

# ABOLITION GEOGRAPHIES

Geography 495 B | 5 credits  
MW 2:30 – 3:30pm via Zoom

**Professor** Megan Ybarra (she/her/hers)

**Email** mybarra@uw.edu

**Office Hours** Tuesdays, 2:30-3:30pm and by appointment. Sign up using Google Calendar:  
[bit.ly/ybarra-cal](https://bit.ly/ybarra-cal)

If you would prefer to meet over Zoom without camera, online chat, or phone call, just let me know when you sign up

If police don't keep us safe, who does? Abolition is not only about the end of chattel slavery; it has always been about freedom. In this class, we will explore **abolition geographies** – radical place-making to create community well-being that does not rely on harming others. To understand what this means, we'll read theoretically informed works, and we'll learn about abolitionist activism and policies in Seattle and other Coast Salish communities.

If you are a Geography major, this class automatically counts towards the Diversity requirement & minor. If you would like for the class to count towards the Diversity minor, please write to Tracy Maschman Morrissey (Diversity Minor Adviser, she/her) at [tmasch@uw.edu](mailto:tmasch@uw.edu).

## Course Objectives

<i>Power Relations</i>	We will practice critiquing power relations through an analysis of visual, written and audiovisual texts. Rather than seeking to root out bias for a singular truth, the course will offer a perspective on the importance of epistemologies and power relations in knowledge production. For example, how do we know what practices and policy reforms are abolitionist? Students will analyze real-life examples from Seattle and other Coast Salish lands in group discussions and a series of short papers.
<i>Geography as Relational</i>	In interrogating abolition as a concept and a relationship, we will explore how geography as a discipline offers insights to people's reciprocal relationships to place. Through in-class discussions and short papers, students will think through how people understand themselves through place (whether a prison, a jail, a detention center, or a school). Through these sites, we will challenge ourselves to think relationally across axes of race, residency/immigration status, gender and age.
<i>Critical Thinking</i>	Our reading, writing and discussion should facilitate critical thinking. Far from simply criticizing everything, critical thinking means to examine claims by the evidence presented and thinking through the implications of arguments. Likewise, we will practice testing out ideas and building arguments through discussion.

*A note on assigned readings and the politics of the syllabus:* There are some works by prominent geographers that I have intentionally excluded from this syllabus as texts central to shaping our intellectual conversation. I am systematically reducing the works by academic authors who have demonstrated unprofessional behaviors that foster inequalities including racism, transphobia and patriarchy, in order to amplify other voices across race, gender and academic credentials. On this, see: Delgado, R (1992) The Imperial Scholar Revisited: How to Marginalize Outsider Writing, Ten Years Later. *University of Pennsylvania Law Review* 140: 1349-1372

Mansfield, B, Lave, R, McSweeney, K, et al. (2019) It's Time to Recognize How Men's Careers Benefit from Sexually Harassing Women in Academia. *Human Geography* 12: 82-87.

Mitchell, D (2013) "Neil Smith, 1954-2012: Radical Geography, Marxist Geographer, Revolutionary Geographer." City University of New York (CUNY), <https://www.maxwell.syr.edu/uploadedFiles/faculty/geo/Neil%20Smith%20Hated%20Hagiography%20-%20A%20Long%20Obituary.pdf>. Published September 29, 2013.

## Assignments & Course Evaluation

<b>Course Grade</b>	%
<i>Specific instructions will be given for each assignment</i>	
<b>Paper 1:</b> Carceral Institutions (Police, Prisons, Detention Centers, Schools): one paragraph proposal and 3-5 page double-spaced analysis due Thursday, February 4	15%
<b>Paper 2:</b> Mutual Aid: 4-5 page double-spaced analysis due Saturday, February 27	20%
<b>Paper 3:</b> Abolitionist Place-making: 5-6 page double-spaced analysis due Tuesday, March 16	25%
<b>Participation:</b> Your active participation through in-class discussions <u>or</u> Canvas discussion boards. <ul style="list-style-type: none"> <li>• For “Theory” / Lecture Days: If you attend synchronously, you will be marked “Complete”. I will record and post the lecture to Canvas, so you can watch another time if you like. If you do not attend, you will not have anything marked. (It will show up as a Canvas assignment, but it will not be “Incomplete” and therefore not count against your grade.)</li> <li>• For “Practice” / Participation Days: If you attend synchronously, you will be marked “Complete.” If you participate via Canvas Discussion board within 3 days, you will be marked “Complete.” If you do not attend class <u>or</u> write on the Discussion Board, you will be marked “Incomplete.” Everyone can skip one assignment, no explanation required (Canvas automatically drops the lowest score in the Participation assignment category). Practice days will not be recorded, so please take this as an invitation to test out ideas and learn through discussion!</li> </ul>	25%
<b>Two Webinar Reflection Papers:</b> the Katz Roundtable with Ruth W. Gilmore (due March 4) and at least 40 minutes of a Seattle/Washington community event. You should write a one-page single space reflection within one week of the webinar/press conference. You can read the prompt and see/contribute to the developing list of events posted at: <a href="#">GEOG495 Community Event Reflection Assignment Prompt and Event List</a>	15%

