

Course Outline

COURSE:	CRCJ 4001B - Special Topics in Criminology: Crime, Migration, and Mobilities
TERM:	Fall 2021
PREREQUISITES:	Fourth-year standing in the B.A. Honours program in Criminology and Criminal Justice
CLASS:	Day & Time: Online Monday, 11:35 am-2:25 pm (Lectures-asynchronous; seminar sessions-synchronous)
INSTRUCTOR:	Dr. Madalena Santos
CONTACT:	Office hours: Online by appointment Email: madalenasantos@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

This course provides an introduction to the topic of the crime, migration, and mobilities through a critical criminological lens. We will explore questions of migration and mobility with a focus on the intersection of borders, states, surveillance, in/security, and the construction of migrant illegality; we will also consider the move toward migrant penalty with the increased merging of immigration and criminal law in what has been termed “crimmigration”.

We begin by reviewing historical structures and processes of migrant exclusion/ inclusion and legal definitions of im/migration in the settler colonial context of Canada. We examine the manufacturing of terrorist threats and the connections between perceived terrorist menace and the surveillance and fear of racialized migrants. We take into account how Indigenous peoples’ mobility has been criminalized through settler colonial policies and practices which have imposed restrictions on movement and made Indigenous ways of living into crimes. We then consider European, and US perspectives on im/migration. The significance of settler colonial and imperial projects, race, gender, sexuality, and technologies of border control on the movement of peoples and their detention, deportation, or refuge will also be discussed. We end by considering challenges to the construction of migrant illegality through Indigenous resurgence and resistance and solidarity efforts against the criminalization of im/migration.

COURSE ORGANIZATION

- ~ This course is offered fully on-line.
- ~ A PowerPoint Presentation (PPT) in PDF form will be made available on Brightspace every Monday by 11:35am. Each PPT will correspond with the assigned readings for that day, including films/videos when applicable.
- ~ For each class, students will be required to do the corresponding readings and screen films/videos as noted (see schedule below).
- ~ In small groups, students will be required to facilitate one (1) hour long synchronous online discussion over the period of the term. This synchronous session will be selected based on student interest and will occur during regularly scheduled class time from 11:35am -12:35 pm (weeks 3-12). While only the students who are facilitating the session are required to contribute, all students are welcome and encouraged to attend and participate.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

LEARNING OUTCOMES

- ~ Students will be able to understand important theories and concepts related to im/migration, mobility, and the criminalization of mobility and im/migration from Canadian as well as European and US perspectives.
- ~ Students will be able to demonstrate their analytical skills on crime, migration, and mobilities through traditional and interactive writing activities and assignments.
- ~ Students will be able to conduct communal learning practices through participation in online discussion activities.
- ~ Students will be able to demonstrate their knowledge of the material and engagement with course theories and concepts as it relates to their everyday lives and communities through the production of a cultural portfolio.

REQUIRED TEXTS

- ~ All journal articles and book chapters can be accessed and downloaded in PDF format on Ares through Brightspace.
- ~ Links to films and videos are provided on Ares.

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 online at: carleton.ca/csas.

POLICIES

1. Contact with Professor

I will be available for consultation with students online or by phone during weekdays. Please e-mail me at madalenasantos@cunet.carleton.ca to set up an appointment. **Make sure to add the course code in the subject line.**

2. 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 there is a matter that you should know about regarding the course, 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-5:00pm on weekdays.**

3. Assignments & Late Assignments

Remember to keep an extra copy of any assignment that is submitted for evaluation. **If you require an extension for an assignment, please make arrangements with me ahead of time.**

EVALUATION

A. Discussion Forum	15% (5 x 3%)	Day of readings
B. Critical Summaries	20% (4 x 5%)	Day of readings
C. Activity questions	10% (2 x 5%)	Week of activity
D. Synchronous Discussion	20%	Day of readings
E. Cultural Portfolio	35%	Final day of term

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.

A. Discussion Forum (15%)

Over the term you will be required to post five (five) thoughtful discussion board questions or responses. This evaluative component is designed to help you gain a better understanding of the course content and to encourage active engagement with your peers.

