

Course Outline

**COURSE:** CRCJ 4002B – Abolitionism & the Criminal Justice System

**TERM:** Fall 2020

**PREREQUISITES:** CRCJ 1000 and Fourth-year standing in the B.A. Honours program in Criminology and Criminal Justice

**CLASS:** **Day & Time:** **Asynchronous: Wednesdays, 11:30-12:30 PM- Online**  
**Online:** Online Asynchronous course; Mini-Lectures will be posted online; I will be available during class time for consultation

**INSTRUCTOR:** Dr. Ellen Faulkner  
[ellen.faulkner@carleton.ca](mailto:ellen.faulkner@carleton.ca)

**CONTACT:** **Office:** Online; Zoom and Blue Button during class time  
**Office Hrs:** **By appointment during class time Wednesdays 12:30-2:30 p.m.**  
**Email:** [Ellen.Faulkner@carleton.ca](mailto:Ellen.Faulkner@carleton.ca)

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**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 Faculty of Public Affairs 20 Teaching Regulations 2020-21 as soon as possible after the need for accommodation is known to exist. For more details [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](mailto:pmc@carleton.ca) for a formal evaluation. Note: Students no longer need to submit a letter from their doctor for the self 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 via Zoom to ensure

accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**NOTE:** For Fall 2020, due to the COVID-19 pandemic, the Provost has directed that students seeking an academic accommodation will not be required to produce a doctor's note or medical certificate. Instead, students should use the Medical Self-Declaration form available on the Registrar's webpage.

### **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 must 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/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

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### **COURSE DESCRIPTION**

Welcome to CRCJ4002B. Abolitionism. This course provides an overview of prison and penal abolitionist thought including the justifications for their struggles, some of the strategies used to achieve their objectives, and their visions for a world without prisons, penalty and carcerality. A central theme will be the abolition of the prison system. The course will explore definitions of abolitionism, prison failures, the history of abolitionism, slavery and resistance, how gender structures the prison system, the prison industrial complex, imprisoned communities and families, criminalization of marginalized communities, abolition of police, corporate crime and penal abolition in an international context, Feminist arguments for abolition, and alternatives to prison. Finally, we will analyze the grass-roots response to penalty and carcerality. You will be asked to envision a world without prisons and engage in critically analyzing arguments for and against penalty. The course articulates various theoretical grounding for abolitionism and incorporates a multidisciplinary experiential educational approach to the study of abolitionism through the use of faculty video lectures, interactive learning, practical workshops, case studies and guest speakers. Students will be required to research and write two essays on why prisons should be abolished and will give a presentation on their topic.

**Weekly Meetings:** Each week (Part 1) the course will be offered online and asynchronous, and includes a series of screen capture recordings and supporting materials that you can consult, at your convenience in the online environment. Class time (Part 2) and office hours will be online and synchronous, with the teacher and students gathering via zoom or big blue button to discuss weekly course material and the teacher will then take your questions relative to the online resources, assignments, and/or other areas participants wish to discuss. If you wish to schedule a one-on-one discussion with me during office hours feel free to email me to set up a time.

## LEARNING OUTCOMES FOR THE COURSE:

- Through video lectures and assigned readings, and engagement with each other online students will be able to think critically about abolitionism in North America and Internationally and state responses.
- Online interactive workshops will allow students to engage more thoroughly with the course readings and develop their practical and analytic research skills.
- Faculty and Guest speakers' will expose students to a breadth of contemporary abolition studies that demonstrate abolitionist theories in practice, including research that informs academic work as well as community-engaged studies.
- Special topics in video lectures will equip students with practical skills in researching abolition, including a practical case study focusing on the building of a new prison in Ottawa and the closure of the Ottawa Detention Centre. Students will write two essays (mid-term exams) and complete online postings and prepare a presentation.
- Two essays (mid-term exams) will enable students to demonstrate their ability to conduct research in an area related to abolitionism.