## Course Schedule

- You should plan to complete all readings/podcasts *before* our class meetings.
- “Bonus” materials are things that I found compelling in putting together the syllabus for the class and am sharing with you in case you’re interested. You are not required or expected to read/watch/listen to Bonus materials.
- This syllabus is a draft. If course content and/or due dates change to meet the needs of the class, these will be posted on Canvas.

DATE	CLASS MEETINGS & ASSIGNMENTS
Week 1 Mon Jan 4	<p><b>Introduction to Abolition Geography</b>                      Kaba, M. (2020) “Yes, we literally mean abolish the police. because reform won’t happen” <i>The New York Times</i>, June 12, 2020; <a href="https://nyti.ms/2YBa4UG">https://nyti.ms/2YBa4UG</a></p> <p><i>Bonus</i>                      #8ToAbolition (2020) “8 To Abolition,” at <a href="https://www.8toabolition.com/">https://www.8toabolition.com/</a>                      Gilmore, RW (2017) Abolition geography and the problem of innocence. In Johnson, GT and Lubin, A (eds) <i>Futures of Black Radicalism</i>. (pp 225-240). London and New York: Verso</p>

	<p>Haley, Sarah "Abolition," in Erica R. Edwards, Roderick A. Ferguson, and Jeffrey O.G. Ogbar, eds., <i>Keywords for African American Studies</i> (New York: New York University Press, 2018), 9-14.          Jodice, N (2021) "Police Abolition 101: Messages When Facing Doubts." <i>Interrupting Criminalization</i> (IC), <a href="http://bit.ly/PoliceAbolition101">http://bit.ly/PoliceAbolition101</a>. Published January 21, 2021</p>
<p>Weds Jan 6</p>	<p><b>Theory: Counting and policing 'crime'</b>          Browne, S (2015) <i>Dark Matters: On the surveillance of blackness</i>. Durham: Duke University Press. Introduction &amp; Chapter 2          Jefferson, BJ (2018) Predictable Policing: Predictive Crime Mapping and Geographies of Policing and Race. <i>Annals of the American Association of Geographers</i> 108: 1-16          "Failure," in McKittrick, K (2021) <i>Dear Science and Other Stories</i>. Durham, NC: Duke University Press          Nopper, Tamara. (2021) "Counting Crime: A lecture on the politics of crime data and its uses." Haymarket Books, Published June 27, 2021 at: <a href="https://www.youtube.com/watch?v=l0tE96lCNF0&amp;t=1123s">https://www.youtube.com/watch?v=l0tE96lCNF0&amp;t=1123s</a></p> <p><i>Bonus</i>          Critical Resistance (2020) "Reformist reforms vs. abolitionist steps in policing." <a href="https://criticalresistance.org/wp-content/uploads/2020/08/CR_NoCops_reform_vs_abolition_REV2020.pdf">criticalresistance.org/wp-content/uploads/2020/08/CR_NoCops_reform_vs_abolition_REV2020.pdf</a>          Kaba, M (2014) "Police 'reforms' you should always oppose." <i>TruthOut</i>, <a href="https://truthout.org/articles/police-reforms-you-should-always-oppose/">https://truthout.org/articles/police-reforms-you-should-always-oppose/</a>. Published December 7, 2014          Ritchie, A, Smith, D, Johnson, J, et al. (2020) "M4BL Reparations Now Toolkit." <i>Movement for Black Lives (M4BL)</i>, <a href="https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf">https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf</a></p>
<p>Week 2          Mon Jan 11</p>	<p><b>Theory: Prisons</b>          Gilmore, RW (2007) <i>Golden Gulag: Prisons, surplus, crisis, and opposition in globalizing California</i>. Oakland: University of California Press. Preface &amp; Introduction.          McKittrick, K (2011) On plantations, prisons, and a black sense of place. <i>Social &amp; Cultural Geography</i> 12: 947-963          "Community Confinements," Chapter 5 in Story, B (2019) <i>Prison Land: Mapping Carceral Power Across Neoliberal America</i>. Minneapolis, MN: University of Minnesota Press. (Conclusion optional)</p> <p><i>Bonus</i>          Kaba, M. (2019) "Abolishing prisons," in <i>Why is this happening? With Chris Hayes</i> (58 minutes) <a href="https://podcasts.apple.com/us/podcast/revisited-abolishing-prisons-with-mariame-kaba/id1382983397?i=1000478147531">https://podcasts.apple.com/us/podcast/revisited-abolishing-prisons-with-mariame-kaba/id1382983397?i=1000478147531</a>          Kim, ME (2018) From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i> 27: 219-233          Schwartzapfel, B, Park, K and Demillo, A (2020) "1 in 5 Prisoners in the US has had COVID-19." <i>The Marshall Project</i>, <a href="https://www.themarshallproject.org/2020/12/18/1-in-5-prisoners-in-the-u-s-has-had-covid-19">https://www.themarshallproject.org/2020/12/18/1-in-5-prisoners-in-the-u-s-has-had-covid-19</a>; Published December 18, 2020</p>
<p>W Jan 13</p>	<p><b>Practice: No New Youth Jail</b>          If you don't already know about King County's youth jail debate, check out: <a href="http://nonewyouthjail.com">nonewyouthjail.com</a> first          FIGHT 2018. API Voices of #NoNewYouthJail. Youth Incarceration in the API Community. <i>Formerly Incarcerated Youth Healing Together (FIGHT)</i> October 28, 2018</p> <p><i>Bonus</i></p>

