

DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO MISSISSAUGA

SOC322H5S LEC0101
Criminal Justice and Inequality
Course Outline - Winter 2023

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Course Outline - Winter 2023

Class Location & Time	Mon, 03:00 PM - 05:00 PM CC 2150
Instructor	Andrea Mariana Roman Alfaro
Office Location	TBD
Office Hours	Mon 1:00 PM – 3:00 PM
E-mail Address	andrea.romanalfaro@mail.utoronto.ca
Course Web Site	https://q.utoronto.ca/courses/293248
Teaching Assistant	Emma Jennings-Fitz-Gerald
Office Location	TBD
Office Hours	TBD
E-mail Address	emma.jenningsfitzgerald@mail.utoronto.ca

Course Description

This course examines the intersections between social inequality and the criminal justice system in Canada and internationally. The course will explore the impact of practices and policies on race, class, gender and other forms of social inequality. [24L]

Prerequisite: (SOC109H5 or SOC209H5) and (SOC205H5 or SOC231H5) and SOC221H5 and SOC222H5 (SSc)

Distribution Requirement: SS

It is your responsibility to ensure that the prerequisites for this course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Detailed Course Description

This course explores how the criminal justice system manages, creates, and perpetuates inequality. We will examine the historical role criminal justice institutions have played in criminalizing and punishing racialized people and their intersecting identities. Attention will be given to the multiple techniques and processes through which the criminal justice system perpetuates inequality. Using an intersectional perspective, we will critically analyze the growing links between the criminal justice system and other government and non-governmental institutions. Finally, we will discuss how communities respond and resist the criminal justice system.

Learning Outcomes

By the end of this course, students will be able to:

1. Examine how social inequalities intersect to influence citizens' perceptions of and experiences with the criminal justice system.
2. Describe and evaluate the connection between the criminal justice systems and other institutions.
3. Assess the current debates on criminalization, imprisonment, and the criminal justice system in Canada and internationally.
4. Apply techniques to organize ideas before writing.
5. Evaluate, summarize, and apply scholarly information to support arguments.

Textbooks and Other Materials

All readings and class materials will be uploaded to the class Quercus page.

Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.

Evaluation Components

Type	Description	Due Date	Weight
Assignment	Reading spreadsheet and notes	On-going	30%

Assignment	Memos	On-going	30%
Assignment	Media output	2023-04-02	20%
Assignment	Critical reflection	2023-04-10	20%
		Total	100%

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to [ACORN](#).

Grading

Reading spreadsheet (30%)

You will fill out a reading spreadsheet weekly to keep you up to date and hold you accountable for the course materials. The spreadsheet helps you organize and summarize the course material, so completing the course assignments is easier. Each week is worth 3% of the reading spreadsheet grade. Since our semester has 11 weeks of course materials and the reading spreadsheet is worth 30% of your final grade, you can miss one of the weeks. However, if you do all the weeks, you can add extra points to your final grade. You will find the spreadsheet template and further instructions in Quercus. **You must upload your spreadsheet to Quercus every Sunday by 11:59 pm** (the Sunday before our weekly class session).

Memos (30%)

Memos are documents that synthesize and critically discuss the topics and materials of our class. Each memo should be a maximum of two pages (single-space) and focus on weekly class topics and the week's materials. You will have to hand in three memos during the semester. Two must be submitted during the first half (by February 19, 2023), and the third one any time during the second half (by April 9, 2023). Each memo is worth 10% of your final grade. **You must upload your memo to Quercus on the week of the topic you have decided to discuss** (by 11:59 pm on Sunday after our weekly class). You will find more detailed instructions on our Quercus course page.

Media output (20%)

You will choose the topic covered by one of your memos and present your summary and discussion in a non-essay/paper format. You can make a news show, a short podcast episode, a mini-documentary, an infographic, an opinion piece, a cartoon, a fanzine, a brochure, or anything you might like. You have to present and discuss the topic in a creative and evidence-based way. This assignment can be done individually or in pairs. If you decide to work in pairs, include both authors in the media output you will present. Both of you must upload the assignment to Quercus.

Due date: Sunday, April 2, by 11:59 pm.

Critical reflection (20%)

The final critical reflection is an exercise that will ask you to reflect on course topics using class readings. A prompt for the critical reflection will be posted in Quercus three weeks before the due date. The critical reflection should be four (4) double-spaced pages and will ask you to draw from the course materials and your media output. More detailed instructions will be uploaded to the Quercus course page two weeks before the due date and discussed in class.