- i. Your question should present an issue for the week's readings. This can also include a response to a posted question about the week's readings but should also aim to continue the online discussion.
- ii. Make sure to provide a brief summary of the reading(s) to contextualize the question/response that you post.
- iii. **To get credit for the post, the question or response must be submitted to the course discussion board by 11:59 pm on the day for which the reading is assigned.** Posts made after that point will not count toward your five-question total. Please ensure that when you submit your post, it is set up for all your classmates to receive your submission.

B. Critical Summaries – 20%

You are required to write four (4) critical summaries from the assigned readings. You may choose which articles or book

chapters you would like to summarize, but they must be academic texts (i.e., not reports, blog posts, or other media-marked with an *). Please plan ahead to avoid leaving all your work to the end of the term.

Critical summaries are designed to help you synthesize complicated arguments, encourage you to keep up with the readings, and help you engage with the ideas and questions posed in discussion board posts and asynchronous discussions. Each critical summary is worth 5% (for a total of 20% of the course grade) and should be approximately 2 double spaced pages. Summaries must be submitted by 11:59 pm on day of the class. They will be graded based on the summary requirements below.

The summary should include the following:

1. A concise and specific explanation of the main goals of the text. What does/do the author(s) aim to achieve? Make sure to name the author(s).
2. The specific arguments advanced by the author(s) in the text.
3. The theories/theoretical frameworks and/or concepts that are engaged with in the text. These may be contested within the piece.
4. The specific conclusion of the text.

C. Activity Questions (10%)

Activity questions will be made available on designated classes. The activities are designed to help you engage with the topic theme for that day. Select any two (2) activities out of the options available throughout the term. The activity questions will be on the PDFs. While you may complete more than two activities, only the first two submissions will be graded. Each activity response should be written using complete sentences and should be approximately 1-2 double spaced pages with appropriate citation. **Each activity is due by 11:59 pm on the Friday of the week that it is made available.**

D. Synchronous Discussion – 20%

In week 2 of the term, you will choose one week (1) from the reading schedule to engage in a one-hour synchronous seminar discussion along with your colleagues. **You must read all the required readings for the week selected and need to have a solid understanding of the central questions, key arguments, and take-away messages of the readings.** Since you are responsible for initiating and maintaining an active discussion, you should prepare notes with questions, thoughts, and current examples related to the readings.

E. Cultural Portfolio - 35% Due on last day of the term

Your cultural portfolio will be a collection of artifacts and analyses from everyday life and popular culture that represent the topic of crime, migration, and mobilities in contemporary times. These artifacts can include news stories, descriptions of TV programs, movies, or radio programs, conversations overheard or taken part in, advertisements, music, poetry, private reflections, or anything else that relates to our readings or represents the contemporary topic of crime, migration, and mobilities, and the institutional production and regulation of the criminalization of im/migration, crimmigration, or im/migration politics. This assignment is intended to provide you with the opportunity to engage with the course material as it relates to everyday life in the present context of the communities in which we live.

Artifacts: Document each artifact by providing: 1. a summary of its content, 2. a brief discussion of how it relates to the course through readings or online discussions, and 3. a reference for the item. Each documented artifact with summary, discussion and reference should be approximately one page. There is no limit to the number of artifacts you may choose to select, but you must include at least 5 artifacts. This portion of your portfolio will be about 5 pages long depending upon the number of artifacts you have selected. **It is strongly suggested that you begin collecting your artifacts early**

and continue throughout the term. You may not end up using them all, but it is better to have a choice between artifacts than to have none.

Analysis: Following the documentation of the artifacts, you must include an 8-10 page analysis that focuses on the themes or ideas that you see represented in your portfolio. If you would like, you may create your portfolio around a particular theme. Your analysis should discuss how your portfolio represents contemporary cultural ideologies on crime, migration, and mobilities, and must include references to course readings. Your analysis should have a thesis statement and specific support for your argument that is drawn from your portfolio and course material.

