DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO

New Topics in Sociology: Education and the Criminal Justice System
SOC353H1 – LEC0101
Course Outline - Fall 2023

Class Location & Time	----
Instructor	Andrea Roman Alfaro (she/her) [two last names]
Office Location	TBD
Office Hours	Mondays, 1:00 to 3:00 p.m.
E-mail Address	andrea.romanalfaro@mail.utoronto.ca
Course Web Site	https://q.utoronto.ca/courses/314513
Teaching Assistant	Sophie Marois
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TERRITORIAL ACKNOWLEDGEMENT

Many of us know little about the names of the territories we grew up on or currently live or study in and the Indigenous nations and peoples who have cared for the land. If you have yet to learn or want to know more, start at https://native-land.ca.

The University of Toronto occupies the Treaty Lands and Territory of the Mississaugas of the Credit First Nation and the traditional territory of the Huron-Wendat and the Haudenosaunee people. Tkaronto ("where there are trees standing in the water" in Mohawk) is located on the lands of the Toronto Purchase Treaty, No. 13, reached between the Mississaugas of the Credit First Nation and the British Crown in 1805 and disputed until 2010. Today, Tkaronto is still the meeting place and home to many First Nations, Inuit, and Métis people across Turtle Island.

Indigenous peoples are alive and continue to resist and refuse settler colonialism's constant deadly erasure attempts. As Indigenous peoples and scholars have repeatedly reminded us, academia is an institution of the settler colonial system. Because of this, our commitment to being wise stewards of the land we currently live in and promoting its well-being for future generations is vital. Thus, as treaty people, we commit to working toward decolonization, anti-racism, and systemic change, respecting all beings living within this land and cultivating radical relationships.

DETAILED COURSE DESCRIPTION

This course explores how the criminal justice system has made its way into classrooms and schools. We will examine the historical role of the education system in the disproportionate practices of control and punishment against Black, Indigenous, Latinx and other racialized youth in North American schools. Attention will be given to the criminalizing techniques schools

employ, such as zero-tolerance policies, expulsion, and suspension, contributing to youth incarceration. Using an intersectional perspective, we will critically analyze the growing links between schooling, policing, juvenile detention centres, and other criminal justice institutions. Finally, we will discuss the resistance and refusal of students, teachers, and communities to the criminalization of education.

Prerequisite: SOC201H1, SOC202H1, SOC204H1 and 1.0 credit from SOC251H1, SOC252H1, SOC254H1. 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.

LEARNING OUTCOMES

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

- Recognize and analyze the role of the education system in social control.

- Describe and evaluate the connection between the education and criminal justice systems and the mechanisms that allow it.

- Examine the experiences of those most affected by the relationship between the education and criminal justice systems.

- Assess the current debates regarding imprisonment, policing and the criminal justice system.

*Note: Students may vary in their competency levels on these outcomes. You can expect to achieve these outcomes only if you honour course policies, attend classes regularly, complete all assigned work in good faith, and meet all other course expectations[1].

TEXTBOOKS AND OTHER MATERIALS

All readings and class materials will be uploaded to our Quercus page. Every attempt will be made to follow the reading list, but it is subject to change at the instructor's discretion.

EVALUATION COMPONENTS

Type	Description	Due Date	Weight
Participation	In-class activities	Weekly	14%
Assignment	Reading spreadsheet	Weekly	18%
Assignment	Memos	1. October 8 2. November 5	30%
Assignment	Creative output	December 3	23%
Assignment	Final critical reflection	December 7	15%
		Total	**100%**

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

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[1] Drawn from Nilson, Linda. 2010. *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Jossey-Bass.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades log on to ACORN.

GRADING

In-class activities (14%)

To ensure we engage with the course materials and reflect on the course topics, we will have in-class small group discussions, group projects, free-style writing reflections, and journal entries, among others. In-class means that these activities will be **done during our class meeting time**. Each exercise is worth 2 points (or 2% of your final grade). You must participate in seven (7) in-class activities to get full marks.