## REQUIRED TEXTS

- 1) Davis, Angela Y. (2003). *Are Prisons Obsolete?* New York: Seven Stories Press. E-book Full text available online through Carleton University Library and Hathi Trust and Seven Stories Press. [https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are\\_Prisons\\_Obsolete.pdf](https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are_Prisons_Obsolete.pdf). E-book available through Seven Stories Press: <https://www.sevenstories.com/books/2907-are-prisons-obsolete>. Please see PDF on CUlearn.
- 2) Mathieson, Thomas. (2006). *Prison on Trial*. Hampshire, UK: Waterside Press. E-Book available via Carleton University Library. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/reader.action?docID=3416310>. E--Book Available from Waterside Press. Link: <https://www.watersidepress.co.uk/acatalog/Prison-on-Trial-9781904380221.html3>
- 3) Morris, Ruth and Gordon West Eds. (2000). *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press. E-book available online via Carleton University Library and Scholar's Portal Books. [https://books-scholarsportal-info.proxy.library.carleton.ca/en/read?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/5/412522#page=8](https://books-scholarsportal-info.proxy.library.carleton.ca/en/read?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/5/412522#page=8). Digitized E-Book and hard copy available from Canadian Scholar's Press and the Carleton University Bookstore via Redshelf.
- 4) Additional readings will be posted online via Culearn.

## POLICIES

### (i) Contact with Professor

I will be available for consultation with students during class time or by appointment. Please e-mail me using the culearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

### (ii) 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 a class has to be cancelled, or if there is any other matter that you should know about prior to class, 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 - 6:00pm on weekdays.**

**(iii) Late Assignments:**

Late assignments will be penalized one point per day to a maximum of five points. Late assignments will not be accepted after the fifth day. Any assignments submitted five days after the due date will receive a grade of 0. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** If you require an extension for an assignment, you must make arrangements with me three (3) days ahead of time. **Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.**

**(iv)Disclaimer:**

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

**(v) Respect**

Our online classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

**(vi) Confidentiality**

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

**COURSE EVALUATION: All assignments are due by 11: 30 a.m. on the due dates.**

Deadline	Assignment	Percentage
1) Week 7 October 21 by 11:30 a.m. on Culearn	Mid-term Exam 1	35%
2) Week 11 November 25, 2020 by 11:30 a.m. on Culearn	Mid-term Exam 2	35%
3) Due December 9, 2020 by 11:30 a.m. on Culearn – Week 13	Multi-media or Powerpoint Presentation based on Essay Topic	20%
4) 5 Online Posts per term – ongoing due the week it is assigned by 11:30 a.m. (class time) on Culearn	5x <b>2%</b> Online Posts – Sept 16, Sept 23, Sept 30, Oct 7, Oct 14	10%
<b>Total</b>		<b>100%</b>

Students should note that a considerable portion of your grade involves writing. An inability to present a clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in

the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly.

**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.**

#### **COURSE REQUIREMENTS:**

#### **1) MID-TERM EXAM 1 – 35% - Due Week 7 – October 21 by 11:30 a.m. (Class Time) on CuLearn.**

##### **Assignment Description:**

Students will write an essay on a) why abolitionists would argue against the building of a new and bigger jail in Ottawa (25 marks) and then b) produce material educating the public about the potential pitfalls of carceral expansion in our community based on their essay content (10 marks) drawing on lecture materials, along with course readings and external peer-reviewed sources.

- Formatting (marks will be deducted where not followed). To be specified in the mid-term take-home exam handout.
- Assessment criteria. To be specified in the mid-term take-home exam handout.
- **Due Date: Week 7: October 21, 2020 by 11:30 a.m. (class time) on culearn.**

##### **Essay guidelines:**

- 1) Avoid inflammatory rhetoric, over-generalizations, and long quotations (paraphrase informational claims and theoretical postulates, acknowledging sources).
- 2) Accept no claims as self-evident or definitive, and do not exhort your reader to treat your claims (conclusions) as self-evident or definitive (you cannot “prove” anything in an essay; nor can anyone else).
- 3) Focus on interpreting and analyzing (i.e. arguing) rather than on merely describing (remembering to maintain a sceptical, challenging, critical, and scholarly (formal) tone and stance throughout the essay).
- 4) Use APA format for In-text citations and References List.
- 5) Remember – to fail to acknowledge a source is plagiarism; to treat a secondary source as a primary source is plagiarism; to advance a claim without a source is poor scholarship!

#### **2) MID-TERM EXAM 2 – 35% - Due Week 11 – November 25, 2020 by 11:30 a.m. (Class Time) on CuLearn.**

##### **Assignment Description:**

Students will write an essay on a) what abolitionists would propose building instead of a new and bigger jail in Ottawa (25 marks) and then b) produce material educating the public about alternative ways to enhance community well-being and safety based on their essay content (10 marks) drawing on lecture materials, along with course readings and external peer-reviewed sources.