	<p>Cohen, J and Eldeib, D (2020) "Judges Are Locking Up Children for Noncriminal Offenses Like Repeatedly Disobeying Their Parents and Skipping School." ProPublica, <a href="https://www.propublica.org/article/judges-are-locking-up-children-for-noncriminal-offenses-like-repeatedly-disobeying-their-parents-and-skipping-school">https://www.propublica.org/article/judges-are-locking-up-children-for-noncriminal-offenses-like-repeatedly-disobeying-their-parents-and-skipping-school</a>; Published December 20, 2020</p>
Jan 18	<p><i>Holiday, No Class Meeting</i></p> <p>King, Jr., Martin Luther. (1963) "Letter from Birmingham Jail," June 12, 1963. Available at: <a href="https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf">https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf</a></p>
Wk 3 W Jan 20	<p><b>Practice: Decriminalize Seattle</b>  <i>First</i>, read the DecrimSeattle blueprint at: <a href="https://decriminalizeseattle.com/wp-content/uploads/2020/07/2020-BLUEPRINT-FOR-POLICE-DIVESTMENT.pdf">https://decriminalizeseattle.com/wp-content/uploads/2020/07/2020-BLUEPRINT-FOR-POLICE-DIVESTMENT.pdf</a>  <i>Then</i>, watch this video on Participatory Budgeting in Seattle (Produced by the Black Brilliance Project, KCEN 8 minutes): <a href="https://youtu.be/YiI9HSPA60U">https://youtu.be/YiI9HSPA60U</a>  <i>Next</i>, take a look for a hot take on any issue addressed (mainstream news, Twitter, Instagram, it's up to you)  <i>Finally</i>, compare the Blueprint with: #8toAbolition: Abolitionist Policy Changes to Demand from Your City Officials, <a href="https://www.8toabolition.com/">https://www.8toabolition.com/</a></p> <p><i>Bonus</i>          IC (2021) "The Demand is Still #DefundThePolice #FundThePeople #DefendBlackLives. Lessons from 2020," <i>Interrupting Criminalization</i>, <a href="https://static1.squarespace.com/static/5ee39ec764dbd7179cf1243c/t/60099f1b3353a01c4bb4587/1611243303836/%23DefundPolice+2021.pdf">https://static1.squarespace.com/static/5ee39ec764dbd7179cf1243c/t/60099f1b3353a01c4bb4587/1611243303836/%23DefundPolice+2021.pdf</a> accessed January 22, 2021</p>
Wk 4 M Jan 25	<p><b>Theory: Schools</b>          Schenwar, M and Law, V (2020) <i>Prison By Any Other Name: The harmful consequences of popular reforms</i>. The New Press. Chapter 6.          Kelley, RDG (2016) "Black study, Black struggle." <i>Boston Review</i>, <a href="http://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle">http://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle</a>. Published March 7, 2016          Q&amp;A on "Safe spaces" in Hudson, PJ and McKittrick, K (2014) <i>The Geographies of Blackness and Anti-Blackness: An Interview with Katherine McKittrick</i>. <i>The CLR James Journal</i> 20: 233-240</p> <p><i>Bonus</i>          Juneau, D. (2020) "School Emphasis Officers," <i>Seattle Public Schools</i>, <a href="https://www.seattleschools.org/district/calendars/news/what_s_new/school_emphasis_officers">https://www.seattleschools.org/district/calendars/news/what_s_new/school_emphasis_officers</a> Published June 9, 2020.          Moten, F and Harney, S (2004) <i>The university and the undercommons: Seven theses</i>. <i>Social Text</i> 22: 101-115</p>
W Jan 27	<p><b>Practice: Decriminalize UW</b>  <i>First</i>, check out: <a href="http://decriminalizeuw.com">decriminalizeuw.com</a>  <i>Then</i>, think about: Aggarwal, Ujju; Agid, Shana; Austin, Paula; Burch, Melissa; Liu, Laura Y.; Meiner, Erica R.; Rodriguez, Dylan; Shigematsu, Setsu; Mei-Singh, Laurel. (2020) "How to Grow Abolition on Your Campus: 8 Actions." <i>Critical Resistance Abolitionist Educators</i>, available at: <a href="https://bit.ly/campusabolition">https://bit.ly/campusabolition</a>  <i>Finally</i>, Watch: "Decriminalize UW Teach-In," (2020). <i>Decriminalize UW</i>, December 5, 2020, available at: <a href="https://www.youtube.com/watch?v=wm-AA74S-Jk">https://www.youtube.com/watch?v=wm-AA74S-Jk</a></p>

