

**PCJ460H1S: Conflict and Justice in Canada**

Winter semester 2022

Tuesday 12-2 (online, synchronous, until at least January 31, 2022)

Instructor: Professor Courtney Jung**Contact:** Courtney.jung@utoronto.ca**Office Hours:** By appointment**Course description:**

This course focuses attention on violence and justice in the established liberal democracies of North America. We will pay particular attention to state violence against its citizens in Canada and the U.S., civil and human rights violations, structural violence, and the role of violence in protest and collective action. We will study particular movements and acts of protest and opposition, with an eye to discerning when violence ensues, when it doesn't, and why. We will also focus on the nature of racialized and gendered violence, and what it tells us about the nature of the state. Finally, we will explore what justice entails, what democracies are protecting if not their own citizens, and whether transitional justice mechanisms such as truth commissions and reparations, commonly used in countries emerging from violence, are also appropriate mechanisms of justice in liberal democracies.

Course objectives:

- Critical thinking
- Conducting original research
- Communicating research and findings in a variety of ways

Course components and marks breakdown:

1. (20%) Students will be asked to follow one ongoing issue/movement/conflict throughout the semester, and to provide two updates (10% each) on the issue over the course of the semester. These updates will take the form of a blogpost, uploaded to our class blog. Students are expected to regularly read the class blog to keep up to date on the issues we, as a class, are following.
2. (15%) Ethnography practicum. Students will be asked to conduct first-hand, independent research into an organization/movement/protest, and to report their findings.
3. (50%) Final project. This might take a range of forms, to be discussed. Whatever form it takes, the work entailed would be equivalent to a 15-page academic paper.
4. (10%) Class participation. My expectation is that every student will get full participation marks, by preparing for, attending, and participating in class at a high level of engagement.

5. (5%) Students will also be expected to attend and participate in the following Trudeau Centre activities: PCJ Student Conference on Monday January 31st (3% of grade) and an Anti-Racism Workshop facilitated by U of T's Anti-Racism and Cultural Diversity Office on Thursday February 17 from 3:00 – 5:00 PM (2% of grade). Details about these activities will be provided by the PCJ program.

Assignment deadlines:

Blog posts providing updates on your issue may be submitted in any two weeks between Jan 17 and March 21.

There are three assignments associated with the ethnography practicum (5% each).

Due Feb 1. A one-page proposal describing the work you want to do, how you plan to do it, and what questions you want to answer through your research.

Due Feb.28 Fieldwork notes. A first-person account of what you did, how you did it, who you spoke to, what was easy, what obstacles you encountered, etc.

Due Mar.14 Report on your findings. What did you learn? What is the answer to your question?

Due April 8. Final project.

Course Policies

Email Policy – I don't have one. If you have a question or comment, send me an email. I will respond.

Late Penalty – Please hand in your work on time. It's not fair to your classmates if you get extra time to complete your work. Those of you who are graduating won't be able to hand in your final project much after the deadline.

Assignment submission policy – Please submit your ethnography practicum assignments and final project online through Quercus on the dates they are due. We will discuss how best to submit blog entries.

Illness and Extensions: For 2021-22, the Verification of Illness (or "doctor's note") is not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work have been asked to record their absence through the ACORN online absence declaration. The absence declaration is considered sufficient documentation to indicate an absence and no information or documentation should be required when seeking consideration from an instructor. Students should also advise their instructor of their absence. Instructors can contact their Undergraduate Administrators if they have questions or would like confirmation for a particular student.

Plagiarism: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

Academic Integrity: Case write-ups, papers, assignments, and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following sites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations.

Use of Technology: Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers. Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. Please read the University's Student Code of Conduct and policy on the Appropriate Use of Information and Communication Technology.

Notice of video recording and sharing (download and re-use prohibited): This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

Code of Behaviour on Academic Matters: Please read the University's [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Equity, Diversity and Inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Resources

Accessibility Services: The university is fully committed to providing students with fair access to their courses. Students with special needs or disabilities are strongly encouraged to register with [Accessibility Services](#) to arrange for needed accommodations.

Writing Support: Students can attend workshops and arrange one-on-one appointments for feedback on their written work. Students can visit www.writing.utoronto.ca for information and advice on all aspects of academic writing. Students are encouraged to make use of the college writing centers for

individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. Students can also take advantage of the Library's free "Writing Plus" academic skills workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills, at <http://www.artsci.utoronto.ca/current/advising/ell>.

Registrar Support: Students are encouraged to contact their College Registrar promptly if they experience unexpected challenges during the course that may require accommodations.

Health and Wellness: Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at: <https://studentlife.utoronto.ca/department/health-wellness/6>

Crisis Support: Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto, as listed below:

- University of Toronto: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- City of Toronto: <https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephone-support-lines-non-crisis-mental-health-services.html>

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

You are not alone: please get help if you're experiencing difficulties or are in distress.