Total pages = 12-15 double-spaced pages, excluding title page and bibliography. Any academic citation style may be used as long as you remain consistent. The library provides a helpful list of acceptable academic guides <https://library.carleton.ca/guides/help/citing-your-sources>

CULTURAL PORTFOLIO EVALUATION

I. Documenting Artifacts

Originality	10
Summary	10
Discussion & relation to course	20

II. Analysis

Linking the artifacts thematically to the course, presenting and supporting arguments	50
---	----

III. Other

Mechanics	5
Referencing of artifacts, readings, and other course materials	5

OTHER CONCERNS

September 30, 2021 is the last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

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).

SCHEDULE

Please note that occasionally the seminar schedule may vary slightly from the course outline

Topic and Date	Important Information
Seminar 1: September 13 Introduction to Crime, migration, and mobilities	<p>Required reading: * Arbel, Efrat and Alletta Brenner. 2013. Executive summary. In <i>Bordering on failure: Canada-U.S. border policy and the politics of refugee exclusion</i>, pp. 1-15. Harvard Immigration and Refugee Law Clinical Program.</p> <p>Suggested reading: Recent Federal Court of Appeal decision on STCA *2021 FCA 72 https://decisions.fca-caf.gc.ca/fca-caf/decisions/en/item/495606/index.do</p> <p>*Canadian Council for Refugees. (2021, April 15). Federal Court of Appeal decision disappointing but acknowledges ineffectiveness of review process https://ccrweb.ca/en/federal-court-appeal-decision-disappointing - provides links to other resources, including the Federal Court Decision although some links don't work</p>
Seminar 2: September 20 Histories of criminalization of migration in Canada	<p>Required reading: Côté-Boucher, Karine. 2015. <i>Bordering citizenship in 'an open and generous society': The criminalization of migration in Canada</i>. In <i>The Routledge Handbook on Crime and International Migration</i>, pp. 75-90. Eds. Sharon Pickering and Julie Ham. New York: Routledge.</p>

	<p>Wright, Cynthia. 2013. The museum of illegal immigration: Historical perspectives on the production of non-citizens and challenges to immigration controls. In <i>Producing and negotiating non-citizenship: Precarious legal status in Canada</i>, pp. 31-54. Eds. Luin Goldring and Patricia Landolt. Toronto: U of T Press.</p> <p>Required screening: Cho, Karen. 2004. <i>In the Shadow of Gold Mountain</i>. National Film Board of Canada. Film. 43 min.</p> <p>Canada Apologizes for Racist Incident 100 Years After Rejecting Komagata Maru Ship of 370 Immigrants. 2016, May 16. <i>Democracy Now</i>. 21 min.</p> <p>Fukushima, Michael. 1992. <i>Minoru: Memory of Exile</i>. Montreal: National Film Board of Canada, 1992. Film. 18 min.</p> <p>Selection of synchronous seminar – signup sheet on Brightspace</p>
<p>Seminar 3: September 27 Securitization and manufacturing the im/migrant terrorist threat</p>	<p>Required reading: Aiken, Sharryn J. 2000. Manufacturing “terrorists”: Refugees, national security and Canadian Law, Part 1. <i>Refuge, Canada’s Periodical on Refugees</i>, 19:3: 54-73.</p> <p>Pratt, Anna. 1999. Dunking the doughnut: Discretionary power, law, and the administration of the Canadian immigration act. <i>Social & Legal Studies</i>, 8(2): 199-226.</p> <p>Razack, Sherene H. 2007. “Your client has a profile:” Race and national security in Canada after 9/11. In <i>studies in Law, Politics and Society</i>. Published online: 3-40.</p> <p>Required screening: <i>Who Gets In?</i> Montreal: National Film Board of Canada, 1989. Film. 52 min</p>
<p>Seminar 4: October 4 Settler colonialism, slavery, mobility, and migration: Focus on Canada</p>	<p>Required reading: Stark, Heidi Kiiwetinewinok. 2016. Criminal empire: The making of the savage in a lawless land. <i>Theory & Event</i>, 19(4): 1-18.</p> <p>Maynard, Robyn. 2017. “Of whom we have too many”: Black life and border regulation. In <i>Policing Black Lives:</i></p>