- Formatting (marks will be deducted where not followed). To be specified in the mid-term take-home exam handout.
- Assessment Criteria. To be specified in the mid-term take-home exam handout.
- **Due Date: Week 11: November 25, 2020 at 11:30 a.m. (class time).**

### **Essay guidelines:**

- 6) Avoid inflammatory rhetoric, over-generalizations, and long quotations (paraphrase informational claims and theoretical postulates, acknowledging sources).
- 7) Accept no claims as self-evident or definitive, and do not exhort your reader to treat your claims (conclusions) as self-evident or definitive (you cannot “prove” anything in an essay; nor can anyone else).
- 8) Focus on interpreting and analyzing (i.e. arguing) rather than on merely describing (remembering to maintain a sceptical, challenging, critical, and scholarly (formal) tone and stance throughout the essay).
- 9) Use APA format for In-text citations and References List.
- 10) Remember – to fail to acknowledge a source is plagiarism; to treat a secondary source as a primary source is plagiarism; to advance a claim without a source is poor scholarship!

### **3) PRESENTATION – 20% - Due December 9 – Week 13 -to be uploaded to the class forum by 11:30 a.m. (class time).**

The Government of Ontario is currently planning to build a new and bigger jail to replace the Ottawa-Carleton Detention Centre. Drawing on Exam 1 and Exam 2 material, lecture materials, along with course readings and external peer-reviewed sources, students will select an abolitionist alternative and draft a work plan. Individuals will prepare a powerpoint or other multi-media presentation and post it to the class Forum during the last two weeks of class. (Please see the guidelines and grading rubric).

### **4) ONLINE POSTS – 10% (Five Per Term) – Ongoing - Sept 16, Sept 23, Sept 30, Oct 7, Oct 14 by 11:30 a.m. (Class Time) on Culearn**

Online Posts (10%): **Five posts per term.** Questions will be posted on Culearn. The questions will require you to make connections with weekly assigned course content. You will be asked to respond to the posts online. Posts can be viewed by other students in the class which will enable sharing of ideas and potential discussion. (Please see the guidelines and grading rubric).

**NOTE:** All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be double-spaced. Any citation style may be used as long as you remain consistent.

### **OTHER CONCERNS**

**September 30, 2020** is the last day to withdraw from winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

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

### **Statement on Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

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 on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.*

## PART I: ABOLITIONIST VISIONS OF WHAT IS TO BE DISMANTLED?

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**Class 1: September 9**

**What is Abolitionism? *Abolitionism as a Hopeful Critique of Penalty***

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### Learning Outcomes

- ☐ Overview of definitions of Abolitionism
- ☐ Overview of Requirements for Course
- ☐ **Activity: Self Introduction due week 1 (not graded)**

### Required Readings:

W. Gordon West and Ruth Morris, Canada, “Introduction to the Case for Penal Abolition.” In *The Case for Penal Abolitionism*. Toronto: Canadian Scholar’s Press PP. 3-17.

Viviane Saleh-Hanna, Canada. "An Introduction to Penal Abolition: Assessing Penology and Social Control." In *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press, Pp. 18-43.

Davis, Angela Y. "Imprisonment and Reform." In *Are Prisons Obsolete?* New York: Seven Stories Press, pp. 40-59.

News Articles: The Conversation. July 6, 2020. "If Canada is serious about confronting systemic racism, we must abolish prisons. <https://theconversation.com/if-canada-is-serious-about-confronting-systemic-racism-we-must-abolish-prisons-141408>

Upping the Anti. A Journal of Theory and Action. October 26, 2009. "Prison Abolition in Canada." Issue 4. Roundtable: <https://uppingtheanti.org/journal/article/04-prison-abolition-in-canada>

**Activities: See CuLearn**

Mini-Lecture: What is Abolitionism?

Mini-Lecture: Course Outline and Expectations, Assignments, etc.