Reading spreadsheet (18%)

You will complete a reading spreadsheet weekly to keep you up to date with and hold you accountable for the course materials. The spreadsheet helps you organize and summarize the course material, making completing other assignments easier. You need to do one entry per week, so you must read/watch/listen to at least one of the materials assigned each week. Each weekly entry is worth 2 points (2% of your grade). You will get one point (1) for a complete entry and two points (2) if the entry is done well. You will find the spreadsheet template and further instructions in Quercus.

You must upload your spreadsheet to Quercus by 11:59 p.m. the day before our class meets (this means: **every Sunday by 11:59 p.m.**).

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 a weekly class topic of your choice. The memo discusses the weekly course materials and our class meeting (lecture, discussion, and activities). The memos cover a topic of ONLY one class and must refer to all the course materials assigned for that class and the lecture. For example, suppose you decide to submit your first memo on security & supervision in schools (week 2 topic). In that case, you must read/check all the materials assigned for that week and the lecture, not just the material you chose for your spreadsheet entry.

You must hand in **two (2) memos** during the semester. Each memo is worth 15% of your final grade. The deadlines for submission are:

The first memo is due Sunday, **October 8th**, by 11:59 p.m.

The second memo is due Sunday, **November 5th**, by 11:59 p.m.

Creative output (23%)

You will choose the topic you chose for one of your memos and present your summary and reflection in a non-essay/paper format. You can make a news show, podcast episode, mini-

documentary, infographic, opinion piece, cartoon, fanzine, brochure, or anything you want. You must present and discuss the topic in a creative and evidence-based way. **This assignment can be done individually or in pairs.** Both of you must upload the assignment to Quercus.

Due date: Sunday, **December 3rd**, by 11:59 p.m.

Critical reflection (15%)

The 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 a maximum of three (3) single-spaced pages and will ask you to draw from the course materials of weeks 10 to 13. More detailed instructions will be uploaded to the Quercus course page two weeks before the due date and discussed in class.

Due date: Thursday, **December 7th**, by 11:59 pm

COURSE STRUCTURE AND APPROACH

Our course meets every Monday from 10:10 a.m. to 1 p.m. I will (probably) **divide our time together in the following way**:

10:10 – 11:00 a.m.	In-class activity + Lecture + Discussion (order may vary)
11:00 – 11:10 a.m.	Break
11:10 – 12:00 p.m.	Lecture + Discussion
12:00 – 12:10 p.m.	Break
12:10 – 1:00 p.m.	Skills workshop / Collective working time

All the course materials will be uploaded to our Quercus class page. As a general prompt, I will recommend you **approach our course in the following order**:

1. **Before OR on Sunday: Study class materials assigned for Monday's class** (at least one of the materials). Make sure you also take notes. Store those notes in your computer or a notebook.

2. **Sunday, 11:59 p.m.: Make an entry in the reading spreadsheet and upload it to Quercus. Remember that the spreadsheet entries are always** of the materials assigned for the next day's class.

3. **Monday 10:10 a.m. – 1:00 p.m.:** Download PPT (if applicable), attend class, participate in in-class activity, and take notes.

4. **Repeat**

I will make sure to remind you of deadlines since the approach to the course may change when you need to submit memos or other assignments. The order above can help you to structure your time effectively. However, there are different ways to organize your time.

Important:

Time management can be challenging. It is not easy to stay on top of your work. Thus, I encourage you to try the following:

- Set aside specific hours to work each day, somewhere as quiet and comfortable as possible.

- Turn off devices and let whomever you live with know your schedule to minimize distractions.

- Make lists: I organize my semester ahead of time and add all assignments and deadlines to my calendar. I also plan my week every Sunday (aka Sunday meeting) and assign tasks for the following day every night of the week.

- If you get off track, start over again. Persistence is key.

COMMUNITY CONTRACT AND GUIDELINES

The past years have been exhausting for all 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.

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

Furthermore, the following agreements will help us relate to each other better and establish a common ground for interactions. We are all bound 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 other's 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. When making a mistake, getting feedback, or feeling uncomfortable, treat yourself with love and kindness. We are all imperfect beings. We 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. 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	We will try to guarantee that we all feel safe and acknowledged. Conflict is normal in human relations. Conflict doesn't have to lead to harm and violence. However, 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 or speak to me with any concerns. If you are currently experiencing trauma, I have listed several mental health resources on the last page of this syllabus. Unfortunately, I am not a trained mental health expert so that I will refer you to other services on and off campus.

