

**Carleton University**  
**Institute of Criminology & Criminal Justice**  
**CRCJ 2200C: Contemporary Issues in Criminology Course Outline – F a l l 2 0 2 1**

**Instructor: Ellen Faulkner**

**Class:** Virtual Tuesday Meeting Time 8:30-11:25 in BBB. (optional)

**Office Hours:** by appointment via email

**Email:** [ellen.faulkner@carleton.ca](mailto:ellen.faulkner@carleton.ca)

**Teaching Assistant: TBA**

**Email: TBA**

**Classroom Location:** Virtual

**Course Time:** (Tuesday 8:30-11:25 in BBB)

**Pre-requisites:** CRCJ 1000

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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, 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:**

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@carleton.ca](mailto: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 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/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Accommodation for International Students:**

This course has been designed to be accessible to students from diverse locations and time zones. If your internet access or access to course content is limited, please connect with your instructor by email within the first two weeks of class to discuss alternate arrangements on a case-by-case basis. Please consult Carleton's [International Student Services Office](#) website for information about additional supports.

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**COURSE DESCRIPTION**

This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: the policing of Indigenous communities, the “War on Drugs”, police defunding and abolition, poverty and homelessness, right-wing violent extremism, 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 3<sup>rd</sup> and 4<sup>th</sup> 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 collaborative activities and discussions

### **Brightspace, Modules and Readings**

This is a blended course, which is an online course where the instructor and students share information, ideas, and learning experiences in a virtual course space. Blended courses have some meeting at an originally scheduled time. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require high-speed Internet access and a computer.

Our blended course is fully online and uses Brightspace to provide the required readings on ARES, access to course announcements, the assignment submission drop box 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.

The course content is organized into 3 learning modules:

**Module 1) Ongoing colonization and criminalization**

**Module 2) Racism, misogyny, violence, and surveillance**

**Module 3) Imagining transformation and abolition**

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 modules will include a range of articles, book chapters, videos, and other online resources. Each class will be prefaced by mini lecture videos to address learning objectives and unpack main themes, ideas and concepts. Additionally, interviews conducted by the course instructor will be provided for students each week to address course themes, issues and debates.

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!

## **ASSIGNMENTS**

The assignments in this course are designed to build upon each other and 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% 10 short Quizzes on class readings (10 at 1% each)**

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

**60% Two Take Home Exams (1st at 25%, 2nd at 35%)**

**Online Course Content Short Answer Quizzes 10%**

At the end of each week content there will be a short quiz. The quizzes will consist of 10 multiple-choice/true and false questions based on the assigned class readings and other course content presented in the modules on Brightspace. Each quiz is scheduled to be posted on Monday of each course week. All Quizzes will stay open for only 1 week and will close Sunday at 11:59pm. You will have 45 minutes to complete the quiz. Quizzes not completed within the allocated time will receive a 0 for that week. Further details will be provided prior to the first quiz.

***Note:** In Class 1, please submit an Introduction (not graded) of yourself, your interest in criminology, why you are taking this course, and what you hope to learn from the experience.*

**Critical Reading Responses 30% (2 at 15% each) Week 4 and Week 8.**

You are asked to submit 2 (2-page) reading response papers. The first response paper will be based on weeks 1 to 3 of the course. The second response paper will be based on weeks 4-6. You will conduct a close reading of a scholarly 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 arguments in the readings, and comment on their implications, articulate new insights you have acquired, or questions the reading raises. To demonstrate engagement with the reading students are asked to a) provide a short description of the argument; b) discuss 3 interesting or surprising things you learned, and c) pose 2 critical questions you would like to pose to the author. This assignment must be based solely on a scholarly reading, not other course content such as news articles, videos, websites, or lectures. Further details in the rubric will be provided.

**Take Home Exams 60% (25% mid-term due Week 7, and 35% final due December 14, during exam period)**

Each take home exam will build upon the themes of the class other course assignments. 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 first exam and two weeks to complete the final exam, which will be available in **Week 11 November 30**. Further details will be provided.

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

**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 TA:** This is a 'blended' course, which means that all required material will be posted or linked to the course website each class, and that students can flexibly engage with the material on their own weekly schedules. Students may meet with the instructor weekly to ask questions during class time. The course features three modules, and each module will be introduced with an extended-length video lecture (usually an accessible slideshow with voiceover). Each class will feature shorter topical videos by the instructor and teaching team, complemented by video interviews with scholars and community activists. Students can expect a weekly message from their instructor, and weekly engagement by the Instructor and TA on the discussion board of the course website. Your instructor and TA 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 course site 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 class to complete the assigned readings, view the lecture, to engage with other posted media, and to complete the class quiz; this should take approximately 3 hours per class. Some classes 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.

**Late Assignments:**

A Penalty of 10% will be deducted for each day an assignment is late. Assignments more than three days late will not be accepted. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** Extensions will only be granted in cases of documented illness or other serious problem. Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date.