Activity: Self Introduction

Video: Davis, Angela Y. March 27, 2018. "The Fallacy of Prison Reform." Youtube: <https://www.youtube.com/watch?v=LfnbnTs0r-M>

Video: Schenwar, Maya (2016). Beyond Reform: Abolishing Prisons. TedXBaltimore. Youtube: [https://www.youtube.com/watch?v=JFTRn\\_sIGiQ](https://www.youtube.com/watch?v=JFTRn_sIGiQ)

Reading: Macdonald, N. (2016). Canada's Prisons are the new 'residential schools'." Macleans, 18. <https://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/>

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## **Class 2: September 16:**

## **The Location of Abolitionism in Criminology**

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### **Learning Outcomes**

- ☑ The location of abolition in the discipline of Criminology
- ☑ Critical Carceral Studies
- ☑ Abolitionism in Canada
- ☑ **Post #1 Due on Culearn @ 11:30 a.m.**

### **Required Readings:**

Brown, Michelle and Judah Schept. 2017. "New Abolition, Criminology and critical carceral studies." *Punishment and Society*. Epub: <https://journals-sagepub-com.proxy.library.carleton.ca/doi/pdf/10.1177/1462474516666281>

Carrier, Nicholas and J. Piche. 2015. "The State of Abolitionism." *Champ Penal/Penal Field*. Online: <https://journals.openedition.org/champpenal/9164>

Carrier, Nicolas, and Justin Piche. "On (In)justice: Undisciplined Abolitionism in Canada." *Social Justice*, vol. 45, no. 4, 2019, p. 35+. *Gale Academic OneFile*, [https://link-gale-com.proxy.library.carleton.ca/apps/doc/A605510394/AONE?u=ocul\\_carleton&sid=AONE&xid=d4458b3c](https://link-gale-com.proxy.library.carleton.ca/apps/doc/A605510394/AONE?u=ocul_carleton&sid=AONE&xid=d4458b3c). Accessed 21 July 2020.

### **Activities: See Culearn**

Mini-Lecture – Abolitionism and Criminology

**Post #1** Listen to the CBC Radio interview "If we Abolish Prisons" and answer the question: Why is mass incarceration a failed social experiment? List 10-15 problems with prisons and the criminal justice system



identified by Abolitionists in this interview. CBC Radio Ideas. December 18, 2019. "If we Abolish Prisons, What's Next?" Online: <https://www.cbc.ca/radio/ideas/if-we-abolish-prisons-what-s-next-1.5399845>

**Due: September 16 at 11:30 a.m.**

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**Class 3: September 23****Problematizing Prisons and Prison Failures**

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**Learning Outcomes:**

- Problematizing prisons and prison failures
- Why is the Prison on trial?
- The Future of Imprisonment?
- Post #2 due on Culearn @ 11:30 a.m.**

**Required Readings:**

Mathiesen, Thomas (2006). Prison on Trial, Hampshire (UK): Waterside Press, pp. 9-140. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/reader.action?docID=3416310>

Mathiesen, T. (2006) Ch 1 "Prison: Does it Have a Defense?" Prison on Trial. Online.

Mathiesen, T. (2006) Ch 6 "The Future of Imprisonment." Prison on Trial. Online.

**Activities:**

Mini-Lecture: Problematizing Prisons and Prison Failures

Video: Novara Media. 2018. "A world without Prisons? Youtube:

<https://www.youtube.com/watch?v=Wkd1khe3T9A>

Video: Democracy Now. May 5, 2020. Ruth Wilson Gilmore on Abolitionism. Youtube:

<https://www.youtube.com/watch?v=1HWqYANmWLY>

Senator Kim Pate. 2018. There are too many indigenous women in Prison. APTN Facetoface.

<https://www.youtube.com/watch?v=-ArPMF3YyAU>

Video: Democracy Now. May 5, 2020. Ruth Wilson Gilmore on Abolitionism. Youtube:

<https://www.youtube.com/watch?v=1HWqYANmWLY>

**Post #2:** Watch the video "Ruth Wilson Gilmore on Abolitionism" Question: Do Prisons have a Defense and what would be a world without prisons look like? Discuss in 100-200 words using sentences. **Due September 23 at 11:30 a.m.**

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**Class 4: September 30****The Prison as Success Story? The History of Abolitionism, Slavery and Resistance**

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**Learning Outcomes**

- Challenges to the Prison as a Success Story
- The history of Abolitionism, Slavery and Resistance
- How Gender Structures the Prison System
- The Prison Industrial Complex
- Post #3 Due on Culearn @ 11:30 a.m.**

**Required Readings:**

Davis, Angela Y. (2003). "Slavery, Civil Rights, and abolitionist Perspectives Toward Prison, Are Prisons Obsolete?" pp. 22-40. <https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are-Prisons-Obsolete.pdf>

Davis, Angela Y. (2003). "How Gender Structures the Prison System." Are Prisons Obsolete? Pp. 60-84.

