL 20% **due February 26th** by 11:59 pm

Students will be required to submit a (4-page, double spaced 12 font Times Roman) proposal on their chosen topic with an annotated bibliography of at least 8 academic sources including 3 assigned readings from the course. The final paper proposal will allow you to develop your ideas, receive feedback from the professor, and ensure that you are on the right track.

Proposals should include an introduction, description of your chosen topic, draft thesis statement, key concepts, preliminary literature review and an outline.

FINAL RESEARCH PAPER 35% due April 2nd by 11:59 pm

Students will write a (10-page, double spaced 12 font Times Roman) research paper on a topic related to the seminar of their choice. The research paper should adhere closely to the core themes in the course. Students may draw on external sources for their paper. The final research paper can take an analytical or argumentative approach, supported by credible academic sources and critical analysis. Please include a reference page. Any citation style can be used as long as it's consistent. This assignment provides students an opportunity to apply and demonstrate mastery of course concepts, critical thinking, and research skills.

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.

GRACE PERIOD

To promote flexibility, accessibility and inclusion for all students, this course includes a built-in grace period for written assignments. Each written submission has an automatic 2-day grace period which assignments may be submitted up to (2) days late without deduction. Students may submit their assignments on Brightspace without explanation or justification to the professor during this period.

LATE POLICY

Assignments submitted after the grace period and without approved accommodations will receive a deduction of 3% per day. Students are encouraged to communicate with the professor in advance if they anticipate needing an extension, so that arrangements can be made whenever possible.

AI USE

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

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 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. For more information, please consult <https://wellness.carleton.ca/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special 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 (<https://students.carleton.ca/course-outline/>)

COURSE SCHEDULE AND ASSIGNED READINGS**Week 1: January 8th****Foundations and Frameworks**

Kleinig, John. 2008. Chapter 2. *Crime and the Limits of Criminalization in Ethics and Criminal Justice: An Introduction*, Cambridge University Press.

Simon, Jonathan. 2007. "Power, Authority, and Criminal Law." In *Governing Through Crime*. United States: Oxford University Press, Incorporated.

Week 2: January 15th**Punishment, Carceral Logics and Social Control**

Garland, David. 1990. Chapter 6: Punishment and Technologies of Power: The Work of Michel Foucault in *Punishment and Modern Society: A Study in Social Theory*. University of Chicago Press.

Doyle, Aaron, Justin Piché, and Kelsey Sutton. 2022. "The Struggle over the Ottawa-Carleton Detention Centre: Challenging Neutralization Techniques, Fighting State Inertia." In *Contesting Carceral Logic*, edited by Michael J. Coyle and Mechthild Nagel, 1st ed., 160–73. Routledge.

Supplementary reading:

Wakefield, Sara, and Kristin Turney. 2025. "The Rise of the Carceral State: Foundations and Contours of a Rapidly Changing Criminal Legal System." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 11(3):136–173.

Week 3: January 22nd**Social Movements**

Dixon, Chris. 2014. Chapter 1. *Another Politics: Talking Across Today's Transformative Movements*. University of California Press.

McCammon, Holly J and Minyoung Moon. 2014. 'Social Movement Coalitions', in Donatella della Porta, and Mario Diani (eds), *The Oxford Handbook of Social Movements* (2015; online edn, Oxford Academic.

Supplementary reading: Chesters, Graeme, and Ian Welsh. 2010. Introduction: The Concept of Social Movement in *Social Movements: The Key Concepts*, Taylor & Francis Group.

Week 4: January 29th**State Repression and Criminalization of Protest**

Selmini, Rossella and Di Ronco, Anna. 2023. "The criminalization of dissent and protest". *Crime and*

Justice, 52 (1). pp. 197-231.

Fox, Josh, James Spione, and Myron Dewey. 2017. *Awake: A Dream from Standing Rock*. Reading, PA: Bullfrog Films. <https://docuseek2-com.proxy.library.carleton.ca/bf-awake>

Supplementary reading: Estes, Nick. 2017. "Fighting for Our Lives: #NoDAPL in Historical Context." *Wicazo Sa Review*, vol. 32, no. 2. Gale Literature Resource Center.

Week 5: February 5th

Mutual Aid and Collective Care

Hayes, Kelly, and Mariame Kaba. 2023. Chapter 3. Care Is Fundamental. *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care*. Haymarket Books.

Spade, Dean. 2020. "Solidarity Not Charity: Mutual Aid for Mobilization and Survival." *Social Text*. vol. 38, no. 1. pp. 131–51, <https://doi.org/10.1215/01642472-7971139>.

Supplementary Reading:

Kropotkin, Peter. 1902. *Mutual Aid: A Factor of Evolution*. London: William Heinemann. Project Gutenberg, <https://www.gutenberg.org/cache/epub/4341/pg4341-images.html>.

Week 6: February 12th

Digital World

Delmas, Candice. 2018. "Is Hacktivism the New Civil Disobedience?" *Raisons Politiques: Études de Pensée Politique*. No 69, no. 1.: 63–81.

