

Course Outline

COURSE:	CRCJ 3100A Policing (in)Security
TERM:	Fall 2022
PREREQUISITES:	CRCJ 1000, third-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.
CLASS:	Day & Time: Monday, 2:35pm – 5:25pm Room: Please check Carleton Central for current room location.
INSTRUCTOR: (CONTRACT)	DT (Troy) Cochrane
CONTACT:	Office: Office Hrs: TBA or by appointment Telephone: 416-587-7313 Email: dt.cochrane@gmail.com

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/143966>

COURSE DESCRIPTION

Money makes the world go round. - English idiom
Money is the root of all evil. - Biblical misquotation
I keep my mind on my money, money on my mind. - Tupac Shakur

Policing is more than the activities of police departments. Policing includes other mechanisms of social control, including government policies and cultural norms. As a keystone institution of our political economic system, money is essential to these broader practices of policing.

Money substantially dictates distribution of the social product: who gets what? That means (in)security is strongly connected to one's ability to access money. Money is implicated in the fact that some people live in extreme luxury while others starve to death. Yet, money is also considered essential to resolving this injustice. The emphasis for the class will be the ways that money gets used to police (in)security. Who gets money? How and why? How is this distribution maintained, defended, and/or changed? How do these processes relate to the policing of (in)security? This year, we will examine:

1. The formal regulations and informal regularities that govern access to money
2. How regulations and regularities of money make social groups more or less (in)secure
3. How different groups contest and/or leverage the regulations and regularities of money
4. How the regulations and regularities of money serve to police (in)security

Our analysis will cover a range of issues connected to money, and its role in policing (in)security, such as inflation, stock market crashes, wage theft, tax avoidance, and #landback. We will think critically about the seeming paradox that money is given so much attention within popular culture, but so little attention by scholars. And finally, we will discuss how the regulations and regularities of money could be contested and changed as part of creating a more just society.

LEARNING OUTCOMES

By the end of the course:

Students should understand:

- how money is created and made useful and valuable
- how financial practices differentially distribute the social product
- some of the formal regulations of money that make different social groups more and/or less secure
- some of the informal regularities of money that (re)produce (in)security for different social groups
- the relationships among money, power, and the policing of (in)security
- how the regulations and regularities of money are justified/defended, with a particular emphasis on
 - how mainstream economic theory obfuscates the role of money, validates the maldistribution of income and wealth, and plays a central role in policing (in)security

Beyond learning content pertaining to money and the policing of (in)security, students will also develop skills to

- 1) identify relationships that institute, maintain, bolster, and/or undermine power differentials;
- 2) gather information about those relationships, and;
- 3) systematically and creatively analyze that information.

TEXTS

Required texts

Anna Tsing, *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*, 2015, Princeton, NJ: Princeton University Press

Geoffrey Ingham, *Money*, 2020, Cambridge, UK: Polity Press

Additional readings will be made available to students. Readings pertaining to current events may be changed as suitable.

COURSE CALENDAR.

Week 1 (Sep 12) Introduction

Alex Steffen, 'Old Thinking Will Break Your Brain', selection, provided in class

Week 2 (Sep 19) What is money?

Tsing, pp vii-viii, 1-25, 109-19

Ingham, pp 3-38

Brett Stuckey, Penny Becklumb, and Mathieu Frigon. "How the Bank of Canada Creates Money Through its Asset Purchases", *Library of Parliament*, Aug. 10, 2015, revised May 19, 2021 [pdf: <https://tinyurl.com/2q8k6zp7>; html: <https://tinyurl.com/y52o8h3m>]

Section 1: Policing of organizations, policing by organizations

Week 3 (Sep 26) Governments

Tsing, pp 61-94

Ingham, pp 39-57

John Lanchester. "After the Fall", *London Review of Books*, Jul. 5, 2018 [html: <https://tinyurl.com/2zr4z8q9>]

Week 4 (Oct 3) Banks

Tsing, pp 97-106

Ingham, pp 61-103

Donald Mackenzie. "What's in a Number?", *London Review of Books*, Sep. 25, 2008 [html: <https://bit.ly/3jBxFxc>]

Week 5 (Oct 10) NO CLASS**Week 6 (Oct 17) Businesses**

Tsing, pp 217-39

Ingham, 104-16

Jonathan Nitzan. "Differential Accumulation: Toward a New Political Economy of Capital." *Review of International Political Economy* 5(2), 2000, pp. 169-216 [pdf: <https://bit.ly/3gSYoU2>]

Week 7 (Oct 24) NO CLASS**Section 2: Policing of classes, policing by classes****Week 8 (Oct 31) Billionaires and the ultra-wealthy**

Tsing, pp 27-43

Keefe, Patrick Radden. "The Family that Built an Empire of Pain", *The New Yorker*, Oct. 30, 2017 [html: <https://bit.ly/2yHrgvM>]

Jesse Eisinger, Jeff Ernsthause, and Paul Kiel. "The Secret IRS Files: Trove of Never-Before-Seen Records Reveal How the Wealthiest Avoid Income Tax", *ProPublica*, Jun. 8, 2021 [html: <https://tinyurl.com/y3ofbeg9>]

Parliamentary Budget Office, "Estimating the Top Tail of the Family Wealth Distribution in Canada", Jun. 17, 2020 [pdf: <https://tinyurl.com/y998mazk>]