Davis, Angela Y. (2003). "The Prison Industrial Complex." Are Prisons Obsolete? Pp. 84-105.

**Activities: See Culearn**

Mini-Lecture: Is the Prison a Success Story?

Lecture: Angela Y. Davis. 2013. Angela Y. Davis – 150 Years Later: Abolition in the 21<sup>st</sup> Century. McMaster Humanities. Youtube: <https://www.youtube.com/watch?v=Q9NAbhbp4co>

Video: Smithsonian (2020). How Did Angela Davis Inspire a Movement? Youtube: [https://www.youtube.com/watch?v=QBNZo\\_joB-E](https://www.youtube.com/watch?v=QBNZo_joB-E)

Activity: Video – Angela Davis on Feminism and Prison Abolition (2013) Youtube: <https://www.youtube.com/watch?v=gpFZxYU7hbw>

The Good Stuff. Feb 19, 2020. "From the Abolitionist Movement to #BlackLivesMatter." Youtube: [https://www.youtube.com/watch?v=Vm\\_4kPlaj4](https://www.youtube.com/watch?v=Vm_4kPlaj4)

**Post # 3:** Watch the video of Angela Davis on Feminism and Prison Abolition and the video "From the Abolitionist Movement to #BlackLivesMatter" Question: What is the connection between Abolition and the BLM movement and how is feminism and Abolition connected to this movement? In 100-200 words Incorporate your knowledge of the assigned readings and information from the videos in your answer.

**Due: September 30 at 11:30 a.m.**

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**Class 5: October 7**

**Class & Imprisoned Communities and Families**

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**Learning Outcomes**

- ☑ Class bias in the criminal justice system
- ☑ Disproportionate incarceration based on class and race
- ☑ Impacts on Victims and Communities
- ☑ **Post #4 Due on Culearn @ 11:30 a.m.**

**Required Readings:**

Nicolas Carrier and Justine Piche'. 2015. "The malign neglect of the interests and needs of victims and communities." In "The State of Abolitionism," *Champ Penal*. Online:

<https://journals.openedition.org/champpenal/9164>

Clarke, John 2000. Serve the rich and punish the Poor: Law as an Enforcer of Inequality. In, W. Gordon West and Ruth Morris. The Case for Penal Abolition. 77-89.

Maur, Marc. 2000. "The Race to Incarcerate." In, W. Gordon West and Ruth Morris. The Case for Penal Abolition. 98-100.

**Activities: See Culearn**

Mini-Lecture: Imprisoned Communities and Families

Activity: Video Angela Davis (2018) How Capitalism Affects the Working Class. Youtube: <https://www.youtube.com/watch?v=jUeHI06HavE>

Activity: Ruth Wilson Gilmore. October 26, 2011. "Beyond the Prison Industrial Complex: Youtube: <https://www.youtube.com/watch?v=sTPjC-7EDkc>

**Post 4:** Watch "How Capitalism affects the Working Class" and "Beyond the Prison Industrial Complex."

Question: How does capitalism affect the working class? How can we move beyond the present prison industrial complex? **Due: October 7 at 11:30 a.m.**

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**Class 6: October 14**

**Criminalization and Punishment: How could Penalization of "Street Criminality" be abolished?**

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**Learning Outcomes**

- ☑ Caging the Poor: The case against the Prison System
- ☑ Criminalization of marginalized populations
- ☑ Police Abolition
- ☑ **Post #5 due on Culearn @ 11:30 a.m.**

**Required Readings:**

McDowell, Meghan G. and Luis A. Fernandez (2018) "'Disband, Disempower, and Disarm': Amplifying the Theory and Practice of Police Abolition", *Critical Criminology*, 26(3): 373-391. PDF available online.

McMurtry, John. Caging the Poor: The Case Against the Prison System." *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press.

Morris, Ruth. "Reconciled with Whom? Wrong Criminals, Wrong Goal." *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press.

Spring, A Magazine of Socialist Ideas. 2002. Abolish the Police: A Reader: <https://springmag.ca/abolish-the-police-a-reader>

**Supplementary:**

Hulsman, Louk (1986) "Critical Criminology and the Concept of Crime", *Contemporary Crisis (now Crime, Law and Social Change)*, 10(1): 63-80. PDF available online.