Course Outline and Readings

Week 1 – January 11 - Kanehsatake

Adam Dahl, "Introduction," *Empire of the People*, pp.1-20
<https://kansaspess.ku.edu/samples/chapters/9780700626076.pdf>

Background: Canadian Encyclopedia entry on The Oka Crisis.
<https://www.thecanadianencyclopedia.ca/en/article/oka-crisis>

Alanis Obomsawin, "Kanehsatake: 270 years of rebellion,"
<https://www.youtube.com/watch?v=7yP3srFvhKs>

2019 update on Kanehsatake land
<https://www.cbc.ca/news/indigenous/kanesatake-longhouse-demands-oka-land-dispute-1.5255201>

Week 2 – January 18 - Criminalizing dissent

Rob Watts, "Protecting democracies from themselves: how liberal democracies criminalize the political," in *Criminalizing Dissent: the liberal state and the problem of legitimacy*. Routledge, 2020. <https://books-scholarsportal-info.myaccess.library.utoronto.ca/en/read?id=/ebooks/ebooks5/taylorandfrancis5/2019-11-28/1/9781351039581>

Andrew Crosby and Jeffrey Monaghan, *Policing Indigenous Movements*, Chapter 4 "The raid at Elsipogtog: Integrated policing and "violent aboriginal extremists," pp.136-178

Aljazeera video. *Elsipogtog: The Fire over Water*
https://www.youtube.com/watch?v=AlbqFPC_-Eg

(Wet'suwet'en) "Canada police prepared to shoot Indigenous activists documents show," *The Guardian*. Dec 2019. <https://www.theguardian.com/world/2019/dec/20/canada-indigenous-land-defenders-police-documents>

Week 3 – January 25 - Policing Indigenous movements, and people; protecting corporate power

Andrew Crosby and Jeffrey Monaghan, *Policing Indigenous Movements*, Fernwood Publishing, 2018.
 Read Introduction and chapters 1 and 2

Pamela Palmater, "RCMP still clearing Indigenous lands for corporate interests," *The Breach*, Nov.26, 2021
<https://breachmedia.ca/rcmp-still-clearing-indigenous-lands-for-corporate-interests/>

(optional) Website describing the government documents used to write *Policing Indigenous Movements*.

<https://policingindigenousmovements.ca/chp-4-the-raid-at-elsipogtog/>

info.myaccess.library.utoronto.ca/en/read?id=/ebooks/ebooks5/taylorandfrancis5/2019-11-28/1/9781351039581#page=15

(optional) "Settler Colonialism and the Policing of Idle no More," Social Justice Vol.43, No.2 2016.
<https://www.researchgate.net/profile/Andrew-Crosby-3/publication/340096689/Settler-Colonialism-and-the-Policing-of-Idle-No-More/links/5ee0ef9792851cf1386f6ea9/Settler-Colonialism-and-the-Policing-of-Idle-No-More.pdf>

Week 4 – February 1 - The Racial Contract

Charles Mills, *The Racial Contract*, Cornell University Press, 1997. pp40-53,53-62,81-89
<https://books-scholarsportal-info.myaccess.library.utoronto.ca/en/read?id=/ebooks/ebooks3/proquest-up/2018-09-18/2/9780801471353#page=96>

Robyn Maynard, *Policing Black Lives: state violence in Canada from slavery to the present*, Fernwood Publishing, 2017. Read chapters 1 and 3.

Week 5 – February 8 - Police brutality

Robyn Maynard, *Policing Black Lives: state violence in Canada from slavery to the present*, Fernwood Publishing, 2017. Read chapters 4 and 5.

Brandi Morin, "The Indigenous People Killed by Canada's Police," Aljazeera.
<https://www.aljazeera.com/features/2021/3/24/the-indigenous-people-killed-by-canadas-police>

Mapping Police Violence. Data on police violence in the US. <https://mappingpoliceviolence.org>

Week 6 – February 15 - Prisons as violence

Michele Alexander, *The New Jim Crow*

Reading Week - No class on February 22

Week 7 – March 1 - Anti-immigrant violence

Canada: Abuse, discrimination in immigration detention. Summary of Human Rights Watch/ Amnesty International report. <https://www.hrw.org/news/2021/06/17/canada-abuse-discrimination-immigration-detention>

The HRW/AI report: <https://www.hrw.org/report/2021/06/17/i-didnt-feel-human-there/immigration-detention-canada-and-its-impact-mental>

ACLU, "Addressing racialized violence against migrants requires a complete overhaul of Customs and Border Protection,"

<https://www.aclu.org/news/immigrants-rights/addressing-racialized-violence-against-migrants-requires-a-complete-overhaul-of-customs-and-border-protection/>

ACLU letter demanding policy change.

https://www.aclutx.org/sites/default/files/aclu_tx_cbp_oig_letter_re_border_patrol_in_del_rio.pdf

Week 8 – March 8 - (Canada, US, Woodly, surveillance)

<https://theconversation.com/police-surveillance-of-black-lives-matter-shows-the-danger-technology-poses-to-democracy-142194>

Week 9 – March 15 - “Critical infrastructure”

<https://theconversation.com/provincial-governments-are-setting-the-stage-for-more-violence-against-indigenous-peoples-and-their-lands-142155>

<https://theconversation.com/why-government-and-industry-want-us-to-view-the-cn-rail-strike-as-a-security-risk-127572>

Week 10 – March 22 - Truth commissions and reparations

Week 11 – March 29

Maureen Ramsay, “Liberal democratic politics as a form of violence,” *Democratization*, Vol.17, No.2 April 2010. <https://www.tandfonline-com.myaccess.library.utoronto.ca/doi/pdf/10.1080/13510341003588658?needAccess=true>