

Course Outline

COURSE:	CRCJ 2200
TERM:	Winter 2022
PREREQUISITES:	CRCJ 1000
CLASS:	Day & Time: (Asynchronous course with 1-hour optional zoom conversation each week from 3-4pm each Tuesday)
	Room: Virtual
INSTRUCTOR:	Alexander McClelland
CONTACT:	Office: Virtual
	Office Hrs: 3-4pm each week or by appointment via email
	Email: alexander.mcclelland@carleton.ca
TEACHING ASSISTANTS:	TBD

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

This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: Indigenous people and the law, the War on Drugs, police defunding and abolition, poverty and homelessness, 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 2nd year undergraduate level course aims to build upon foundational concepts from CRCJ 1000: Introduction to Criminology and will prepare students for courses at the 3rd and 4th 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 discussions

Brightspace, Engagement, & Readings

This is an asynchronous course, which is an online course where the instructor and students share information, ideas, and learning experiences in a virtual course space. Asynchronous courses do not usually have live, scheduled meetings online. However, there will be a weekly meeting via Zoom from 3-4pm each Tuesday for students to get connected and remain up to date with the deadlines and due dates provided by the instructor. This course requires high-speed Internet access and a computer.

This asynchronous course is fully online and uses Brightspace to provide the required readings on ARES, access to course announcements, the assignment submission via Brightspace 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.

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 learning sections will include a range of articles, book chapters, videos, and other online resources. Each weekly module will be prefaced by videos and a power point guide to address learning objectives and unpack main themes, ideas, and concepts. Additionally, there will be interviews provided for students to address course themes, issues, and debates. Discussion on concepts and content will take place weekly in the optional zoom conversation.

Just because this course is all online does not mean, however, that connecting with your instructor, your TAs, and your other classmates is not a priority. Rather, it is highly encouraged to support your learning and engagement!

To support your engagement, the professor will send out a weekly email outlining aspect of the course, including readings, expectations, and assignments. This information will also be communicated via the weekly zoom conversation. Pay attention to the content of these emails, read them carefully!

ASSIGNMENTS

The assignments in this course are designed to build upon each other and ensure students 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.

10% Quizzes on weekly readings (10 at 1% each)

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

60% Take home exams (1st at 25%, 2nd at 35%)

Online Course Content Quizzes 10%

At the end of each week of course content there will be a short quiz. The quizzes will consist of 9 multiple-choice/true and false questions based on the assigned weekly readings and other course content presented in the modules on Brightspace. 8 of the quizzes will be worth 1%, and 1 surprise quiz will be worth 2%. All Quizzes will stay open for 1 week, launched on Tuesday morning, and will close Monday evenings at 11:59pm. Further details will be provided in Brightspace.

Critical Reading Responses 30% (2 at 15% each)

You are asked to submit 2 (3-page) reading response papers. The first response paper is due March 7 at 11:59pm. The second response paper is due March 21 at 11:59pm. You will

conduct a close reading of a text. 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 the ideas, arguments in the readings, and comment on their implications, articulate new insights you have acquired, or questions the reading raises that you would like to discuss. To demonstrate engagement with the reading students are asked to develop 3 interesting or surprising things you learned, 2 critical questions you would like to pose to the author, along with a short description of the argument. This assignment must be based solely on a reading, not other course content such as videos, websites, or lectures. Further details and a grading rubric will be provided.

Take Home Exams (25% midterm due Feb 21 at 11:59pm and 35% final due during the exam period April 19 - 26)

Each take home exam will build upon the themes of the weekly quizzes and discussion questions. 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 exam. Further details will be provided.

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

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.

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 TAs: This is an 'asynchronous' course, which means that all required material will be posted each week, and students can flexibly engage with the material on their own weekly schedules. Weekly content will feature short topical videos, short videos, and PowerPoints on given week's topics. Students can expect a weekly email message from their instructor, and a 1-hour weekly zoom conversation on course content, assignments, and expectations. Your instructor and TAs are available for office hours by appointment, and we can be contacted by email; the primary mode of engagement with the course material, however, should be via the weekly zoom conversation, and in Brightspace 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 week to complete the assigned readings, view the course content online, to engage with other posted media, and to complete

the weekly quiz; this should take approximately 3 hours per week. Students should also allocate 1 hour per week to engage in the weekly zoom conversation and come prepared to engage in discussions. Some weeks will involve more work and should be allocated time accordingly: preparing the 2 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.