Christie, Nils (1977) "Conflicts as Property", *British Journal of Criminology*, 17(1): 1-15. PDF available.

**Activities:**

Mini-lecture: overview of Mid-Term Exam #1

Mini-Lecture: How could Penalization of "Street Criminality" be abolished?

Activity: Video: Democracy Now. June 12, 2020. "Uprising and Abolition, Defund the Police and Angela Davis." Youtube" [https://www.youtube.com/watch?v=NL4yxg3vl\\_o](https://www.youtube.com/watch?v=NL4yxg3vl_o)

Activity: Los Angeles Times. June 13, 2020. Defund the Police what does it mean? Youtube: <https://www.youtube.com/watch?v=K8T8p416s9Q>

Hubbard, T., Dir. (2004). Two Worlds Colliding. Canada. National Film Board of Canada. (Starlight Tours, Canada). [https://www.nfb.ca/film/two\\_worlds\\_colliding/](https://www.nfb.ca/film/two_worlds_colliding/)

CBCPovDocs. "The Skin I'm In: Pulling back the curtain on racism in Canada." CBC Docs. Urgent, controversial, and undeniably honest, *The Skin We're In* is a wake-up call to complacent Canadians. Racism is here. It is everywhere. It is us and we are it. Following celebrated journalist Desmond Cole as he researches his hotly anticipated book, this documentary from acclaimed director Charles Officer pulls back the curtain on racism in Canada. <https://www.youtube.com/watch?v=msoBTlv1VqM>

CBC Radio Canada. June 1, 2020. "Desmond Cole: 'Disarm and defund police' and give money to communities." Amid international protests over the death of George Floyd, activist and author Desmond Cole says he believes police can't be "trained out of their ways" and that Canada needs to address its own issues of violence toward marginalized communities. Question: What does defunding the police mean?:

<https://www.youtube.com/watch?v=IlkOG2vtE1g>

Tv Ontario. 2015. "Desmond Cole" Black like Me." In a recent Toronto Life article, Desmond Cole writes that he has been stopped by police on more than 50 occasions because of his skin colour. He tells Steve Paikin about these experiences and discusses the challenges and hopes for Toronto's new Police Chief Mark Saunders.

<https://www.youtube.com/watch?v=pMuyKPOCPpg>

**Post 5:** Watch "Defund the Police" by Angela Davis and Desmond Cole's Defund Police. Read "Defund the Police: What does it mean?". What are the abolitionist arguments for defunding police and how can it work to resolve the concerns of the BLM movement? **Due October 14 at 11:30 a.m.**

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**Class 7: October 21**

**- How could Penalization of "Suite Criminality" be Abolished?**

**- Midterm 1 due**

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### Learning Outcomes

- ☑ Corporate Crime
- ☑ Regulating toxic capitalism
- ☑ Penal Abolition in an International Context
- ☑ **Mid-Term Exam #1 due October 21, Culearn @ 11:30 a.m.**

### Required Readings:

Snider, Lauren. "Relocating Law: Making Corporate Crime Disappear." *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press.

Pearce, Frank and Steve Toombs. "Regulating Toxic Capitalism." *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press.

West, Gordon. "Conceptualizing a Comparative Critical Criminology of Penal Abolition." *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press.

### Activities: See Culearn

Mini-Lecture: How could the Penalization of "Suite Criminality" be abolished?"

Video: Prison Industrial Complex: 2017. Youtube. [https://www.youtube.com/watch?v=41Q\\_nhuu9sU](https://www.youtube.com/watch?v=41Q_nhuu9sU)

CNBC. 2019. Who Makes Money from Private Prisons? Youtube.

<https://www.youtube.com/watch?v=3uv7iK5UxM4>

Video: Prisons for Profit. What happens when prisoners become dollar signs? Watch "Prisons for Profit," a short documentary chronicling the first 18 months in the life of the nation's first state prison sold to a for-profit corporation. <https://www.youtube.com/watch?v=YQcZzS7eqfY>

Video: Michelle Alexander. 2013. "The New Jim Crow." George E. Kent Lecture.