	<p><i>State Violence in Canada from Slavery to the Present</i>, pp. 158-185. Winnipeg: Fernwood Publishing.</p> <p>Suggested reading: Stasiulis, Daiva, 2020. Elimi (Nation): Canada’s “Post-Settler” Embrace of Disposable Migrant Labour. <i>Studies in Social Justice</i>, 2020(14):22-54.</p> <p>Required screening: Koenig, Wolf, Alanis Obomsawin, and Colin Neale (2009). <i>Kanehsatake 270 Years of Resistance</i>. Montreal: National Film Board of Canada.</p>
<p>Seminar 5: October 11 Perspectives on Europe</p>	<p>Required reading: Aas, Katja Franko and Helene O.I. Gundhus. 2015. Policing humanitarian borderlands: Frontex, human rights and the precariousness of life. <i>British Journal of Criminology</i>, 55: 1-18.</p> <p>Aliverti, Ana. 2012. Making people criminal: The role of the criminal law in immigration enforcement. <i>Theoretical Criminology</i>, 16(4): 417-434.</p> <p>Walia, Harsha. 2021. Fortress Europe. In <i>Border and Rule: Global Migration, Capitalism and the Rise of Racist Nationalism</i>, Ch. 6, pp. 105-127. Fwd. Robin D.G. Kelley, Awd. Nick Estes. Halifax: Fernwood.</p> <p>Required screening: <i>Dying to Get in Illegal Immigration to the E.U.</i>. New York, N.Y: Infobase, 2005. Film. 60 min.</p>
<p>Seminar 6: October 18 US perspectives: Focus on Mexico</p>	<p>Required reading: De Genova, Nicholas P. 2002. Migrant “illegality” and deportability in everyday life. <i>Annual Review of Anthropology</i>, 31: 419-447.</p> <p>Doty, Roxanne Lynn. 2007. States of exception on the Mexico-U.S. border: Security, “decisions,” and civilian border patrols. <i>International Political Sociology</i>, 1: 113-137.</p> <p>Provine, Doris Marie and Roxanne Lynn Doty. 2011. The criminalization of immigrants as a racial project. <i>Journal of Contemporary Criminal Justice</i>. 27(3) 261-277.</p>
<p>Fall break October 25-29</p>	

<p>Seminar 7: November 1 States, sovereignty, and im/migration</p>	<p>Required reading: Barker, Vanessa. 2017. Penal power at the border: Realigning state and nation. <i>Theoretical Criminology</i> 21(4) 441–457.</p> <p>Krasmann, Susanne. 2007. The enemy on the border: Critique of a programme in favour of a preventive state. <i>Punishment & Society</i>, 9 (3) 301-318.</p> <p>Walia, Harsha. 2013. What is border imperialism? In <i>Undoing Border Imperialism</i>, pp. 38-78. Ed. Harsha Walia, Fwd. Andrea Smith. Oakland: AK Press.</p> <p>Required screening: Border and Rule: Global Migration, Capitalism, and Racist Nationalism. February 11, 2021. Harsha Walia and Robiin D.G. Kelly. 1.25 min https://www.haymarketbooks.org/blogs/276-border-and-rule-global-migration-capitalism-and-racist-nationalism</p> <p>Podcast: Below the Radar. March 30, 2021. Episode 113: Border and Rule with Harsha Walia 27.05 min https://www.sfu.ca/sfuwoodwards/community-engagement/Below-the-Radar/episodes/episodes1/ep113-harsha-walia.html</p>
<p>Seminar 8: November 8 Studies of 'policing migration' and crimmigration</p>	<p>Required reading: Aas, Katja Franko. 2011. "Crimmigrant" bodies and bona fide travelers: Surveillance, citizenship and global governance. <i>Theoretical Criminology</i>, 15(3): 331–346.</p> <p>Armenta, Amada. 2017. Racializing crimmigration: Structural racism, colorblindness, and the institutional production of immigrant criminality. <i>Sociology of Race and Ethnicity</i>. 3(1) 82-95.</p> <p>Weber, Leanne and Benjamin Bowling. 2008. Valiant beggars and global vagabonds: Select, eject, immobilize. <i>Theoretical Criminology</i>, 12(3): 355-375.</p>
<p>Seminar 9: November 15 Surveillance, im/mobility, and practices of (in)security: Focus on Palestine</p>	<p>Required reading: Tatour, Lana. 2019. Citizenship as domination: Settler colonialism and the making of Palestinian citizenship in Israel. <i>Available at SSRN 3533490</i>.</p>

