

---

<b>COURSE:</b>	<b>LAWS 4309A – (CRN 13596) State Security and Dissent</b>
<b>TERM:</b>	<b>Winter 2022</b>
<b>PREREQUISITES:</b>	<b>Fourth-year Honours standing and 0.5 credits from one of LAWS 3305, LAWS 3503, or LAWS 3509 or HIST 3305.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Please check Carleton Central for current Class Schedule. Wednesdays 6:05to 8:55 pm Room: This course will be delivered in an Online-Blended modality with <u>mandatory</u> weekly synchronous/live seminars each Wednesday through Zoom along with asynchronous learning links and podcasts accessible through CuLearn.</b>
<b>INSTRUCTOR: (CONTRACT)</b>	<b>Yavar Hameed</b>
<b>CONTACT:</b>	<b>Office Hrs: By appointment only. Available through Zoom or by telephone. Telephone: (613) 627-2974 Email: <a href="mailto:yhameed@hameedlaw.ca">yhameed@hameedlaw.ca</a>; <a href="mailto:yavar.hameed@carleton.ca">yavar.hameed@carleton.ca</a></b>

---

### **CALENDAR COURSE DESCRIPTION**

Historical and contemporary analysis of legal responses of Canadian governments to dissent, political opposition, insurrection, etc. Includes trial of political offences (treason, sedition, riot), national security measures (War Measures/Emergencies Act, Official Secrets Act), and other special powers (police, labour, immigration, parliamentary privilege, etc.).

### **COURSE DESCRIPTION**

Methods of state control vary through times of war and peace, constantly shifting in an attempt to reconcile the apparent tension between protecting civil liberties and ensuring security. This shifting tide is impacted by individual acts and broader social movements, which challenge the parameters of state control. This course explores counter-hegemonic resistance to state institutions that ideologically define security and in tandem exercise repressive control over Canadian society. Particular emphasis is given to laws in Canada that curtail basic civil liberties and legal challenges that test the limits of security for the state and “state apparatus”. The impact, successes and relevance of individual and collective struggles for equality and human rights are considered both historically and in a contemporary context in an effort to investigate the role of dissent within

Canada. To this end, dissent is presented as both a practical and theoretical lens through which we may interrogate the construction of security and hegemonic control exercised by ideological and repressive state institutions.

### **COURSE OBJECTIVES**

The case studies and debates in the course allow the student to research, develop and demonstrate evidence-based reasoning and legal analysis on public policy concerns grounded in a diverse range of contemporary and historical political events relating to security, dissent and the moral and legal parameters for resisting dominant narratives of security.

### **REQUIRED TEXTS**

Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000). (Electronic Resource available through Carleton MacOrdrum Library)

**All other weekly assigned and background readings will be hyperlinked or posted on cuLearn**

### **EVALUATION**

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

The first three classes will take the form of a lecture followed by open discussion within the class. Students will be expected to hand in a 2 page response to the readings (where applicable) and the discussion topic of the week from Week 2 until Week 12. [for a total of 10 responses] The remaining classes will consist of debates followed by general class discussion and/or a guest speaker.

#### **I. Brief of Argument for Debate (30 % of Total Mark)**

The last nine weeks will be structured around debate resolutions. The resolution for each debate is provided in the syllabus, but may be modified by the instructor in consultation with the class to provide greater clarity.

Either individually or in pairs students will take a position for or against the resolution for a selected week. One week prior to the selected week, students will be required to submit a factum (written

and sourced argument) and will be responsible during the week in question to present an oral argument for or against the resolution.

The debates themselves will be judged by a panel of students, the instructor and/or the guest lecturer. The remainder of the class will act as a jury and, after the close of the debate, the jury will deliberate in private and come up with an independent conclusion. The jury and judges will then explain their conclusion to the class. The outcome of the debate (i.e. who wins and who loses, nb: a tie or hung jury is also possible) will not be determinative of the mark assigned, but the level of preparation, contribution and interventions of the student debaters will form part of their participation mark.