<https://www.youtube.com/watch?v=Gln1JwDUi64>

**Activity: Mid-term I exam due Wednesday, October 21, 2020 on CuLearn @ 11:30 a.m.**

**FALL BREAK October 28, 2020 – Classes suspended**

**Learning Outcomes**

- ☐ Arguments for and against Abolition
- ☐ The Dangerous Few
- ☐ Abolition and Violence Against Women
- ☐ Abolition and Sex Offenders/Sexual Assault
- ☐ Radical feminism and Abolition Movement

**Required Readings:**

- Morris, Ruth (2000). "But What about the Dangerous Few?" *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press. Pp. 101-110.
- Snider, Laureen. (2000). "Towards Safer Societies: Punishment, Masculinities, and Violence Against Women." *The Case for Penal Abolitionism*. Toronto: Canadian Scholar's Press.
- Ilea, Adina. "What About 'the Sex Offenders'? Addressing Sexual Harm from an Abolitionist Perspective." *Critical criminology (Richmond, B.C.)* 26.3 (2018): 357–372. Web.
- Taylor, Chloe. (2019). "Anti-carceral Feminism and Sexual Assault – A Defense: A Critique of the Critique of the Critique of Carceral Feminism." *Social Philosophy Today*. 34: 29-49. PDF available.

**Activities: See Culearn**

Mini-Lecture: Feminist Arguments for Abolition

Video: Welsh, C. (2006). *Finding Dawn*. Montreal: Que. National Film Board of Canada. Acclaimed Métis filmmaker Christine Welsh brings us a compelling documentary that puts a human face on a national tragedy – the epidemic of missing or murdered Indigenous women in Canada. The film takes a journey into the heart of Indigenous women's experience, from Vancouver's skid row, down the Highway of Tears in northern BC, and on to Saskatoon, where the murders and disappearances of these women remain unsolved.

[https://www.nfb.ca/film/finding\\_dawn/](https://www.nfb.ca/film/finding_dawn/)

**Activities: Question.** What are feminist arguments for abolition? How can we address the issue of what to do with violent predators? What is the Abolitionist position on how to address this issue? How is it that we should respond to the 'dangerous few' according to Ruth Morris?

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**PART II: ABOLITIONIST VISIONS OF WHAT IS TO BE BUILT AND HOW**

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**Learning Outcomes**

- ☐ Alternatives to Prison
- ☐ Radical feminism and Abolition
- ☐ Abolitionist Alternatives
- ☐ Transformative Justice

**Required Readings:**

Prison Research Education Action Project. *Instead of Prisons: A Handbook for Abolitionists*, Oakland: Critical Resistance, pp. 62-136. Online: [https://www.prisonpolicy.org/scans/instead\\_of\\_prisons/](https://www.prisonpolicy.org/scans/instead_of_prisons/)  
Morris, Ruth. 2000. Chapter 1: What is Transformative Justice? *Stories of Transformative Justice*. Toronto: Canadian Scholar's Press.  
Davis, Angela Y. "Abolitionist Alternatives. NY: Seven Stories Press, pp. 105-116.

**Activities: See Culearn**

Mini-Lecture: The Attrition Model: Will Prisons Eventually Become Obsolete?

Video: Buis Michaux, Melissa. March 18, 2019. "Transformative Justice: Healing Garden in Prison." TEDx Salem. <https://www.youtube.com/watch?v=QSNESGwdErY>

Video: Harrison, Emma. April 4, 2019. "From Reform to Abolition. The Future of the U.S. Prison System." TedX. Youtube: <https://www.youtube.com/watch?v=nvkb653FhIU>

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**Class 10: November 18**                      **Assessing Abolitionist Alternatives -**

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**Learning Outcomes**

- ☑ Assessing Abolitionist Alternatives
- ☑ Alternatives to Punishment

**Required Readings:**

Critical Resistance. (2012). The CR Abolition Organizing Toolkit. See sections: "Abolitionist Steps," "Alternative Practices," and "Seven Easy Steps". Online: <http://criticalresistance.org/wp-content/uploads/2012/06/CR-Abolitionist-Toolkit-online.pdf>

Cohen, Stanley. 1991. "Alternatives to Punishment – The Abolitionist Case." *Israel Law Review*. 25: 730-739.

Knopp, Fay Honey (1994) "On Radical Feminism and Abolition", *Peace Review*, 6(2): 203-208. PDF available online.

**Supplementary:**

Mathiesen, Thomas (2015[1974]) "Book II. Chapter 1: The Unfinished", in *The Politics of Abolition Revisited*, London: Routledge, pp. 47-61.

Cohen, Stanley (1985) "The Master Patterns", in *Alternatives Visions of Social Control*, Cambridge: Polity Press, pp. 13-39, 283-287.