Expectations & Sanctions Regarding Due Dates: Sometimes life sucks and things fall apart a little, especially during a pandemic. However, under almost all circumstances, course assignments must still be handed in on time. There are no accommodations for late assignments unless due to an emergency. Without prior negotiation with the professor, no late assignments will be accepted, and the assignment will be graded 0 or F.

A late assignment for any other serious reason must be justified in writing to the course instructor, within five business days following the date of the exam or submission of an assignment. The course instructor reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

Email policy: Please engage with the instructor and course TAs in a formal fashion when communicating via email. 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.

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

During the week it may take up to 72-hours for the professor to respond to your email. The course instructor and TAs do not respond to emails over the weekend. Please plan accordingly. If you send the course instructor and/or TAs more than one message about the same thing in one span of 72-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor’s shoes). Your message will be responded to and addressed. Please do not send more than one email. Please plan accordingly, as last-minute emails sent the weekend before an assignment is due, will likely *not* be answered in the time before the assignment is due.

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, often much more quickly (excluding weekends).

Writing Policy and Format: You will also be evaluated on your writing abilities. Writing is a key element of academic learning. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms, such as proofreading, editing, and having a meeting with the writing services office (<https://carleton.ca/csas/writing-services/>).

Format for all written assignments should be as follows:

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman/Helvetica/Arial
- 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/research/subject-guides/criminology-and-criminal-justice-detailed-guide>

COURSE SCHEUDLE**Week 1: Tuesday January 11****Introduction & Course Concepts****Questions for this week:**

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

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.

Weekly Study Guide: provided via Brightspace

Assignments due this week:

- Course content quiz

Week 2: Tuesday January 18

Indigenous Peoples and Carceral Colonialism

Questions for this week:

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

Readings:

- *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*)
- Rai, Reece. “Carceral Redlining: White Supremacy is a Weapon of Mass Incarceration for Indigenous and Black Peoples in Canada” *Yellowhead Institute*, 25 June 2020, <https://yellowheadinstitute.org/2020/06/25/carceral-redlining-white-supremacy-is-a-weapon-of-mass-incarceration-for-indigenous-and-black-peoples-in-canada/>
 - And read the accompanying infographics here: <https://yellowheadinstitute.org/wp-content/uploads/2020/06/carceral-redlining-yellowhead-institute-infographics.pdf>

Weekly Study Guide: provided via Brightspace

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 this week:

Course content quiz

Week 3: Tuesday January 25

Indigenous Peoples and Resistance

Question for this week:

- How are Indigenous communities responding to ongoing colonization?
- What is the Land Back movement?
- How are communities reckoning with the un-earthing of Indigenous children at the former site of residential schools?

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>
- Palmater, Pam. 2018. “Confronting Racism and Over-Incarceration of Indigenous Peoples in Canada” *Journal of Community Corrections*, 27(2), pgs. 5–20.

Suggested:

- Broken promises, unceded land: The history behind the Land Back Lane protest
<https://www.tvos.org/article/broken-promises-unceded-land-the-history-behind-the-land-back-lane-protest>
- Leanne Betasamosake Simpson, 2021. The brilliance that residential schools could not stamp out
<https://www.macleans.ca/opinion/the-brilliance-that-residential-schools-could-not-stamp-out/>

Weekly Study Guide: provided via Brightspace

Videos:

Mumilaag delivers a Farewell Speech in the House of Commons

https://www.youtube.com/watch?v=7mqJGG7yUGw&ab_channel=MumilaagQaggaq

Canada, it's time for Land Back, Pam Palmater, 2021

<https://breachmedia.ca/land-back/>

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 this week:

- Course content quiz

Week 4: Tuesday February 1**Anti-Black racism and policing****Question for this week:**

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

Suggested:

- Owusu-Bempah, Akwasi. 2021. "Race, Policing, and Social Unrest During the Covid-19 Pandemic" in *Impacts of Covid-19 in Racialized Communities*, eds. Henry et al. Royal Society of Canada, https://rsc-src.ca/sites/default/files/RC%20PB_EN%20FINAL.pdf#page=73

Weekly Study Guide: provided via Brightspace

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 this week:

- Course content quiz

Week 5: Tuesday February 8

The War on Drugs and the overdose crisis

Question for this week:

- Why are some drugs criminalized, while others are legalized?
- What is drug legalization? What is drug decriminalization?
- What are alternatives to the “War on Drugs”?
- What is structural violence? How has criminalization fueled the overdose crisis?