	<p>Abujidi, Nurhan. 2013. Surveillance and spatial flows in the occupied Palestinian territories. In <i>Surveillance and Control in Israel/Palestine</i>, pp. 313-334. Eds. Elia Zureik, David Lyon, and Yasmeen Abu-Laban. Routledge: New York.</p> <p>Suggested reading: *Photo essay: Razowsky, K. Flo. 2018. Up Against the Wall, <i>NACLA Report on the Americas</i>, 50:1, 74-81.</p> <p>Suggested/activity screening: B'Tselem. 2021. Video Channel: Restrictions on Movement. (Any one of several videos).</p>
<p>Seminar 10: November 22 Human Smuggling</p>	<p>Required reading: Baird, Theodore and Ilse van Liempt. 2015. Scrutinising the double disadvantage: knowledge production in the messy field of migrant smuggling, <i>Journal of Ethnic and Migration Studies</i>, 1-18.</p> <p>Sanchez, Gabriella. 2018. Portrait of a human smuggler: Race, class, and gender among facilitators of irregular migration on the US–Mexico border. In <i>Race, Criminal Justice, and Migration Control: Enforcing the Boundaries of Belonging</i>, Eds. Mary Bosworth, Parmar, Alpa, and Vázquez, Yolanda, Ch. 2, pp. 29-42. Oxford University Press.</p> <p>Van Liempt, Ilse and Stephanie Sersli. 2013. State responses and migrant experiences with human smuggling: A reality check. <i>Antipode</i>, 45 (4) 1029-1046.</p>
<p>Seminar 11: November 29 Detention and deportation</p>	<p>Required reading: Dawson, Carrie. 2016. In plain sight: Documenting immigration detention in Canada. <i>Migration, Mobility, & Displacement</i> 2 (2): 126-140.</p> <p>Willen, Sarah S. 2010. Citizens, “real others”, and “other” others: The biopolitics of otherness and the deportation of unauthorized migrant workers from Tel Aviv, Israel. In <i>The Deportation Regime: Sovereignty, Space and the Freedom of Movement</i>, Eds. Nicholas De Genova, and Nathalie Peutz, Ch.9, 262-294. Durham, NC: Duke University Press.</p> <p>Suggested reading: *63 Amnesty International and Human Rights Watch. June 2021. “I didn’t feel like a human in there”: Immigration</p>

	<p>detention in Canada and its impact on mental health. (pp i-v; 1-18; 60-63).</p> <p>*Report of the 2017/2018 External Audit (Detention Review). Retrieved from https://irb-cisr.gc.ca/en/transparency/reviews-audit-evaluations/Pages/ID-external-audit-1718.aspx</p> <p>*Global Detention Project. 2021. https://www.globaldetentionproject.org/</p> <p>*Detention in Canada CBSA. Annual detention, fiscal year 2019 to 2020 https://www.cbsa-asfc.gc.ca/security-securite/detent/stat-2019-2020-eng.html</p>
<p>Seminar 12: December 6 Resistance and solidarity: Reflections on the Crime, Migration, Mobilities</p>	<p>Required reading: Bhatia, Amar. 2013. We are all here to stay: Indigeneity, migration, and decolonizing the treaty right to be here. <i>Windsor Yearbook of Access to Justice</i>, 31(2): 39-64.</p> <p>Dauvergne, Catherine. 2008. On being illegal. In <i>Making People Illegal: What Globalization Means for Migration and Law</i>. Chapter 2, pp. 9-28. Cambridge: Cambridge University Press</p> <p>Suggested reading: Villegas, Paloma E. 2020. Creative Practices amid Internal Borders in <i>North of El Norte: Illegalized Mexican Migrants in Canada</i>. UBC Press, Chapter 8, pp. 213-233.</p> <p>CULTURAL PORTFOLIO due on December 10 by 11:59 pm</p>

End of term. Have a lovely winter break!