Wk 5 M Feb 1	<p><b>Theory: Immigration &amp; Customs Enforcement (ICE)</b> Walia, H (2021) <i>Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism</i>. Haymarket Books.</p> <p><i>Bonus</i> Cházaro, A (in press) The end of deportation. <i>UCLA Law Review</i> 67 Walia, H. (2019) Prefiguring Border Justice. <i>CES Journal</i>, November 27, 2019, <a href="https://manifold.umn.edu/read/prefiguring-border-justice-interview-with-harsha-walia/">https://manifold.umn.edu/read/prefiguring-border-justice-interview-with-harsha-walia/</a> Heynen, N and Ybarra, M (2021) On abolition ecologies and making freedom as a place. <i>Antipode: A Radical Journal of Geography</i> 53: 21-35</p>
W Feb 3	<p><b>Practice: The campaign to shut down the NWDC</b> Mijente (2018) "Free our Future: An immigration policy platform for Trump and beyond." mijente, <a href="https://mijente.net/wp-content/uploads/2018/06/Mijente-Immigration-Policy-Platform_0628.pdf">https://mijente.net/wp-content/uploads/2018/06/Mijente-Immigration-Policy-Platform_0628.pdf</a>. Ybarra, M (2021) Site Fight! Towards the abolition of immigrant detention on Tacoma's Tar Pits (and everywhere else)". <i>Antipode: A Radical Journal of Geography</i>: 53: 36-55</p> <p><i>Bonus</i> Cházaro, A, Mora Villalpando, M and Ybarra, M (2019) <i>Amicus Curiae Brief of La Resistencia</i>. Seattle, WA: State of Washington, Plaintiff, vs. the GEO Group, Inc., Defendant. Case No. 3:17-CV-05806-RJB Shah, S (2021) "The Immigrant Justice Movement Should Embrace Abolition." <i>The Forge: Organizing Strategy and Practice</i>, <a href="https://forgeorganizing.org/article/immigrant-justice-movement-should-embrace-abolition">https://forgeorganizing.org/article/immigrant-justice-movement-should-embrace-abolition</a>. Published March 4, 2021</p>
	→ <b>Paper I due</b> Sunday, February 7 by 10pm
Wk 6 M Feb 8	<p><b>Theory: Mutual Aid</b> Spade, D (2020) <i>Mutual Aid: Building Solidarity During This Crisis (and the Next)</i>. Verso Books. Pages 1-20, 65-84, 143-148. Piepzna-Samarasinha, LL (2018) "A modest proposal for a fair trade emotional labor economy" in <i>Care Work: Dreaming disability justice</i>. arsenal pulp press. (pages 13-20 in the PDF on Canvas; pgs 136-148 in the hard-copy book)</p> <p><i>Bonus</i> Alternatives to Policing Based in Disability Justice (2020) "Reforms to Avoid," accessed March 1, 2021 at <a href="https://abolitionanddisabilityjustice.com/reforms-to-oppose/">https://abolitionanddisabilityjustice.com/reforms-to-oppose/</a> Aberg-Riger (2020) "Solidarity, not Charity: A visual history of mutual aid," in <i>Bloomberg CityLab</i>, published December 22, 2020 at: <a href="https://www.bloomberg.com/news/features/2020-12-22/a-visual-history-of-mutual-aid">https://www.bloomberg.com/news/features/2020-12-22/a-visual-history-of-mutual-aid</a> Lerner, K (2019) "Nation's Largest Bail Fund Plans to Stop Bailing People Out of Jail," in <i>The Appeal</i>, published September 30 2019, at: <a href="https://theappeal.org/nations-largest-bail-fund-plans-to-stop-bailing-people-out-of-jail/">https://theappeal.org/nations-largest-bail-fund-plans-to-stop-bailing-people-out-of-jail/</a></p>
W Feb 10	<p><b>Practice: Yes Farm</b> Raíces Verdes (2021) at: <a href="https://youtu.be/wPjVVmgQuck">https://youtu.be/wPjVVmgQuck</a> Chat with Hannah J. Wilson, Yes Farm Manager</p>
M Feb 15	<i>President's Day – No Class Meeting</i>