OTHER IMPORTANT POINTS

Names and pronouns:

Please respect people's preferred names and pronouns. We have a very diverse class. Try to remember people's names, name pronunciation, and pronouns. Always let us know if we are mispronouncing your name and pronoun.

Email etiquette:

- Before sending an email, check whether your question is answered in the syllabus or discussion board. If you have a question other students are likely to have, consider posting it on the discussion board so everyone will see the answer.

- 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.

- When sending an email, it helps us if you include the course number and type of question in the subject line (e.g., "SOC353, question about reading X").

- Politeness, respect, and gratitude are appreciated, such as saying hi or hello before asking a question. You can call me by my first name (Andrea), Professor Roman Alfaro, or Professor Andrea. Ask your TA how they would like to be called!

- We strive to respond to student emails within 24 hours on weekdays. Our working hours are from 10 a.m. to 6:00 p.m., so you likely will only receive replies from us during those hours. We do not respond to emails on weekends or holidays.

- If we haven't replied to you within 24 hours during weekdays, you may send a polite follow-up. We are human, and sometimes messages get missed.

COURSE SCHEDULE

Class date	Topic & Materials	Deadlines	Skills / Work time
Week 1: September 11	**Introduction** • Review the syllabus and assignments. • Accessing our Quercus course page • Explanation of reading spreadsheet and memos	**September 17 (11:59 pm):** - Fill out the *welcome survey* - Reading spreadsheet entry #1	How do you read and take notes efficiently?
Week 2: September 18	**Education and Social Control** • Sojoyner, Damien M. 2016. "In the Belly of the Beast. Ideological Expansion." Pp. 33–69 in *First Strike: Educational Enclosures in Black Los Angeles*. University of Minnesota Press. • Casella, Ronnie. 2009. "Safety or Social Control? The Security Fortification of Schools in a Capitalist Society." Pp. 73–86 in *Schools Under Surveillance: Cultures of Control in Public Education*, edited by T. Monahan and R. D. Torres. Rutgers University Press.	**September 24 (11:59 pm):** Reading spreadsheet entry #2	Working on spreadsheets
Week 3: September 25	**Schools and Punishment** • Noguera, Pedro A. 2003. "Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices." *Theory Into Practice* 42(4):341–50.	**October 1 (11:59 pm):** Reading spreadsheet entry #3	What are sources? How do we cite and avoid plagiarism?

	• Simmons, Lizbet. 2017. "Public Schools in a Punitive Era." Pp. 23–46 in *The prison school: educational inequality and school discipline in the age of mass incarceration*. Oakland, California: University of California Press.		
Week 4: October 2	**Security and Supervision in Schools** • Price, Peter. 2009. "When Is a Police Officer an Officer of the Law? The Status of Police Officers in Schools." *Journal of Criminal Law and Criminology* 99(2):541–70. • Broll, Ryan and Stephanie Howells. 2019. "Community Policing in Schools: Relationship-Building and the Responsibilities of School Resource Officers." *Policing* 15(2): 701-715.	**October 8 (11:59 pm):** Memo #1	Working on memo #1
Week 5: October 9	**Thanksgiving holiday**	**October 15 (11:59 pm):** - Reading spreadsheet entry #4 - Fill out midterm course evaluation survey	
Week 6: October 16	**Zero Tolerance** • Skiba, Russell J., and Kimberly Knesting. 2001. "Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice" *New Directions for Youth Development* 2001(92):17–43. • Welch, Kelly & Allison Ann Payne. 2018. "Zero Tolerance School Policies." Pp. 215-234 in *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control*, edited by J. Deakin, E. Taylor and A. Kupchik. Cham, Switzerland: Palgrave Macmillan.	**October 22 (11:59 pm):** Reading spreadsheet entry #5	The importance of breaks and taking care of yourself