Due date: Monday, April 10, by 11:59 pm

Class/Seminar Format

Classes will include a combination of lectures, larger group discussions and small-group activities. Students are expected to engage with the course material, their peers, and the instructor in a positive manner. Relevant material from different media will be included as necessary to complement and contextualize course readings.

Procedures and Rules

Missed Tests/Quizzes or Late Assignments

Students who miss a term test or submit an assignment after the deadline will be assigned a mark of zero for the test, or will lose a percentage of the assignment mark for each late day.

However, students may request special consideration from the department (not the instructor)* for missed tests/quizzes or late assignments late due to reasons beyond the student's control, including:

- Illness or injury
- Disability
- Religious observances (i.e., holy days); requests must be submitted **at least 21 days in advance** to ensure a suitable accommodation can be provided. Students may be required to submit their work/take the test before the original deadline and this will be determined by the instructor. Requests submitted after the missed deadline, or submitted with less than 14 days notice, will not be considered and a grade of zero will be assigned.
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, a car accident).

Reasons such as holidays, pre-purchased plane tickets, family plans (unless critical, such as death of an immediate family member), lack of preparation, technology failure, late course registration, traffic or weather related incidents, or conflicting deadlines are not considered to be beyond a student's control and will not be accommodated.

***Please note:**

- You may not submit a special consideration request to re-write a test/quiz once the test has begun. If you are feeling ill, you must leave the room before starting your test/quiz and seek medical attention immediately.
- If you miss an item of term work and do not complete the missed item or any make-up by the examination period, you must submit a petition for an extension of time beyond end of term through the Office of the Registrar:
<https://www.utm.utoronto.ca/registrar/current-students/petitions>.

Extension of Time Special Consideration Process

If you are registered with Accessibility Services and want to request an extension of time for an assignment in advance of the due date (based on an accommodation letter already provided to your instructor), please email **both** your instructor **and** your Accessibility Advisor directly in order to obtain approval. Please DO NOT request an extension via the departmental Special Consideration system.

In all other cases, if you miss an assignment deadline due to circumstances beyond your control and seek an extension of time beyond the due date, please complete the following steps in order to be considered for academic accommodation:

- Submit an online special consideration request form within three (3) days (including weekends and holidays) via <https://app.utm.utoronto.ca/SpecialRequest/>.
- Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the assignment due date via email to socscr.utm@utoronto.ca. When you submit documentation electronically (as a PDF or JPEG attachment ONLY), ensure it is legible and retain the original copy in case you are asked to present it later. Legible photographs of the documentation will also be accepted.
 - a. If illness/injury is cited as the reason for the missed deadline, no medical documentation is required as per University's temporary suspension of medical note requirement policy. Instead, students must self declare their absence on the due date of the assignment including any relevant days immediately before and after via the Absence Declaration option in ACORN.
 - b. If you missed a deadline for a reason connected to your **registered disability** (and your instructor did not grant approval in advance based on your accommodation letter), the instructor can only accept documentation provided by Accessibility Services. **Please do not contact the department to request an extension.**
 - c. Other documentation can include, but is not limited to: a [U of T Verification of Extenuating Circumstances form](#) automobile collision or police reports; a death certificate; and supporting documentation from employers, lawyers and other professional persons. When in doubt, email us at socscr.utm@utoronto.ca regarding appropriate supporting documentation for your special consideration request.
 - d. For an extension, supporting documentation must specify the exact period that you were unable to complete your assignment. The department will then determine if any extension is merited and if so, the period of extension approved. For extensions of time beyond the examination period, you must submit a [petition for an extension of time beyond end of term through the Office of the Registrar](#).
 - e. The department may request additional documentation in order to assess your case fully.

The department evaluates special consideration requests carefully and approval is not guaranteed.

- If there is concern about your special consideration request(s), your request may be refused and/or you may be asked to meet with an Associate Chair.
- If you have multiple special consideration requests (excluding requests pertaining to a documented disability with appropriate supporting documentation), your request may be refused.
- If you do not comply with the above instructions and timelines, or if your special consideration request is deemed unacceptable, your request will be denied and you will receive a grade of zero for the item you missed.