Wk 7 W Feb 17	<p><b>Theory: Transformative Justice</b>  Kaba, M and Ritchie, A (2020) "We want more justice for Breonna Taylor than the system that killed her can deliver." <i>Essence</i>,  <a href="https://www.essence.com/feature/breonna-taylor-justice-abolition/">https://www.essence.com/feature/breonna-taylor-justice-abolition/</a> Published July 16, 2020</p> <p>Pages 80-81 ONLY: Project NIA and Interrupting Criminalization (2020). "Against Punishment: A Resource." Published December 20, 2020, at  <a href="https://issuu.com/projectnia/docs/against_punishment_curriculum_final">https://issuu.com/projectnia/docs/against_punishment_curriculum_final</a></p> <p>Chapters 1 &amp; 23 (Chapter 22 optional). <i>Beyond Survival: Strategies and Stories from the Transformative Justice Movement</i> AK Press</p> <p><i>Bonus</i>  Ahmed, Sara. (2021) "Apologies for harm, apologies as harm," <i>Feminist Killjoys</i>,  <a href="https://feministkilljoys.com/2021/01/27/apologies-for-harm-apologies-as-harm/">https://feministkilljoys.com/2021/01/27/apologies-for-harm-apologies-as-harm/</a> published January 27, 2021.  Generation Five (2007) "Toward Transformative Justice." <a href="http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Documnet.pdf">http://www.generationfive.org/wp-content/uploads/2013/07/G5_Toward_Transformative_Justice-Documnet.pdf</a></p>
F Feb 18	<p><b>Assignment 2 Proposal</b> due Friday, Feb 18 @ 11:59pm</p>
Wk 8 M Feb 22	<p><b>Theory: Racial Capitalism</b>  Card, K (2020) Geographies of Racial Capitalism with Ruth Wilson Gilmore (16:09 minutes). Antipode Foundation. Available at:  <a href="https://www.youtube.com/watch?feature=youtu.be&amp;v=2CS627aKrJl">https://www.youtube.com/watch?feature=youtu.be&amp;v=2CS627aKrJl</a></p> <p>Kelley, RDG (2017) "What did Cedric Robinson mean by racial capitalism?" <i>Boston Review</i>,  <a href="http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism">http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism</a> Published January 12, 2017</p> <p>Combahee River Collective (2015) A black feminist statement. In Moraga, C and Anzaldúa, G (eds) <i>This Bridge Called My Back: Writings by Radical Women of Color</i>. (pp 210-218). Albany, NY: State University of New York (SUNY) Press</p> <p><i>Bonus</i>  Johnson, GT and Lubin, A (2017) (Eds) <i>Futures of Black Radicalism</i>. New York and London: Verso</p> <p>Lanham, A (2017) "When W. E. B. Du Bois Was Un-American." <i>Boston Review</i>,  <a href="http://bostonreview.net/race-politics/andrew-lanham-when-w-e-b-du-bois-was-un-american">http://bostonreview.net/race-politics/andrew-lanham-when-w-e-b-du-bois-was-un-american</a>  Published January 13, 2017</p> <p>Smith, B (1989) A press of our own kitchen table: Women of color press. <i>Frontiers: A Journal of Women Studies</i>: 11-13</p>
W Feb 24	<p>Wednesday: No required class meeting  Optional Coffee Hour, 2:30 - 3:30pm</p> <p><b>Practice:</b> Thursday, February 25: <u>Watch</u> at 4:30pm <b>Ruth W. Gilmore Katz Roundtable Webinar</b> with Decriminalize Seattle, Decriminalize UW &amp; Black Brilliance Project</p> <p>Recording available for a limited time only, NetID required  <a href="https://washington.zoom.us/rec/share/ecKZakeMNIZRb8GKnLv_IQ8vV6SV8CFFsXlgocAs0GKNooB4lasLmMuT0xOsmYlH.FLfEg2XoyiX-vAWH">https://washington.zoom.us/rec/share/ecKZakeMNIZRb8GKnLv_IQ8vV6SV8CFFsXlgocAs0GKNooB4lasLmMuT0xOsmYlH.FLfEg2XoyiX-vAWH</a></p>
	<p>→ <b>Paper 2</b> due Saturday, February 27 by 10pm</p>