Tom Sorell. 2015. Human Rights and Hacktivism: The Cases of Wikileaks and Anonymous, *Journal of Human Rights Practice*, Volume 7, Issue 3. Pages 391–410.

***** WINTER BREAK (February 16 to 20th) *****

Week 7: February 26th

Civil Rights Movement and Activism (Final Paper Proposal Due)

King, Martin Luther, Jr. 1963. "Letter from Birmingham Jail." *The Christian Century: An Ecumenical Weekly* 80(24):767–773. https://minio.la.utexas.edu/webeditor-files/coretexts/pdf/1963_mlk_letter.pdf

McAdam, Doug. 2009. Chapter 4: The US Civil Rights Movement: Power from Below and Above 1945-70 in *Civil Resistance and Power Politics: The Experience of Non-Violent Action from Gandhi to the Present*, edited by Sir Adam Roberts, and Ash, Timothy Garton, Oxford University Press, Incorporated.

Supplementary Reading:

Newman, Mark. 2010. Chapter 2. The Emergence of the Movement, 1941-59 in *The Civil Rights Movement*. Edinburgh University Press.

Week 8: March 5th**Settler Colonialism, Law and the State**

Simpson, Audra. 2014. Introduction and Chapter 1. *Mohawk Interruptus Political Life across the Borders of Settler States*. Duke University Press.

McAdam (Saysewahum), Sylvia. 2019. Chapter 6. Idle No More in *Nationhood Interrupted: Revitalizing Nêhiyaw Legal Systems*. 1st ed., University of British Columbia Press.

[website] Idle No More. n.d. "About the Movement." Retrieved December 14, 2025
(<https://idlenomore.ca/>).[1]

Supplementary Reading:

Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research*, vol. 8, no. 4. pp. 387–409.

Week 9: March 12th**Gender, Pride and Resistance**

[Documentary] Haber, Ro. Director. 2019. *Stonewall Forever: A Documentary about the Past, Present and Future of Pride*. New York, NY: The LGBT Center NYC and Google.org.
<https://stonewallforever.org/documentary>

Da Costa, Jade Crimson Rose. 2020. "Pride Parades in Queer Times: Disrupting Time, Norms, and Nationhood in Canada." *Journal of Canadian Studies*, vol. 54, no. 2. pp. 434–58.

Supplementary Reading:

Peterson, Abby, Magnus Wennerhag, and Mattias Wahlström. 2018. "The Meanings of Pride Parades for Their Participants." In *Pride Parades and LGBT Movements*, 1st ed., 190–210. United Kingdom: Routledge.

Week 10: March 19th**Afro and Indigenous Futurism**

Toussaint, Etienne. 2025. "Afrofuturism in Protest: Dissent and Revolution." *Columbia Law Review*.

125 (5): 1375–1465.

Cornum, Lou. 2023. “Seizing the Alterity of Futures: Toward a Philosophy of History across Afrofuturism and Indigenous Futurism.” *History of the Present (Champaign, Ill.)*, vol. 13, no. 2, pp. 166–91.

Supplementary Reading:

Hill-Jarrett, Tanisha G. 2023. "The Black Radical Imagination: A Space of Hope and Possible Futures." *Frontiers in Neurology*.

Week 11: March 26th

Carceral Struggles and Resistance

Scott, Isabel Scheuneman, et al. 2022. ““The Women That Died in There, That’s All I Could Think of”: The P4W Memorial Collective and Garden Initiative.” *Building Abolition*, edited by Chloë Taylor and Kelly Struthers Montford, 1st ed., vol. 1, Routledge. pp. 122–47

Cowley, Kendra. 2024. "Taking Our Lead from Women Prisoners." *Midnight Sun Magazine*.
<https://www.midnightsunmag.ca/taking-our-lead-from-women-prisoners>

Supplementary Reading:

Useem, Bert. 2018. “Prison Riots.” *The Oxford Handbook of Prisons and Imprisonment*, edited by Paula Smith and John Wooldredge, Oxford University Press.

Week 12: April 2nd (Final Research Paper Due)

Art, Hip Hop and Counter Narratives

Ogbar, Jeffrey O. G. 2022. Chapter 5. Locked Up: Police, the Prison Industrial Complex, Black Youth, and Social Control. *Hip-Hop Revolution: The Culture and Politics of Rap*. Lawrence: University Press of Kansas, 2022.

Recollet, Karyn. 2015. “Glyphing Decolonial Love through Urban Flash Mobbing and ‘Walking with Our Sisters.’” *Curriculum Inquiry*, vol. 45, no. 1. pp. 129–45. *JSTOR*.

Supplementary Reading:

Mathieu, Lilian. 2018. “Art and Social Movements.” *The Wiley Blackwell Companion to Social Movements*, edited by Sarah A. Soule et al., John Wiley & Sons, Ltd. pp. 354–68.