Each debate will be preceded by a short introduction by the instructor. Thereafter, the student debates will continue from 1 to 1.5 hours (with intervening questions from the judges and the class) depending upon the flow of discussion. A good debate will not necessarily be cut off at a precise time, but will be moderated by the panel of judges.

### **Submission of Brief or Factum:**

**At least one week prior to the scheduled debate**, the moving party (**for the Resolution**) is to identify a series of issues that are to be dealt with in the debate. The issues are necessary questions that must be answered in order to decide the ultimate resolution. Generally speaking, there should be approximately three issues to be addressed. One week before the debate, the students are to email the instructor with their factum (**brief of argument**). A precedent of the brief and detailed explanation on how to prepare the brief will be provided on cuLearn.

The brief will be approximately 10 to 15 pages in length (NB: length will vary as well according to whether there are 1 or 2 students writing the same factum, i.e. 2 students are expected to produce a more in depth and lengthier factum). The brief should consist of a recitation and interpretation of the resolution question, an outline of the argument and a more detailed breakdown of the points to be argued, with appropriate footnotes and citations. The parties to the debate are required to exchange their main resources to be used in the argument at least one week before the debate. The parties are also responsible at that time to post their facta and list of resources to cuLearn for review by the class.

The brief should attempt to persuade the judges by drawing upon assigned and external readings. Where external readings are relied upon by either party, they are to be exchanged with the party opposite and the instructor prior to the debate. On the day of the debate, each group should have on hand an additional copy of its factum to submit to the instructor.

## **II. Major Project (MP) (50% of Total Mark)**

### **A. Organizational Profile and Proposal (due (WEEK 5) on Wednesday February 9, 2022 (Value 10%))**

You will be provided with a list of organizations, including: grassroots organizations, non-government organizations (NGOs) and/or movement oriented collectives. Your first assignment will be to prepare a 10-page organizational profile of the entity that you have selected explaining how that organization engages with the Ideological State Apparatus (ISA) and Repressive State Apparatus (RSA) in respect of the construction of a security narrative in Canada (whether locally, provincially or nationally). You are encouraged to reach out to the entity itself to understand, first-hand, the nature of its work. Your profile of the entity must include a description of the entity, its objectives, its organizational make-up, rules, its decision-making process and must explain its engagement with ISA and RSA discourses of security. Secondly, your profile must identify one major issue of concern for the entity that you will propose to analyze.

The specifics of how to design the profile and proposal will be discussed in class and a precedent profile and proposal will be posted on cuLearn.

### **B. Major Project - Issue Analysis (Value 40%)**

Based on the organizational profile and proposal developed by the student, they will prepare the Major Project. The Major Project must focus on one issue of concern to the entity selected by the student. It must provide a reasoned, researched and evidence-based approach to how this issue can be realized by the organization within a structured analysis of the theoretical and practical challenges it faces. A detailed structure of how to complete the analysis for the Major Project will be provided on cuLearn. The components of the analysis will include the following:

- Detailed description of the issue that the entity seeks to address;
- Methods and tactics of the organization in seeking to address the issue;
- A discussion of how the organization's tactics engage with the ISA and RSA in respect of the relevant security discourse;
- Limitations of the methods adopted by the organization;
- Legal challenges faced by the organization in realizing its objective;
- Moral resistance to the position of the organization;
- Consideration of popular opinions and/or mobilization of popular support;
- Likelihood of success in the organization realizing its goal in respect of the issue of concern;
- A plan or proposal for the organization to enhance or improve its approach based on a theoretical and practical consideration of relevant challenges and variables relating to the issue.

It is highly recommended for the student to communicate directly with their selected organization. Students must, however, avoid using the opinion of organizers/ members of the organization as a substitute for evidence-based analysis of the challenges faced by the organization. It is open for the student to share or permit the sharing of the final Major Project with the organization itself.