- If the department approves your special consideration request, you will be notified of the period of extension permitted.
- Students are expected to continue working on their assignments/study for tests to the best of their ability.
- Any extensions granted by the department are considered to be fair; are based on the documentation provided; and in-line with customary practice across the University. Decisions are non-negotiable. Any threats, or derogatory behavior will not be tolerated and will result in a formal report of the individual under the Student Code of Conduct.

The department (not the instructor) will inform you of the decision on your special consideration request via email to your U of T email account typically within one (1) week. However, you must submit your assignment per the instructions below as soon as you are able to do so; do NOT wait for the outcome of your special consideration request.

This course has a 24-hour Delayed Submission Policy (DSP). You can submit your assignment within 24 hours after the official due date without penalty. There is no need to submit documentation or notify the instructor. Follow the standard submission process as outlined in the assignment instructions. Any work submitted after this 24-hour grace period will be subject to the standard daily late penalty, which **will count from the original due date**

False statements and/or documentation will be treated as academic offences and handled accordingly.

Late Assignments

I understand that unexpected events beyond your control may arise, and I will try to be as flexible as possible. However, I also want you to take responsibility for recognizing that you need an extension and negotiating that with your TA and me. If you need an extension beyond 24 hours, email the instructor. Try to do this before the 24-hour Delayed Submission deadline. You do not have to give details you don't want to share, and I typically do not request documentation. However, assignments over seven (7) days late will not be accepted.

If you are experiencing something that will cause ongoing challenges or facing difficulties that we could help you with, feel free to let us know what is going on, so we can make any necessary arrangements. Please try your best to meet the deadlines because your TA schedules their grading time ahead of time. Delays in submission also may mean delays in receiving marks or feedback. We have a very tight schedule, so try to keep up with the deadlines as much as possible.

Late assignments must be submitted in accordance with the instructions above; other faculty and staff within the department cannot and will not accept late assignments

Re-marking Pieces of Term Work

General

A student who believes that their written term work has a substantive error in grading may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire in writing and start the remarking process. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work worth less than 20% of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the [academic counsellor](#) (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If

the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the [Dean's Office](#). Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the [Dean's Office](#). **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the [Dean's Office](#) about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the [Office of the Registrar](#).

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules. **Note: Emails that do not follow these guidelines will not receive a response.**

- All assignments must be submitted via Quercus. They will not be accepted via email.
- The University requires that we conduct all student correspondence using official University of Toronto email addresses. Be sure to send us messages from your university account or through Quercus.
- Before sending an email, check whether your question is already answered in the syllabus or the discussion board.
- If you have a question, other students are likely to have, consider posting it on the discussion board so that everyone will see the answer.
- When sending an email, it helps us if you include your course number and type of question in the subject line (e.g., "SOC322H5S, question about reading X").
- Politeness, respect, and gratitude are appreciated, such as saying hi or hello before asking a question. You can call me Andrea (she/her). Some of you may not be as comfortable calling me by my first name, but that's okay! Other options are Instructor Roman Alfaro or Instructor Andrea. Ask your TA how they would like to be addressed.
- We strive to respond to student emails within 24 hours on weekdays, which may be delayed on weekends and holidays. Our working hours are from Noon - 6:00 pm, so you likely will not receive replies from us in the morning or late at night.
- You may send a polite follow-up if we haven't replied within 24 hours. We are human, and sometimes messages get missed.

Classroom Etiquette

Students are expected to arrive at class on time.

These past years have been challenging and traumatic for many of us. We are all trying to do our best with what we have (mentally, physically, spiritually, and emotionally). I understand if you need more time to read the materials and hand in your assignments. If this is the case, I would like you to communicate with me or your TA so we can support you and accommodate any needs you may have.

Like you, your TA and I have a life beyond the classroom. As humans, we also deal with personal issues and manage our studies, jobs, and social and family lives. We have tried our best to design a course that supports and adds to your learning process. We have spent (and will be) many hours preparing lessons and providing feedback. We ask you to respect the work we have put into this course by keeping up with course content, taking the feedback for your assignments seriously (asking questions if there is something unclear), and being considerate with our time (including emails and class etiquette). We are here to support you, but we also ask you to help us make this course a safe learning space for everyone.

Community guidelines:

The following agreements will help us relate to each other better and establish a common ground for interactions. We are all bounded by these guidelines (this includes the instructor and TA). Thus, if you feel these guidelines have been disrespected or not held, please message me or your TA to address the issue and improve our class.