Week 7: October 23	**Suspension and Expulsion** • Sibblis, Camisha. 2014. "Progressive Discipline, Regressive Education: The Systematic Exclusion of Black Youth in and Through Expulsion Programmes." Pp. 43–58 in *Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning*, edited by G. J. S. Dei and M. McDermott. Dordrecht: Springer Netherlands. • Flores, Jerry. 2016. "School, Institutionalization, and Exclusionary Punishment." Pp. 93–109 in *Caught Up: Girls, Surveillance, and Wraparound Incarceration.* Oakland, California: University of California Press.	**October 29 (11:59 pm):** Reading spreadsheet entry #6	How do you use the library look for sources?
Week 8: October 30	**The School-to-Prison Pipeline** • Crawley, Kayla, and Paul Hirschfield. 2018. "Examining the School-to-Prison Pipeline Metaphor." in *Oxford Research Encyclopedia of Criminology and Criminal Justice*. Oxford University Press. • Muñiz, Julissa O. 2021. "Exclusionary Discipline Policies, School-Police Partnerships, Surveillance Technologies and Disproportionality: A Review of the School to Prison Pipeline Literature." *Urban Review* 53: 735–760.	**November 5 (11:59 pm):** Memo #2	Working on memo #2
Week 9: November 6	**Reading week**	**November 6:** Last day to drop F courses **November 12 (11:59 pm):** Reading spreadsheet entry #7	

Week 10: November 13	**Experiences in the Pipeline** • Salole, Abigail Tsionne, and Zakaria Abdulle. 2015. "Quick to Punish: An Examination of the School to Prison Pipeline for Marginalized Youth." *Canadian Review of Social Policy/ Revue Canadienne de Politique Sociale* (72/73):124–68. • Morris, Monique W. 2016. "Learning on Lockdown." in Pushout: the criminalization of Black girls in schools. New York: The New Press.	**November 19 (11:59 pm):** Reading spreadsheet entry #8	Working on creative output: session 1
Week 11: November 20	**School Punishment and the Role of Teachers and Parents** • Raible, John and Jason G. Irizarry. 2010. "Redirecting the teacher's gaze: Teacher education, youth surveillance and the school-to-prison pipeline." *Teaching and Teacher Education* 26: 1196-1203. • Mowen, Thomas J. and Kyle J. Bares. 2018. "School Punishment and the Changing Face of Discipline: Parents and School Punishment." Pp. 253-268 in *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control*, edited by J. Deakin, E. Taylor and A. Kupchik. Cham, Switzerland: Palgrave Macmillan.	**November 26 (11:59 pm):** Reading spreadsheet entry #9	Working on creative output: session 2
Week 12: November 27	**Beyond Pipeline Thinking** • McGrew, Ken. 2016. "The Dangers of Pipeline Thinking: How the School-To-Prison Pipeline Metaphor Squeezes Out Complexity." *Educational Theory* 66(3):341–67. • Rocque, Michael, and Quincy Snellings. 2018. "The New Disciplinology: Research, Theory, and Remaining Puzzles on the School-to-Prison Pipeline." *Journal of Criminal Justice* 59: 3–11.	**December 3 (11:59 pm):** Creative output	What is critical thinking in sociology?

Week 13: December 4	**Resistance, Change, and Abolition** • Meiners, Erica R. and Maisha T. Winn. 2010. "Resisting the School to Prison Pipeline: The Practice to Build Abolition Democracies." *Race Ethnicity and Education* 13(3): 271-276. • Rios, Victor. 2017. "From Culture of Control to Culture of Care: Policy and Program Implications," Pp. 155-166 in *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. Chicago: The University of Chicago Press.	**December 7 (11:59 pm):** Critical Reflection	Working on critical reflection

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

IMPORTANT: Last day to drop F courses is November 6, 2023.

ACADEMIC INTEGRITY

Academic integrity is essential to pursuing learning and scholarship in a university and ensuring that a degree from the University of Toronto is a strong signal of each student's academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.

Ensure you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. If you have questions or concerns about what constitutes appropriate academic behaviour or proper research and citation methods, seek out additional information on academic integrity from your instructor or from 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 or Essay Repositories

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).

Students often use services such as Course Hero to copy 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 no longer in use.

Chat GPT and other AI tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Any content produced by an artificial intelligence tool must be cited appropriately. Thus, if your TA or me find out that you have copied straight language from Chat GPT without citing it, we will report it as plagiarism. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).