Unless otherwise stated by the instructor and/or unless an extension has been granted to the student in writing by the instructor, the **Major Project is due on the last day of seminar, April 6, 2022**

### **III. Participation in the Course (20% of total mark)**

#### **A. Instructor Evaluation of Participation (Value: 10%)**

The instructor, based on their discretion and observations, will use the following criteria in evaluating student participation in the seminar for a mark out of 10:

- Attendance at each seminar;
- Timely submission of factum and proposal and final project;
- Level of preparedness based on comprehension and familiarity with readings;
- Level of preparedness and review of legal briefs in advance of seminar;
- Quality of interventions during seminar;
- Leadership in assuming role of judge;
- Constructive engagement in seminar based on role as jury member;
- Level of participation in judges' panel and/or jury;
- Level of engagement with discussion based on questions posed during seminar;
- Ability to incorporate assigned readings during seminar interventions;
- Ability to incorporate other readings into seminar interventions.

#### **B. Self-Assessed Participation in Debates and Class Discussion (Value: 10%)**

In addition to participation in discussion as debaters, students will also be expected to contribute to class discussion as jury members, judges and in the plenary discussion/ seminar wherein active student participation is expected. The overall participation mark will be **self-assessed** by the students (i.e. you will determine your own participation mark out of 10) in consultation with the instructor at the end of the semester.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

**A late penalty of 5% per day will be applied to all assignments submitted after the due date.**

The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

**Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide

additional information to justify the longer extension (up to a maximum of 14 days).

### **SCHEDULE**

***Please note the following dates:***

<b>January 5, 2022</b>	University Reopens.
<b>January 10, 2022</b>	Winter term classes begin.
<b>January 31, 2022</b>	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
<b>February 18, 2022</b>	April examination schedule available online.
<b>February 21, 2022</b>	Statutory holiday. University closed.
<b>February 22-25, 2022</b>	Winter break, no classes.
<b>March 29, 2022</b>	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
<b>April 12, 2022</b>	Winter Term Ends. Last day of fall/winter and winter term classes.
<b>April 13, 2022</b>	No classes or examinations take place.
<b>April 14- 28, 2022</b>	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
<b>April 15, 2022</b>	Statutory holiday. University closed.
<b>April 28, 2022</b>	<b>All take home examinations are due</b> on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

---

### **Week 1 (Wednesday January 12, 2022): Introduction and Background: Hegemony and Modes of State Control**

State security in liberal democracies is created and maintained by the use of violence and by the construction of institutions that ideologically promote conformity and adherence to the Rule of Law. While civil society is constrained by the overt and ideological modes of state control, movements of

resistance develop within civil society at historical moments of political disequilibrium. Such movements challenge the priorities of the “Security State” and its modes of activity. This seminar introduces notions of power, hegemony and the relationship between hegemonic control of the security state and policy and legislative formation.

### **Assigned Readings:**

Louis Althusser, “Ideology and Ideological State Apparatuses: Notes Towards an Investigation” in *Lenin and Philosophy and Other Essays* (London: New Left Books, 1971) 127. –/ cuLearn or see: [www.hu.mtu.edu/~rlstrick/rsvtxt/althuss1.pdf](http://www.hu.mtu.edu/~rlstrick/rsvtxt/althuss1.pdf)

Gary Kinsman et al., “How the Centre Holds- National Security as an Ideological Practice” in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 278- 85.

## **PART I: Forming and Maintaining the Security of the Canadian State**

### **Week 2 (January 19, 2022): State Formation and the Negotiation of National Interests**

As a White settler society, Canada was founded on principles, which privileged certain national and racial categories, while denying political and economic participation to other groups such as First Nations and immigrants from Asia and Africa. The formation of the Canadian State, therefore, reflects this hierarchy through an exclusionist immigration system and differential application of domestic laws based upon racial category.