<p>Wk 9 M Mar 1</p>	<p><b>Theory: Radical Place-Making</b>  Coulthard, G and Simpson, LB (2016) Grounded normativity/place-based solidarity. <i>American Quarterly</i> 68: 249-255  Gilmore, RW (2008) Forgotten places and the seeds of grassroots planning. In Hale, CR (ed) <i>Engaging Contradictions: Theory, politics and methods of activist scholarship</i>. (pp 31-61). Berkeley, CA: University of California Press</p> <p><i>Bonus</i>  Country, B, Wright, S, Suchet-Pearson, S, et al. (2015) Co-becoming Bawaka: Towards a relational understanding of place/space. <i>Progress in Human Geography</i> 40: 455-475  Kelley, RD (2002) <i>Freedom Dreams: The Black radical imagination</i>. Beacon Press  Roane, JT (2018) Plotting the Black Commons. <i>Souls</i> 20: 239-266</p>
<p>W Mar 3</p>	<p><b>Theory: Indigenous Justice</b>  Daigle, M (2019) The spectacle of reconciliation: On (the) unsettling responsibilities to Indigenous peoples in the academy. <i>Environment and Planning D: Society and Space</i> 37: 703-721  Stark, HK (2016) Stories as law. In Andersen, C and O'Brien, JM (eds) <i>Sources and Methods in Indigenous Studies</i>. (pp 249-256). Taylor &amp; Francis  Tuck, E (2009) Suspending damage: A letter to communities. <i>Harvard Educational Review</i> 79: 409-428</p> <p><i>Bonus</i>  Simpson, L and Short, A (2016) "How to Steal a Canoe," Spotted Fawn Productions, <a href="https://www.spottedfawnproductions.com/how-to-steal-a-canoe">https://www.spottedfawnproductions.com/how-to-steal-a-canoe</a>  Tuck, E and Yang, KW (2018) Introduction: Born Under the Rising Sign of Social Justice. In Tuck, E and Yang, KW (eds) <i>Toward what justice?: Describing diverse dreams of justice in education</i>. (pp 1-17). Routledge</p>
<p>→ <b>Gilmore Webinar Reflection Paper</b> due Thursday, March 4 by 10pm on Canvas</p>	
<p>Wk 10 M Mar 8</p>	<p><b>Practice: Native Nations Courts Today</b>  Monday at 10:30am (will be recorded &amp; available publicly)  <i>In 2020, many scholars and activists began rethinking their relationship to criminal punishment and learning about abolition in theory and practice. In this panel, we seek to learn lessons from Native Nations court practices that grapple with finding healing when offenses against the community take place. Judges will offer ideas based on their experience in working with Indigenous nations in terms of both Indigenous knowledges and tribal governance systems. Speakers include: Hon. Meredith Drent, Chief Justice, Osage Nation Supreme Court; Hon. Cindy Smith, Chief Judge, Suquamish Tribal Court; Hon. Christine Williams, Chief Judge, Wilton Rancheria Tribal Court</i></p> <p><i>Bonus</i>  "The Ruling" podcast, <i>This Land</i> series. (2019-2020) Crooked Media. Available at: <a href="https://crooked.com/podcast-series/this-land/">https://crooked.com/podcast-series/this-land/</a>  Toronto Abolition Convergence (2020) "An Indigenous Abolitionist Study Guide." <i>Yellowhead Institute</i>, <a href="https://yellowheadinstitute.org/2020/08/10/an-indigenous-abolitionist-study-group-guide/">https://yellowheadinstitute.org/2020/08/10/an-indigenous-abolitionist-study-group-guide/</a>. Published August 10, 2020</p>
<p>W Mar 10</p>	<p><b>Practice: What kind of activist scholar might you be?</b>  Pulido, L (2008) FAQs: Frequently (Un)Asked Questions About Being a Scholar Activist. In Hale, CR (ed) <i>Engaging contradictions: Theory, politics, and methods of activist scholarship</i>. (pp 341-366). Oakland, CA: University of California Press. Focus on Questions #3-6.</p>