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 own 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 cite correctly, the reader assumes 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 manual, you must 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 order of words in a sentence. You must demonstrate that you understand the concepts enough to rewrite them in your own words.

This is a skill that takes practice. One useful 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, add quotation marks when copying three or more words from a text.

Penalties for offences

Most offences are unintentional due to carelessness, but they are still offences.

In this course, ONLY on the first spreadsheet entry, we give you a chance to practice, and we will not report your offences except in egregious circumstances. It will not be placed on your record. Depending on the offence, you will still receive a penalty, ranging from a few points to a zero on the assignment.

For subsequent assignments, offences will be directly reported to the Department, and you will receive a letter. If you do not respond to the letter, your case will be forwarded to the Dean's office. If it is not your first offence at the University of Toronto, your case will be submitted to the Dean's office.

Ouriginal

Sometimes, students will be required to submit their assignments 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 website (https://uoft.me/pdt-faq).

For some of your assignments, we will be using the software Ouriginal. It uses text-matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal, please review its Privacy Policy.

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

COURSE POLICIES

Do I have to come to class?

I will not take attendance. However, we will be doing activities in class that are graded. Please, refer to the grading section for more details.

Where do I get the slides for the classes?

When there are slides, I will upload them right before our class starts, so you can download them and add any notes. You can find the slides or other lecture materials on the Modules page on our Quercus page.

I think there's a mistake in my mark. What do I do?

Your TA and I spend a lot of time carefully evaluating your work. On occasion, we may make an error. If you feel that your work was mismarked, please follow these steps:

1. Wait 24 hours after receiving your mark. We require this because sometimes what you think is an error makes more sense after you've slept on it.

2. Write a 1-2 paragraph explanation of why you feel an error was made and request that it be reviewed.

3. Email this explanation to your TA within one week of receiving your original mark. If appropriate and available, attach any related documents or screenshots. Be aware that the entire assignment will be re-evaluated if you request a re-evaluation. The grade may go up, down, or remain the same.

4. If you are not satisfied with the response you receive from the TA, you may email me directly. Please include all relevant material.

I can't make a deadline. What do I do?

I understand that unexpected events may come up. I will be as flexible as possible. However, I also want you to take responsibility for recognizing that you need an extension and negotiating that with me. It helps your TA and me manage the marking workload.

Email me (the course instructor) if you need an extension on work during the term. Try to do this before the deadline. You do not have to give details you don't want to share; we typically do not request documentation. However, if you are experiencing something that will cause ongoing challenges or facing difficulties that we could help you with, please let us know what's happening. When you send your request, please let us know how much time you need.

Please try your best to meet the deadlines so your TA can schedule their grading time. Delays in submission may also mean delays in receiving marks or feedback. We have a very tight schedule, so keep up with the deadlines as much as possible.

Can I record class meetings? Can I post your lecture slides online?

No. Course videos, lectures, slides, and all other materials belong to me and are protected by copyright. In this course, you can download materials for your educational use. However, you should not copy, share, or use them for any other purpose without my explicit permission. You may not share them in the public domain, sell them, or give them to a person or company using them to earn money. The University will support me in asserting and pursuing my rights and copyrights.

U OF T POLICIES

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 everyone can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against persons or communities.

U of T Code of Conduct:

Offences under the Code of Student Conduct include:
- Sexual assault or threats of sexual assault.
- Assault, threats of assault or bodily harm.
- Creating a condition which unnecessarily endangers the health or safety of other persons.
- Damage or threats of harm to personal property.
- Unauthorized entry or presence.

- Unauthorized use of university facilities, equipment or services.

- Bringing a false Code charge against another student.

- Aiding in the commission of an offence.

- Refusal to comply with sanctions.

- Unauthorized possession or use of firearms or ammunition.

- Stalking.

- Discriminatory harassment.

- Disturbances that obstruct an activity organized by the University or by any of its divisions, or the right of other members of the University to carry on their legitimate activities, to speak or to associate with others.