Respect: Mutual respect is critical for learning and teaching. Respect others' identities, silence, emotions, and needs.

Curiosity: Approach others and yourself with a curious, non-judgemental attitude. Ask yourself: why am I reacting to what this person is saying in this way? What emotions are arising? What do I need to feel better?

Active listening: When others speak or express their opinions, I engage with them and pay close attention to what they say with empathy.

Compassion: Learning is inherently uncomfortable. We will feel challenged by the materials and others' comments. We will always make mistakes. Treat yourself with love and kindness when making mistakes, getting feedback, or feeling uncomfortable. We are all imperfect beings and are in this world to learn. Extend that compassion to others.

Safety and no-harm: Sometimes, our intent doesn't match the impact of our actions. We all make mistakes, and we are learning. However, this doesn't mean we cannot or shouldn't take responsibility for our actions. Be responsible for what you say and do. Admit responsibility and actively engage in repairing any harm you may have caused. We are here to support each other in that process.

Accountability: This class is a safe space. As such, we should guarantee that we all feel safe and acknowledged. Conflict is normal in human relations. However, conflict doesn't have to lead to harm and violence. As such, we will not tolerate any aggression, harm, or violence in this class.

Trauma-informed learning: Students are recovering from traumas that may find material triggering beyond the typical discomfort associated with learning. I try to announce when content might include such triggers, but I'm imperfect, and I can't predict all of them. Feel free to step away from sessions if necessary or speak to me if you have any concerns. If you are currently experiencing trauma, you can access the university's mental health resources.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences.

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

Students are expected to cite sources in all written work and presentations. See these links for department citation formats and tips for how to use sources well:

- [ASA Style Guide](#)
- <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

With regard to **remote learning and online courses**, UTM wishes to remind students that they are expected to adhere to [the Code of Behaviour on Academic Matters](#) regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in [the Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the "Code of Behaviour on Academic Matters"

(www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Students must submit their course essays to the University's plagiarism detection tool to review textual similarity and detect 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 to detect plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Be sure you have familiarized yourself with the **Code of Behaviour on Academic Matters** before submitting assignments. If you have questions or concerns about what constitutes appropriate academic behaviour or proper research and citation methods, seek additional information on academic integrity from your instructor or <https://www.academicintegrity.utoronto.ca/>.

Examples of offences under the code:

- Using the words or ideas of another person without citing the source. You must cite sources even when you are paraphrasing or summarizing. (Plagiarism)
- Making a false statement, presenting a false document or signing someone else's name on a document required by the University.
- Using false data or providing references to nonexistent sources. (Concocting)
- Using unauthorized aids on tests or exams. This can include looking at notes/books or talking to friends in chat to get answers.
- Having someone else write an exam for you or do your assignments for you, whether a friend or a paid service.
- Submitting the same work for credit in more than one course. (Self-plagiarism)
- Discussing ideas or sharing work with other students and submitting unacceptably similar assignments. (Providing/receiving unauthorized aid; plagiarism)

Paying for Essay services

You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance).

Services like Course Hero

Students often use these services as a way to cheat by copying assignments and sharing answers to test questions. Material uploaded often violates my copyright. I highly recommend that you avoid using this service. In addition, because the course changes from year to year, notes may no longer be relevant or focus on materials that are no longer in use.

Collaboration with peers

UofT encourages students to exchange ideas with each other. This is an essential part of the learning process and is not considered cheating or plagiarism. However, while you may generally discuss an assignment with your classmates, you are expected to write up your own work separately after such discussions. Ensure that any work which you submit is entirely your work. Please do not provide a copy of your finished work (in text form or electronically), or even a draft of your work, to another student in case they are tempted to misuse it in completing their work. If they do, you, too, may face an allegation of academic misconduct under the Code of Behaviour on Academic Matters.

The Three most common academic integrity offences:

1. Not citing sources

If you are talking about someone else's ideas -- even if you are summarizing them in your own words -- you must cite them. You do that by indicating the person's last name and the year of publication within the text and including the work cited in your bibliography. Example:

The transformation of schools into high-security environments has increased law enforcement presence in educational spaces (Bracy 2010).

Some of you may come from areas where this is not a common practice, but it is required at the University of Toronto. It is both a mark of respect and a demonstration that you know the ideas you are sharing are not your own. If you do not correctly cite, the reader assumes that you are presenting your original ideas.