- focus on pp 1-6

Week 9 (Nov 7) The middle class and working poor

Tsing, pp 121-35

Ingham, pp 117-32

Sean Illing and Astra Taylor, "The case for canceling student debt — all of it", *Vox*, May 13, 2021 [html: <https://tinyurl.com/yzp97827>]

Philip Mattera, "Grand Theft Paycheck: The Large Corporations Shortchanging Their Workers' Wages", *Good Jobs First*, Jun. 2018 [pdf: <https://tinyurl.com/2jxhctfz>]

Week 10 (Nov 14) The impoverished and unemployed

Tsing, pp 193-213

Ingham, pp 133-6

JW Mason, Mike Konczal, and Lauren Melodia, “Reimagining Full Employment: 28 Million More Jobs and a More Equal Economy”, *Roosevelt Institute*, July 2021 [pdf: <https://tinyurl.com/2eukyr8a>]

- focus on ‘Executive Summary’, ‘Introduction’, and Sections 1 & 2, pp 1-27

DT Cochrane, “Job guarantees, basic income can save us from COVID-19 depression”, *The Conversation*, Mar. 23, 2020 [html: <https://tinyurl.com/2o6st62f>]

Section 3: Policing of “others”**Week 11 (Nov 21) Immigrants and refugees**

Tsing, pp 253-74

Ali Raza, “Jamaican migrant workers in Ontario pen open letter likening conditions to 'systematic slavery'”, *CBC*, Aug 20, 2022 [html: <https://tinyurl.com/2nc3bbzw>]

Anna Tsing, “Movements”, *Friction: An Ethnography of Global Connection*, 2005, pp 213-38

Week 12 (Nov 28) Disabled people

Tsing, pp 285-8

Bee Lee Soh, et al, “Open Letter: Ontario social assistance recipients need a basic living standard”, MAP Centre for Urban Health Solutions, May 16, 2022 [html: <https://tinyurl.com/2neq33kl>]

DT Cochrane, “Let Our Bodies Flourish: Thoughts on *Translation and the Amazing Broken Telephone Kaleidoscope*”, *The Blackwood*, Mar. 01, 2021 [html: <https://tinyurl.com/2ffbq6fx>; alt html: <https://tinyurl.com/2qxmjaq7>]

Week 13 (Dec 5) Indigenous nations

Yellowhead Institute, ‘Cash Back’, May 2021, pp 5-67 [html: <https://cashback.yellowheadinstitute.org/>; pdf: <https://tinyurl.com/2hj3nxe2>]

Jody Porter. “Children of the Poisoned River.” *CBC* [html: <https://bit.ly/3gNqhDO>]

EVALUATION

Assignment	Component Share of Total	Due Date
In-class quizzes	25%	Completed in class
Identification and explanation of research object	10%	October 3
Analysis of cultural product or news coverage	15%	October 31
Annotated bibliography	10%	November 14
Report on initial research findings and analysis	20%	December 5
Take-home exam	20%	TBD

In-class quizzes

There will be at least three quizzes in class. Each quiz will pertain to any of the material covered in the previous weeks. For example, a quiz on Week 3 could include material from Weeks 1 & 2, while a quiz on Week 11 could include material From Weeks 1 to 10. The quizzes will be equally weighted. That means if there are three quizzes, each would be worth 8.33% of the final mark. If there are five quizzes, then each would be worth 5% of the final mark.

Identification and explanation of research object

Students will choose a subject/object for a hypothetical research project that connects money and the policing of (in)security. They will have to explain why they chose that subject/object, how they believe it pertains to the course topic, and what questions could be pursued as part of the research project. Students must hypothesize formal regulations and/or informal regularities pertaining to that object, and how they might bear on the role of money in policing (in)securities. Students will not be expected to complete the research project, so it can be ambitious. This is to encourage you to 1) be curious, 2) think about why you are curious on a given topic, and 3) identify how you might satisfy that curiosity in ways that are intellectually meaningful.

Analysis of cultural product or news coverage

Students will choose either a cultural product, such as a song, movie clip, episode of a television show, Tik Tok account, podcast, etc. OR news coverage that expresses a connection between money and the policing of (in)security. They will draw on course readings to demonstrate their own creative and critical thinking skills to analyze the cultural product or news coverage. Examples will be provided in class.

Annotated bibliography

Students must provide an annotated bibliography for their hypothetical research subject/object. The annotated bibliography must include their planned thesis statement or central research question. Students must also identify information they believe they would require to carry out the research and analysis. The annotated bibliography must include at least three journal articles from at least two disciplines (i.e. political economy, anthropology, sociology, law, etc.)

Report on initial research findings

Students will write up their initial findings. Again, they are not expected to complete the project. Rather, they will write what questions they have been able to answer and/or tentatively answer, what information they have been able to find and/or not find, what effort it might take to complete the next stage of the research and analysis.

Take-home exam

Students will be given a take-home exam on the final day of class. They will be expected to draw on course materials to answer the questions. The exam will be open book. Course materials used to answer the question should be explicitly identified and properly cited. Students may use the citation practice of their choice. Consultation and discussion with classmates is acceptable. However, each student must submit their own written responses.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- 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 marks.

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).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

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>