	Kaba, M. (2021) "Transforming Punishment: What is accountability without punishment?" In Kaba, M. <i>We Do This 'Til We Free Us: Abolitionist organizing and transforming justice.</i> (pp.312-138) Chicago, IL: Haymarket Books.
T March 16	→ <b>Paper 3 due via Canvas Assignments</b> at on Tuesday, March 16 by 10pm

## The Fine Print

**Academic Honesty:** In fairness to students who put in an honest effort, cheaters will be punished. Any evidence of cheating or plagiarism (representing someone else's work as your own) demonstrates disrespect to both the instructor and your classmates. Students who cheat or plagiarize will earn zero credit on the assignment in question, and I will report them to College authorities. Ignorance of the rules is not an acceptable defense. If you are unsure whether you have provided adequate citation for your work, you must either ask me or check with your friendly librarian before the assignment is due.

**Access and Accommodations:** If you have already established accommodations with [Disability Resources for Students \(DRS\)](#), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have unmet access needs, please let me know and I will do my best to work with you to meet them. I do not require documentation if you know what you need to learn best.

Please be in touch if your circumstances change in ways that impact your participation in the class. I am here to help you learn to the best of your ability, and I am only able to do so if I am aware of your situation. I don't need all the gory details, but a heads-up about how your health and/or family responsibilities may affect your ability to participate in class gives us an opportunity to talk about reasonable goals and develop an alternate learning contract.

**"Classroom" Code of Conduct:** The Department of Geography is committed to ensuring a classroom environment that contributes to optimum teaching and learning for all students. Individuals who engage in disruptive behavior that creates a negative or threatening environment for teaching and learning will be asked to leave the classroom (or Zoom discussion) by the instructor. These requests are not negotiable. Disruptive behavior includes: verbal or physical aggression toward other students or faculty/TAs, threats of violence, unyielding argument or debate, yelling inside or outside of the classroom, untimely outbursts, violating class policies about technology use or seating, refusing to follow faculty or TA directions, and entering and exiting the classroom in disruptive ways.

**Diversity** is integral to excellence at the University of Washington. My teaching seeks to foster reflexivity and shared knowledges across axes of difference including race, class, gender, sexual orientation, disability, religion and immigration status. As everyone brings their experiences with them into the classroom, we must work together to build a community of respect.

**Extensions and Late Policy:** Assignments are late if they are not turned in via Canvas at the indicated date/time. Late assignments lose 10% per day late. If you are concerned about your ability to complete your assignments on time, please email me ASAP. Every student may have one three day extension to a Paper assignment without penalty.

**Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

**Remote learning:** Faculty members at U.S. universities have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events. If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take



punitive action against you. If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

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