**Activities: See Culearn**

Mini-Lecture: Mid-Term Exam Requirements

Mini-Lecture: Assessing Abolitionist Alternatives.

Activity: Video: Harrison, Emma. April 4, 2019. "From Reform to Abolition. The Future of the U.S. Prison System." TedX. Youtube: <https://www.youtube.com/watch?v=nvkb653FhIU>

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**Class 11: November 25**                      **Critical Reflections on Abolitionism**

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**Learning Outcomes**

- ☑ Critical Reflections on Abolitionism
- ☑ **Mid-Term #2 exam due on Culearn @ 11:30 a.m.**

**Required Readings:**

Carrier, Nicholas and J. Piche'. 2015. "Blindspots of abolitionist thought in academia. On longstanding and emerging issues." Champ Penal. <https://journals.openedition.org/champpenal/9162#tocto1n2>

Viviane Saleh-Hanna (2017) An abolitionist theory on crime: ending the abusive relationship with Racist-Imperialist-Patriarchy [R.I.P.], Contemporary Justice Review, 20:4, 419-441, DOI: [10.1080/10282580.2017.1377056](https://doi.org/10.1080/10282580.2017.1377056)

Activity: Van Buren, Deanna. April 13, 2018. "What would a world without prisons look like?" TedX. Youtube: <https://www.youtube.com/watch?v=m6X1i8khmt8>

**Activities: See Culearn**

Mini-Lecture: Critical Reflections on Abolitionism

**Hand in Mid-Term 2 on CULearn @ 11:30 a.m.**

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**Class 12: December 2**

**Making a Pitch for Abolitionist Alternatives:  
Research Presentation Workshop I**

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**Learning Outcomes**

- ☑ Abolitionist Alternatives
- ☑ The Role of Empathy
- ☑ Transformative Justice
- ☑ Presentations and discussion on Abolitionist Alternatives

**Required Readings:**

Ruggerio, Vincento. 2015. "Beyond Criminal Justice." The Legacy of Abolitionism. Champ Penal. Penal Field. Vol XII. <https://journals.openedition.org/champpenal/9080#tocto1n7>

Finateri, Lisa and Viviane Saleh-Hanna, "International Conference on Penal Abolition. The Birth of ICOPA." The Case for Penal Abolitionism. Pp. 216-274.

Pepinsky, Hal. 2000. "Empathy Works, Obedience Doesn't." The Case for Penal Abolitionism. pp 275-300.

Consedine, Jim. 2000. "Towards a Theology of Transformative Justice." The Case for Penal Abolitionism. Pp 301-318.

**Activities: See Culearn**

Mini-Lecture: Abolitionist Alternatives

Activity: Research Presentations & Discussion

Video: Hutchinson, Kathy. 2013. "Restorative Practices to Resolve Conflict." TEDx. <https://www.youtube.com/watch?v=wCLuVeHlrSs>

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**Class 13: December 9 – Making a Pitch for Abolitionist Alternatives:  
Research Presentation Workshop II**

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**Learning Outcomes:**

- ☑ Abolitionist Alternatives: Community Conferencing

☐ Research Presentations and discussion on Abolitionist Alternatives

☐ **Activity: Final Presentation due December 9 at 11:30 a.m.**

**Required Reading:**

Moore, David B. 2000. "Community Conferencing. A Supply Side Contribution to Prison Abolition." *The Case for Penal Abolition*. 319-332.

Mathieson, Thomas. 2000. "Towards the 21<sup>st</sup> Century: Abolition – An Impossible Dream?" In, *The Case for Penal Abolition*. 333-356.

Canadian Friend's Service Committee. *Penal Abolition and Restorative Justice*. Quakers for Justice and Peace.

<https://quakerservice.ca/our-work/justice/penal-abolition-restorative-justice/>

Mathieson, T. 1974. "The Prison Movement in Scandinavia." *Crime and Social Justice*. 1:45-50.

Sociology of Law. 201. "Thomas Mathieson, Professor of Law, University of Oslo. Youtube:

<https://www.youtube.com/watch?v=y5vOhwMsWJI>

**Activities:**

Mini-Lecture: Abolitionist Alternatives

Presentations and Discussion

**Final Presentation - due December 9 at 11:30 a.m.**

**Final Presentation: Due December 9 on CUlearn @ 11:30 a.m.**