2. Not using quotation marks around direct quotes

If you use a direct quote -- the exact words someone else has written -- you must put quotation marks around it. According to the ASA style used in this course, you must also indicate the page number in your in-text citation. Example:

According to Razack (2015: 7), "critical scholars have long noted that states defend their reputations and the actions of police and medical professionals in inquests and inquiries."

3. Not paraphrasing sufficiently in your own words

It is not enough to replace every few words in a sentence with synonyms or change the words' order. You must demonstrate that you understand the concepts enough to rewrite them in your own words.

This is a skill that takes practice. One helpful technique is writing your paraphrase or summary without looking at your book or notes. This forces you to think about what you are explaining and limits the temptation to rely on the original author's words.

As a general recommendation, you should add quotation marks when copying three or more words from a text.

Student Services and Resources

Accessibility

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code, including those who have a physical, sensory, or learning disability, mental health condition, acquired brain injury, or chronic health condition, be it visible or hidden.

If you have a disability or health consideration that may require accommodations, please approach Accessibility Services as soon as possible. The Accessibility staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

To register with Accessibility, please call the centre at 905-569-4699 or e-mail access.utm@utoronto.ca.
<http://www.utm.utoronto.ca/access>

Robert Gillespie Academic Skills Centre

The centre offers wide-ranging support to help students identify and develop the academic skills they need for success in their studies, including: understanding learning styles; essay and report writing; time management; lecture-listening; note-taking; and studying for tests and exams. <http://www.utm.utoronto.ca/asc/>

UTM Library (Hazel McCallion Academic Learning Centre)

The UTM library provides access to a vast collection of online and print resources to faculty, staff, and students. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans and the RBC Learning Commons.

<https://utm.library.utoronto.ca/>

A variety of **other student support services and resources** can be found at <http://www.utm.utoronto.ca/current-students>, including academics, health, wellness and student services.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

Course Schedule

Date	Topic
2023-01-09	<p>Introduction to the class:</p> <ul style="list-style-type: none">• Review the syllabus and assignments (bring any questions you may have!)• Accessing our Quercus course page• How to read and take notes
2023-01-16	<p>Topic: Understanding the limits of diversity</p> <p>Materials:</p> <p>Perry, Barbara - Chapter 1: "An Introduction: Considering Diversity and Justice in Canada."</p> <p>Bakan, Abigail B. 2016. "Multiculturalism and Its Contradictions: Education for Citizenship and Social Justice in Canada."</p> <p>Assignments:</p> <p>Reading spreadsheet (due date: Sunday, January 15, by 11:59 pm)</p> <p>OPTIONAL*: Memo (due date: Sunday, January 22, by 11:59 pm)</p> <p>(*) Optional means that you choose when you submit the memos.</p>
2023-01-23	<p>Topic: Framing and doing difference</p> <p>Materials:</p> <p>Perry, Barbara - Chapter 2: "Framing Difference."</p> <p>Perry, Barbara. 2003. "Accounting for Hate Crime. Doing Difference."</p> <p>Assignments:</p> <p>Reading spreadsheet (due date: Sunday, January 22, by 11:59 pm)</p> <p>OPTIONAL: Memo (due date: Sunday, January 29, by 11:59 pm)</p>
2023-01-30	<p>Topic: The Colonial Origins of the Canadian Criminal Justice System I</p> <p>Materials:</p> <p>Monchalin, Lisa - Chapter 4: "Historical and Contemporary Colonialism."</p> <p>McCalla, Andrea and Vic Sarzewich - Chapter 2: "Settler Capitalism and the Construction of Immigrants and "Indians: as Racialized Others."</p> <p>Assignments:</p> <p>Reading spreadsheet (due date: Sunday, January 29, by 11:59 pm)</p> <p>OPTIONAL: Memo (due date: Sunday, February 5, by 11:59 pm)</p>