Religious observances:

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students are responsible for alerting teaching staff members in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. If you anticipate a conflict due to religious observance, please let me know as early in the course as possible and with sufficient notice (at least two to three weeks) so that we can work together to make alternate arrangements.

Posting of grades:

Please note that any grades posted on Quercus are only for your information so you can view and track your progress through the course. Grades are only considered official, including any posted in Quercus at any point in the term, once they have been formally approved and posted on ACORN at the end of the course. Please contact the TA as soon as possible if there is an error in any grade posted on Quercus.

Accessibility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Student Life's Accessibility Services office as soon as possible. I will work with you and Accessibility Services to ensure you achieve your learning goals in this course. Enquiries are confidential. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations at 416-978-8060 or accessibility.services@utoronto.ca.

STUDENT RESOURCES

Academic Success Centre:

Need help with study skills or life management skills? What classes to sign up for? Are you interested in thinking about possible careers? Check out the Academic Success Centre for workshops, tips, & one-on-one help!

Location: 214 College Street, Room 150, Main Floor | **Email:** mail.asc@utoronto.ca

English Language Learning:

English Language Learning (ELL) supports all U of T undergraduates enrolled in the Faculty of Arts & Science whose first language is not English (multilingual students) and native speakers seeking to improve their English language skills. You can check their courses and activities on their webpage.

You can contact ELL instructors at: ell.newcollege@utoronto.ca

Emergency Assistance Grants:

If you need emergency help for food or shelter, speak with a Financial Counsellor: https://future.utoronto.ca/finances/financial-aid-old/financial-counselling-directory/

You can also apply for the Emergency Assistance Grants at https://future.utoronto.ca/finances/financial-aid/emergency-assistance-grants/

First Nations House:

The First Nations House provides culturally relevant services to Indigenous students to support academic success, personal growth, and leadership development. They offer learning opportunities for all students to engage with Indigenous communities at U of T and beyond. Visit their webpage to check available services and join their listserv to stay updated on their events.

Centre for International Experience:

The Centre for International Experience (CIE) provides transition assistance, help understanding taxes & health insurance, English conversational practice, and off-campus housing assistance.

LGBTQ+ students:

Programming and events for the LGBTQ+ community are offered on all three campuses. Visit the U of T Sexual & Gender Diversity Office to learn more about their events and resources. You can also check LGBTOUT, the oldest LGBTQ+ student organization at U of T.

Mental and physical wellness:

Are you feeling anxious or depressed? Reach out for help. Confidential virtual and telephone counselling is available. The **My SSP App (My Student Support Program)** provides free, confidential, 24/7 counselling support in over 146 languages. You can call or chat with a counsellor directly from your phone. Download on the Apple App Store or Google Play.

If you are experiencing a crisis and feeling unable to cope and the Health & Wellness Centre is not open, emergency services and resources are available:

- **Good2Talk Helpline for Post-Secondary Students**: 1-866-925-5454
- **East Metro Youth Services Walk-in Counselling Clinic**: 416-438-3697
- **Scarborough Mobile Crisis Unit**: 416-495-2891
- **Toronto Distress Centre**: 416-408-4357
- **Rouge Valley Centenary Hospital**: 416-284-8131
- **For emergencies**, call 911.

You can also visit Student Life's Health & Wellness Centre at 416-978-8030 or **info.hwc@utoronto.ca** to check their programming and access mental and physical health support.

U of T Libraries:

Need help to find library resources? Our sociology liaison librarians can help you.

Contact:

Judith Logan, Sociology Liaison Librarian | **Email:** judith.logan@utoronto.ca

Colin Deinhardt, Sociology Liaison Librarian | **Email:** colin.deinhardt@vicu.utoronto.ca

Writing Centre:

The University of Toronto St. George has multiple writing centres that can help you improve your writing skills and provide you with assignment feedback. You can find the numerous writing centres here.

The Centre for Women and Trans People:

This centre provides a safe, harassment-free drop-in space for all women and trans people on campus. They offer free support, referrals, resources and advocacy on sexism, racism, homophobia, transphobia, ableism, ageism, violence, health and poverty through our workshops, events, services and programming.

Visit: http://womenscentre.sa.utoronto.ca/

Phone: 416 978 8201

Email: cwtp@utoronto.ca