### **Choose Debate Topics and Form Groups for Weeks 4 through 12**

### **Assigned Readings:**

Sherene H. Razack, “Introduction: When Place Becomes Race” in Sherene H. Razack, ed., *Race, Space and the Law: Unmapping a White Settler Society*, (Toronto: Between the Lines, 2002) 1. **cuLearn**

Andrew Parnaby & Gregory S. Kealey, “The Origins of Political Policing in Canada: Class, Law, and the Burden of Empire” (2003) 41 *Osgoode Hall L.J.* 211. **cuLearn**

### **Week 3 (January 26, 2022): Surveillance and the Role of Security Intelligence**

Surveillance of Canadian society is an intrinsic part of state security and has played an important role in the evolution of the infrastructure of Canadian security intelligence. After the McDonald Commission in 1981, the Canadian Security Intelligence Service (CSIS) succeeded the RCMP as a civilian body mandated to investigate threats to Canadian national security. While ostensibly national security policing and intelligence functions were separated, the new entity failed to engender

appropriate reliability or accountability to meet its invasive investigatorial powers. CSIS struggled to find its feet in the years immediately following the demise of the Cold War, but has gained renewed importance in the post 9/11 era. CSIS has been criticized for improper surveillance of racialized communities (including but not limited to Muslims and Arabs in Canada) and individuals as well as civil society organizations, protestors and environmental groups opposing government policies. These complaints bring into relief the potential for abuse in terms of the use of Canadian intelligence as a tool of control of those who are considered as culturally or ideologically “deviant” within the normative framework of belonging defined by Canada’s national security elite.

### ***Guest Speaker on History of CSIS and National Security in Canada***

#### **Assigned Readings:**

Introduction in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 1-8.

“Spymasters, Spies, and their Subjects: The RCMP and Canadian State Repression, 1914-39” in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 18- 33.

#### **Suggested Reading:**

Michel Foucault, *Discipline and Punish: the Birth of the Prison* (New York: Vintage Books, 1995).

### **Week 4 (February 2, 2022): Oppression of Indigenous Rights**

On November 18, 2021, the RCMP arrested 15 people on Wet’suwet’en territory, enforcing the economic rights of an injunction for the development of the Coastal Gas Link (CGL) pipeline by Houston-based company, TC Energy. The RCMP’s actions in their intervention, ostensibly under the legal cover of an injunction, were in response to a road closure by the protestors on November 16, 2021. The RCMP has maintained that their actions were necessary as a rescue effort to clear an access route to 500 CGL workers in two camps. The arrests, which included Wet’suwet’en elders, observers and media and resulted in the demolition of the tiny house dwelling of the protestors, have become the focus of international media attention and have polarized feeling towards the BC NDP government, which has maintained its distance from the RCMP intervention. At the heart of the controversial blockade is the fact that Wet’suwet’en hereditary chiefs have been sidelined in consultations in favour of elected band leaders.

**RESOLUTION: BE IT RESOLVED THAT the RCMP enforcement of the Coastal Gas Link injunction against Wet’suwet’en land defenders was an appropriate exercise of the rule of law.**

**Assigned Readings:** To be posted on cuLearn

**Background Sources:**

<https://www.cbc.ca/news/canada/british-columbia/rcmp-wet-suwet-en-pipeline-resistance-1.6254245>

<https://thenarwhal.ca/rcmp-arrests-wetsuweten-coastal-gaslink/>

[https://www.democracynow.org/2021/11/19/molly\\_wickham\\_wetsuweten\\_resistance\\_latest\\_updates](https://www.democracynow.org/2021/11/19/molly_wickham_wetsuweten_resistance_latest_updates)

### **Week 5 (February 9, 2022): Racial Profiling in Policing (PROPOSAL DUE)**

In December 2021 the Ottawa Police Services Board approved a budget increase of \$11.45 million (in an overall budget of \$346.5 million) rather than the requested 2.86% requested by the Ottawa Police. The short fall in the requested budgetary increase by the police was the result of intense public pressure by grassroots community groups, which vocally opposed the budgetary increase and temporarily blockaded local Ottawa traffic in protest. The Ottawa Police Service has been beleaguered by criticisms that it over-polices racialized communities and that it is systemically discriminatory against Black and racialized people. With international protests against police violence catalyzed by Black Live Matters, grassroots criticism has highlighted racial justice and the harmful effects of policing in Ottawa including the death of Abdirahman Abdi and Anthony Aust, discriminatory traffic stops and no-knock warrants. Communities need safety, but do they need police? Can the harms caused by policing be achieved through defunding the police?