2023-02-06	<p>Topic: Topic: The Colonial Origins of the Canadian Criminal Justice System II</p> <p>Materials:</p> <p>Maynard, Robyn - Chapter 1: "ARRESTED (IN)JUSTICE. From the streets to the prison."</p> <p>Monaghan, Jeffrey. 2013. "Mounties in the Frontier: Circulations, Anxieties, and Myths of Settler Colonial Policing in Canada."</p> <p>Assignments:</p> <p>Reading spreadsheet (due date: Sunday, February 5, by 11:59 pm)</p> <p>OPTIONAL: Memo (due date: Sunday, February 12, by 11:59 pm)</p>
2023-02-13	<p>Topic: Racializing Crime, Criminalizing Race</p> <p>Materials:</p> <p>Jiwani, Yasmin - Chapter 3: "Meditations of Race and Crime: Racializing Crime, Criminalizing Race."</p> <p>Owusu-Bempah, Akwasi and Scot Wortley. 2013. "Race, Crime, and Criminal Justice in Canada."</p> <p>Assignments:</p> <p>OPTIONAL: Memo (due date: Sunday, February 19, by 11:59 pm)</p> <p>***IMPORTANT: You must submit two memos by February 19 and one by April 9***</p>
2023-02-20	<p>NO CLASS - Family Day</p> <p>-----Reading week-----</p> <p>Try to rest and catch up on schoolwork</p>
2023-02-27	<p>Topic: Policing Black Lives</p> <p>Materials:</p> <p>Owusu-Bempah, Akwasi. 2017. "Race and policing in historical context: Dehumanization and the policing of Black people in the 21st century."</p> <p>Mensah, Joseph et al. 2021. "Racial Discrimination in the Canadian Criminal Justice System: How Anti-Black Racism by the Toronto Police Harms Us All."</p> <p>Assignments:</p> <p>Reading spreadsheet (due date: Sunday, February 26, by 11:59 pm)</p> <p>OPTIONAL: Memo (due date: Sunday, March 5, by 11:59 pm)</p>

2023-03-06	Topic: Erasing and Disappearing Indigenous peoples
Materials:	
Razack, Sherene - "Introduction: Boot Print on the Chest: Disappearing "Indians" in Life and Law."	
Dell, Colleen Anne - Chapter 8: "The Criminalization of Aboriginal Women: Commentary by a Community Activist."	
Assignments:	
Reading spreadsheet (due date: Sunday, March 5, by 11:59 pm)	
OPTIONAL: Memo (due date: Sunday, March 12, by 11:59 pm)	
2023-03-13	Topic: When "Immigration" becomes a crime
Materials:	
Moffette, David and Anna Pratt. 2020. "Beyond Criminal Law and Methodological Nationalism: Borderlands, Jurisdictional Games, and Legal Intersections."	
Nagra, Baljit and Paula Maurutto. 2016. "Crossing Borders and Managing Racialized Identities: Experiences of Security and Surveillance Among Young Canadian Muslims."	
Assignments:	
Reading spreadsheet (due date: Sunday, March 12, by 11:59 pm)	
OPTIONAL: Memo (due date: Sunday, March 19, by 11:59 pm)	
2023-03-20	Topic: Processing, Sentencing, and Imprisonment
Materials:	
Van Eijk, Gwen. 2017. "Socioeconomic marginality in sentencing: The built-in bias in risk assessment tools and the reproduction of social inequality."	
Hannah-Moffat, Kelly - Chapter 6: "Empowering Prison: Neoliberal Governance."	
Assignments:	
Reading spreadsheet (due date: Sunday, March 19, by 11:59 pm)	
OPTIONAL: Memo (due date: Sunday, March 26, by 11:59 pm)	
2023-03-27	Topic: The Tentacles of the Criminal Justice System
Materials:	
Kohler-Hausmann, Issa. 2013. "Misdemeanor justice: Control without conviction."	
Sibblis, Camisha. 2014. "Expulsion Programs as Colonizing Spaces of Exception."	
Assignments:	
Reading spreadsheet (due date: Sunday, March 26, by 11:59 pm)	
Media output (due date: Sunday, April 2, by 11:59 pm)	
OPTIONAL: Memo (due date: Sunday, March April 2, by 11:59 pm)	

2023-04-03	Topic: Looking to the future: Change, Reform, and Abolition
	Materials:
	Davis, Angela Y - "Introduction-Prison Reform or Prison Abolition?"
	Ben-Moshe, Liat - Chapter 13: "Refuting Carceral Logics and Their Alternatives. Toward Noncarceral (Disability) Futures."
	Assignments:
	Reading spreadsheet (due date: Sunday, April 2, by 11:59 pm)
	OPTIONAL: Memo (due date: Sunday, April 9, by 11:59 pm)
2023-04-10	NO CLASS
	Assignments:
	Critical reflection (due date: Monday, April 10, by 11:59 pm)

Last Date to drop course from Academic Record and GPA is March 19, 2023.

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.