**Email policy:** Please engage with the instructor and course TA 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.

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

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor and TA do not respond to emails over the weekend. Please plan accordingly. If you send the course instructors and/or TAs more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

**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 (excluding weekends).

**Writing Policy and Format:** You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

#### Format for all written assignments

- Double spaced text (be sure there is no ‘extra’ space between paragraphs)
- Font should be Times New Roman
- 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 our more here:**

<https://library.carleton.ca/research/subject-guides/criminology-and-criminal-justice-detailed-guide>

## **COURSE SCHEDULE**

### **MODULE 1 Ongoing colonization & criminalization**

**Week 1: Sept 14, 2021. Meet Tuesday in BBB 10:30 a.m. to meet and ask questions.**

#### **Introduction to the course**

#### **Questions for this class:**

- What is critical criminology, criminalization, and settler-colonialism?
- How can we better understand the present by looking to the past and 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.

**Instructor lecture video:**

- Introduction to course, overview of content, and getting to know your instructor
- Mini-lecture – “Module 1: Parts 2-3; Lecture/Study Guide Introduction: Concepts and Approaches.” J. Briggs

**Assignments due by Sunday midnight September 19:**

- Course content quiz #1  
Introduction on Brightspace (not graded)

**Week 2: Sept 21, 2021. Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**Indigenous Peoples and the Criminal Justice System**

**Questions for this class:**

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

**Readings:**

- *Office of the Correctional Investigator Annual Report 2018-2019*  
<https://www.oci-bec.gc.ca/cnt/rpt/pdf/annrpt/annrpt20182019-eng.pdf>
- *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)  
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/criminal-justice-system/>

**Instructor lecture video:**



**Mini-lectures:**

- Module 1: Part 3. “Indigenous Peoples and the Criminal Justice System.” J. Briggs.

**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 by **midnight Sunday September 26:****

- Course content quiz #2

**Week 3: **Sept 28, 2021.** Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**Policing of Indigenous communities protecting land from resource extraction****Question for this class:**

- What is Indigenous law? And what is the settler-colonial rule of law? Who decides what law to follow?
- How has the Canadian government responded to Indigenous communities protecting their land from resource extraction, and how have communities responded?

**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>

**Instructor lecture video:**

- Mini-lecture. Module 1, Part 4: “Indigenous Law, Land Defenders and the Policing of Resistance.” J. Briggs.

**Videos:**

- Ellen Gabriel speaks about ongoing demonstrations by Wet'suwet'en supporters, CBC News  
<https://www.cbc.ca/player/play/1698209859586>
- Reconciliation Is Dead: RCMP Invade Unist'ot'en Territory  
[https://www.youtube.com/watch?v=EgfVO6U5QuA&feature=emb\\_title](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 by Sunday midnight October 3:**

- Course content quiz #3

**MODULE 2: Racism, violence & surveillance**

**Week 4: October 5, 2021. Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**Profiling, bias, carding, & force**

**Question for this class:**

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

**Instructor lecture video:**

- Lecture introduction to module 2, and interview with Kanika Samuels-Wortley

- Mini-lecture: Module 2, Lecture, “Racism, Misogyny, Violence and Surveillance.” Alex McClelland.
- **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 by Sunday midnight October 10:**

- Course content quiz #4
- #1 Critical reading response

**Week 5: October 12, 2021. Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**The “War on Drugs” and the drug poisoning crisis**

**Question for this class:**

- What are alternatives to the “War on Drugs”? What is drug legalization? What is drug decriminalization?
- What is structural violence? How has criminalization fueled the drug poisoning crisis?

**Readings:**

- Tyndall, Mark, & Dodd, Zoë. 2020. *How Structural Violence, Prohibition, and Stigma Have Paralyzed North American Responses to Opioid Overdose.*

<https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2020-07/pfor5-2008.pdf>

- Canadian Drug Policy Coalition. 2012. *Changing the Frame: A New Approach to Drug Policy in Canada*.  
[https://www.drugpolicy.ca/wp-content/uploads/2015/02/CDPC\\_report\\_eng\\_v14\\_comp.pdf](https://www.drugpolicy.ca/wp-content/uploads/2015/02/CDPC_report_eng_v14_comp.pdf)
- Lupcik, Travis. 2020. Decriminalization is just the start of real reform – and drug users need to be part of the conversation, *Globe and Mail*.  
[https://www.theglobeandmail.com/amp/opinion/article-on-decriminalization-lets-hear-from-drug-users/?utm\\_medium=Referrer%3A%20Social%20Network%20%2F%20Media&utm\\_campaign=Shared%20Web%20Article%20Links&twitter\\_impression=true](https://www.theglobeandmail.com/amp/opinion/article-on-decriminalization-lets-hear-from-drug-users/?utm_medium=Referrer%3A%20Social%20Network%20%2F%20Media&utm_campaign=Shared%20Web%20Article%20Links&twitter_impression=true)

**Instructor lecture video:**

- Mini-lecture: “The War on Drugs,” Alex McClelland
- Zoë Dodd, Toronto Overdose Prevention Society, posted in 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>

**Assignments due by Sunday midnight October 17:**

- Course content quiz #5

**Week 6: October 19, 2021. Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**The homeless crisis and policing of people living in poverty (COVID-19 encampments)**

**Question for this class:**

- 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?