**RESOLUTION: BE IT RESOLVED THAT defunding the police is a reasonable response to combatting systemic racism in the Ottawa Police Service.**

**Assigned Readings:** To be posted on cuLearn

### **PART II: STATE SECURITY AND DISSENT DURING TIMES OF WAR**

#### **Week 6 (February 16, 2022): Removal of Citizenship in Times of War**

During periods of war, individual freedom is often subverted in the interest of building a common movement and collective “war effort”. The promotion of nationalism provides moral justification for the promotion of State interests abroad, while it also serves to create and consolidate a generally compliant attitude within civil society susceptible to the suggestions of the dominant class. Within this paradigm, normally unimaginable programs such as the internment of Canadian citizens based on ethnicity, increased surveillance, racial profiling, arbitrary detention and torture can be advanced, with little or no opposition, in the name of national security.

**RESOLUTION: BE IT RESOLVED THAT the protection of national security may justify the deportation of naturalized Canadian citizens to their country of origin during times of war, apprehended insurrection or terrorist threat.**

**Assigned Reading:**

A Macklin, "Citizenship Revocation, the Privilege to Have Rights and the Production of the Alien" (2014) 40:1 *Queens Law Journal*. **cuLearn**

**Background Sources:**

*Reference re: Persons of Japanese Race* [1946] SCJ No. 7.

Ann Sunahara. *The War Measures Act: Can Its Use be Controlled?* (Unpublished paper)

**CLASSES SUSPENDED FOR WINTER BREAK February 22 – 25****Week 7 (March 2, 2022): Gender Oppression and Ideological Security**

The gay purge represents an active campaign prevalent within the Cold War designed to target, marginalize and alienate suspected gender deviants within the Canadian government. Replete with symbolic weaponry such as the "Fruit Machine", the gay purge viewed gender deviance as an ideological threat. From the decriminalization of homosexuality in 1969 a series of social, legal and political events led to the Trudeau apology for the gay purge in 2017. Today, however, the prevalence of sexual violence and gender oppression in the military is manifest even at the highest ranks with recent charges being laid against Vice-Admiral Haydn Edmundson, the former head of human resources for the military. While the first female Minister of National Defense, Anita Anand, seeks to change the culture of the military, can an organization that has historically normalized the oppression of gender and sexual violence within its ranks effectively purge itself of systemic gender and sexual orientation oppression?

**RESOLUTION: BE IT RESOLVED THAT gender oppression within the military cannot be purged because it is embedded within the institution.**

**Assigned Readings:**

*Douglas v. Canada*, 1992 CanLII 2419 (FC), [1993] 1 FC 264, <<http://canlii.ca/t/4gsj>>

"Constructing Gay Men and Lesbians as National Security Risks, 1950-70" in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 143-153.

Gary Kinsman and Patrizia Gentile, *The Canadian War on Queers: National Security as Sexual Regulation* (Vancouver: UBC Press, 2010).

**Week 8 (March 9, 2022): Military Propaganda**

During the pandemic, the Canadian military launched Information Operations (IO), secretly collecting information on Canadians in an effort to ostensibly assist the security response of long-term care homes in Ontario. Additionally, in 2020, the propaganda unit of a military reserve unit in Halifax conducted Psychological Operations (Psyops) without proper approval designed to study the effect of behaviour modification and influence over the Canadian population. Were these propaganda tactics incidental to the role of the military or are they an instrumental part of how the military functions in Canada?