Readings:

- Tyndall, Mark, & Dodd, Zoë. 2020. *How Structural Violence, Prohibition, and Stigma Have Paralyzed North American Responses to Opioid Overdose*.
- Is There a Case for Legalizing Heroin? The addiction researcher Carl Hart argues against the distinction between hard and soft drugs, 2021, <https://www.newyorker.com/news/annals-of-populism/is-there-a-case-for-legalizing-heroin>

Suggested:

- Dyck, Erica. 2021. “Canada Dry or High Times? A Historiographical Look at Drugs and Alcohol in Canada” *Canadian Historical Review* 102(2), pgs. 339-363.

Weekly Study Guide: provided via 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>

"Drugs Aren't the Problem": Neuroscientist Carl Hart on Brain Science & Myths about Addiction

https://www.youtube.com/watch?v=AzupwJDje_4&ab_channel=DemocracyNow%21

Assignments due this week:

- Course content quiz

Week 6: Tuesday February 15

The homeless crisis and policing of people living in poverty

Question for this week:

- 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?
- How are communities responding to encampment evictions?

Readings:

- Thistle, Adrian Jesse. 2017. "*Definition of Indigenous Homelessness in Canada*". Canadian Observatory on Homelessness Press.
<https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.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*.

Suggested:

- Azeezah Kanji & AJ Withers. 2021. - *The encampment evictions in Toronto are a crystallisation of multiple layers of violence involved in sustaining settler control over Indigenous land*.
<https://www.aljazeera.com/opinions/2021/7/20/encampment-evictions-another-face-of-colonial-violence-in-canada>

Videos:

Moss Park TV: Moss Park Community Says "No" to Encampment Evictions

<https://www.commediaportal.ca/fr/node/2244>

Advocates speaking out after homeless encampment forcibly removed by Toronto police

<https://www.aptnnews.ca/national-news/advocates-speaking-out-after-homeless-encampment-forcibly-removed-by-toronto-police/>

Websites:

<https://www.encampmentsupportnetwork.com/>

Weekly Study Guide/: provided via Brightspace

Assignments due this week:

- Course content quiz

- Take home exam #1 due Feb 21 at 11:59pm

****WINTER BREAK** No Class
February 22-25**

**Week 7: Tuesday March 1
Big data surveillance and policing**

Question for this week:

- What is 'big data'? What kinds is '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/>

Suggested:

- 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>
- Moonshot CVE [Countering Violent Extremism]. 2020. *Covid-19: Increase in Far-Right Searches in Canada*. Online: <http://moonshotcve.com/covid-19-increase-in->

Weekly Study Guide/: provided via Brightspace

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://cams-ottawa.ca/>
- Data for Black Lives <https://d4bl.org/>

Assignments due this week:

Course content quiz

- #1 Critical reading response – Due March 7th at 11:59pm

**Week 8: Tuesday March 8
The movement for racial justice and calls to defund the police**

Questions for this week:

- 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 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>

Suggested:

- Maynard, Robin. 2020. Police Abolition/Black Revolt. *Topia: Canadian Journal of Cultural Studies*, 41(1), 70–78. <https://doi.org/10.3138/topia-009>

Weekly Study Guide: provided via Brightspace

Videos:

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?v=iLO7_sx6uKs

Assignments due this week:

- Course content quiz

Week 9: Tuesday March 15

Transformational Justice, Mutual Aid, and Abolition

Questions for this week:

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

Readings:

- Marea 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

Video:

On the Road with Abolition: Assessing Our Steps Along the Way

https://www.youtube.com/watch?v=GHDq4dqBMyk&ab_channel=HaymarketBooks

Weekly Study Guide: provided via Brightspace

Assignments due this week:

- Course content quiz
- #2 critical reading response due March 21 at 11:59pm

Week 10: Tuesday March 22

****Take Home Exam Prep week****

Week 11: Tuesday March 29

Flexible Class – Student Choice Week

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).