**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*.

**Instructor lecture video:**

- Mini-lecture: "The homeless crisis and Policing of people living in poverty. (COVID 19 encampments).
- Interview

**Assignments due by Sunday midnight October 24:**

- Course content quiz #6

**FALL BREAK OCTOBER 25-29, 2021 – NO CLASS**

**Week 7, November 2, 2021. Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**Debates over the use of surveillance and technology by police and the criminal justice system (i.e. CCTV to surveil communities, facial recognition, and algorithms for predictive policing)**

**Question for this class:**

- What is 'big data analytics'? What kinds of practices are considered to be '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/>

### Instructor lecture video:

- Mini-lecture: "Debates over the use of Surveillance and Technology by police and the CJS. CCTV to surveil communities, facial recognition, and algorithms for predictive policing."

### Interview:

- 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>

### 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/](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/>

### Instructor lecture video:

- Module 2 check in, and update on main themes, posted in Brightspace BBB Monday July 26, 2-3 pm

### Assignments due by **Sunday midnight November 7:**

- Course content quiz # 7
- Take Home Exam #1

**Week 8: November 9, 2021.** Meet Tuesday in BBB 10:30 a.m. to ask questions.

**Approaches to countering violent extremism by right-wing and misogynist movements: counter-terrorism and surveillance, countering with compassion, and spectacular ironic counter argument.**

**Question for this class:**

- What is misogyny? What is right-wing extremism? Why do these movements proliferate online?
- How do the three 'counter' approaches studied this week think change will occur? (The three approaches are counter-terrorism, compassionate intervention, and spectacular ironic counter-argument - think in detail about the 'how' of these processes.)

**Readings:**

- Shanifa Nasser. 2020. "Terror charges in alleged 'incel'-inspired stabbing could force reckoning of Canada's terrorism laws: experts." CBC News. Online: <https://www.cbc.ca/news/canada/toronto/incel-canada-terrorism-1.5577015>
- Moonshot CVE [Countering Violent Extremism]. 2020. Covid-19: Increase in far-right searches in Canada. Online: <http://moonshotcve.com/covid-19-increase-in-searches-for-violent-far-right-content-in-canada/>

**Instructor lecture video:**

- Mini-lecture: "Approaches to countering violent extremism by right-wing and misogynist movements: counterterrorism and surveillance, countering with compassion, and spectacular ironic counter argument."

**Videos:**

- Vidhya Ramalingam (founder of Moonshot CVE) on big data surveillance and use of google ads to counter right-wing radicalization  
<https://youtu.be/Otv0WVgHc3U?t=208> (start at 3:28 mins)
- Natalie Wynn. *ContraPoints* (Youtube Channel)  
<https://www.youtube.com/channel/UCNvslonJdJ5E4EXMa65VYpA>

**Assignments due by Sunday midnight November 14:**

- Course content quiz #8
- #2 Critical reading response

## MODULE 3 IMAGINING TRANSFORMATION AND ABOLITION

**Week 9: November 16, 2021.** Meet Tuesday in BBB 10:30 a.m. to ask questions.

### The movement for racial justice and calls to defund the police

#### Questions for this class:

- 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*. Yellowhead Institute Policy Brief. <https://yellowheadinstitute.org/wp-content/uploads/2020/06/e-riddle-abolish-the-police-yi-brief.pdf>
- 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>

#### Instructor lecture video:

- Introduction to final module, posted in Brightspace
- Mini-lecture: “The movement for racial justice and calls to defund the police.”

#### Website:

- Defund the police, Black Lives Matter Canada <https://defundthepolice.org/>

#### Video:



- 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?>

**Assignments due by Sunday midnight November 21:**

- Course content quiz #9

**Week 10: November 23, 2021 – Meet Tuesday in BBB 10:30 a.m. to ask questions.**

### **Transformational justice, Mutual Aid, and Abolition**

#### **Questions for this class:**

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

#### **Readings:**

- Maree 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

#### **Instructor lecture video:**

- Mini-lecture: “Transformational justice, mutual aid, and Abolition.”

#### **Video:**

- On the Road with Abolition: Assessing Our Steps Along the Way  
<https://www.youtube.com/watch?>

**Assignments due Sunday November 28 midnight**

- Course content quiz #10

**Week 11: November 30, 2021 = Exam Prep week. Watch review video. Meet Tuesday in BBB 10:30 a.m. to ask questions.**

**Week 12: December 7, 2021 = Meet Tuesday in BBB 10:30 a.m. to ask questions. Take Home Exam #2 due midnight December 14, 2021**

### **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**

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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).