**RESOLUTION: BE IT RESOLVED THAT the Canadian Armed Forces needs propaganda to exercise control in Canada.**

**Assigned Readings:** To be posted on cuLearn

**Background Source:**

<https://www.thechronicleherald.ca/news/provincial/forged-letter-warning-about-wolves-on-the-loose-part-of-canadian-forces-propaganda-campaign-that-went-awry-509157/>

<https://www.cbc.ca/news/politics/psychological-warfare-influence-campaign-canadian-armed-forces-1.6079084>

**Part III: DISSENT AND DISTURBING OF THE PEACE****Week 9 (March 16, 2022): Justice vs. the Law**

The law and justice are not the same thing. You sometimes have unjust laws and sometimes laws bring people to justice. A judge is a Justice but a judge's judgment is not always just. And then there is social justice – an often used amorphous term that means a lot of things to a lot of people, but what does it mean in practice. What does it mean to access justice? How does one seek justice for communities and is it possible to use the law to do good for communities? Is the practice of law meant to address structural change or is it a system of rules designed to maintain the *status quo*.

**RESOLUTION: BE IT RESOLVED THAT the most effective way to create meaningful social change is to break the law.**

**Assigned Reading:** To be posted on cuLearn

**Week 10 (March 23, 2022): Curtailment of Public Expression**

On March 16, 2020, Ontario declared a lockdown along with jurisdictions throughout Canada and the world in response to the COVID-19 pandemic. Gathering sizes were limited, provinces in some cases closed their borders, public services were limited to virtual access and businesses closed or were temporarily shuttered. Amidst the imposition of public health directives, there were inconsistencies in some cases interjurisdictionally between places like Ottawa and Hull and businesses themselves were divergent in their responses. For the public at large, many people were initially confused. Reports emerged of racial profiling on the part of bylaw officers along with the arbitrary imposition of massive fines. Several months later, however, despite strong compliance measures being ordered, COVID-19 infections skyrocketed in the fall of 2020. In response to this problem, municipalities have ordered the imposition of hefty fines resulting in public backlash as in the case of Adamson Barbecue in Etobicoke. What are the appropriate limits to state intervention in a period of public health controls? Should the public be subjected to repressive state control?

**RESOLUTION: BE IT RESOLVED THAT punishing non-compliance with public health measures in the pandemic is a mistake.**

**Assigned Reading:** To be posted on cuLearn

**Week 11 (March 30, 2022): Housing as a Human Right**

Landlords own properties, which they rent to tenants for a rate that is determined by the market under terms that are governed by the *Residential Tenancies Act* in Ontario. If the tenant cannot make their monthly rental payment, they risk eviction. However, should this be the case in the context of a global pandemic that has dramatically altered the landscape of available employment, social services and public housing? While the government of Ontario temporarily granted a moratorium on evictions between March and July 31, 2020, evictions have been continuing since August 2020. What should the legal and moral limits be on displacing tenants from their home when they have nowhere else to go? Should landlords have to bear the responsibility for the burden for the inequities of the system? Can the provincial or federal governments, already overrun with unprecedented debt bail out those affected?

**RESOLUTION: BE IT RESOLVED that no one should be evicted during a pandemic.**

**Assigned Readings:** To be posted on cuLearn.

**Week 12 (April 6, 2022): Freedom and Abolition**

Prisons in Canada are places where prisoners face unhealthy conditions, traumatic situations, physical danger, disease and torture. The normalization of prisons and prison conditions is both a social and political compromise that often serves as a solution for housing persons with complex and severe mental health challenges. However, in the spring of 2020, Canadian policy makers, bureaucrats, prosecutors and courts were pushed to consider radical options to respond to the looming problem

of housing prisoners in large carceral facilities in the face of a growing health and resource crisis caused by a global pandemic. For the first time, the policy of *decarceration* in Canada became a guiding consideration that would animate bail reviews, immigration detentions, alternative plans to detention and sentencing. If decarceration could emerge as a reasonable policy option urged by the crisis of a pandemic, would the notion of abolishing prisons still make sense outside of a global health crisis?

**BE IT RESOLVED THAT prisons in Canada should be abolished.**

**Assigned Readings:** To be posted on cuLearn.

## **University and Departmental Policies**

### **PLAGIARISM**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **DEPARTMENT POLICY**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/student-experience-resources/>.

### **COVID-19 PREVENTION MEASURES**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes

of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **ACADEMIC ACCOMMODATIONS**

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](#).

**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. 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>

### **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. Please contact your instructor 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.