

**SOC387H1S**  
**Education and the Criminal Justice System**  
**University of Toronto St. George**  
**Summer 2021 (July - August)**  
**Asynchronous**  
**Q&A session: Thursdays 11:00 – 12:00 pm**

**Course instructor:** Andrea Román Alfaro (she/her) [I have two last names: Roman Alfaro]

**Email:** [andrea.romanalfaro@mail.utoronto.ca](mailto:andrea.romanalfaro@mail.utoronto.ca)

**Office hours:** Thursday 2 – 4 pm | Friday 9 – 10:30 am

Make an appointment at <https://calendly.com/andrea-romanalfaro/officehours>

**Teaching assistant:** Gabe Menard (he/him)

**Email:** [gabe.menard@mail.utoronto.ca](mailto:gabe.menard@mail.utoronto.ca)

**Office hours:** TBA

## **WELCOME!**

I am glad you signed up to take this class and that we will work together this summer. It hasn't been an easy year! The transition from in-person to online learning has been challenging. Many of us have been juggling between attending classes, taking care of our loved ones and managing the uncertainties of this new world. We have had to adapt our home into learning spaces that we share with others.

Online learning is not easy! However, I have been preparing myself to make this asynchronous class as enjoyable as possible. In this syllabus, you'll find many responses to your questions about the course and if not, feel free to reach out!

Even though we won't meet in person, I'll be available to connect with you. I commit to responding to your emails within 24 hours during the week, but sometimes I will be faster than that. You can chat with me during office hours and our Q&A sessions.

I'm looking forward to learning with you!

## **Whose land are we on?**

Many of us have little to no knowledge 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 no idea 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 meeting place is still the home to many First Nations, Inuit, and Métis people from across Turtle Island.

## INFORMATION ABOUT THE 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, which contribute to the incarceration of youth. 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.

### 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 relation 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<sup>1</sup>.

### Prerequisite:

The prerequisite to take this course is 1.0 SOC credits at the 200 level. Students without this requirement will be removed without notice.

### How is this class going to work?

Each week, you will complete an asynchronous learning module and attend a one-hour class Q&A session (recorded for those of you in other time zones). You can attend office hours and the weekly online Q&A session as often as you like.

**Monday**      **Course Content:** Two types of videos will be uploaded on Monday at 2 PM:

- (1) An introductory video prepared by the instructor summarizing the week's main topics and important elements of the readings.

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<sup>1</sup> Drawn from Nilson, Linda. 2010. Teaching at its best: A research-based resource for college instructors. San Francisco, CA: Jossey-Bass

(2) Videos elaborated by your classmates who will be presenting the readings for the week.

Your classmates and I will be uploading the PPTs and/or visual materials used for the videos. We will also include transcripts.

**In-class exercise:** As part of your participation grade, you will complete in-class exercises (they can be discussion board posts or free writing exercises) that contribute to your learning process. The in-class exercise must be completed by the following Tuesday (at 11:59 PM). These are low stakes exercises that count toward your participation grade.

**Skill learning:** I will upload a weekly skill learning video or material that will help you acquire skills you need to succeed in this class, such as how to read, summarize, etc.

**Weekly announcement (afternoon):** I will also send a weekly announcement on Monday afternoons to make sure we all keep up with the course and remind you about deadlines.

#### Thursday

**Q&A session (11 – 12 pm):** A fifty-minute session in which I will discuss weekly topics, explain assignments, and solve questions about the course. You DO NOT have to come to this session. The session will be recorded, and the video will be uploaded to the weekly modules. However, if you have questions and want to interact with me and other students, you can always join.

The class meeting will be held through Bb Collaborate. You can find the links to each session in the Bb Collaborate tab.

**Office hours (2 – 4 pm):** I will be holding office hours for anyone who wants to chat about the class, ask questions about topics related (or not) to course content, among others. Please, use the [Calendly link](#) to book an appointment.

#### Friday

**Office hours (9 – 10:30 am):** I will be holding office hours for anyone who wants to chat about the class, ask questions about topics related (or not) to course content, among others. Please, use the [Calendly link](#) to book an appointment.

*Note about office hours:* Office hours will be held through Zoom. You will get an email confirmation once you book an appointment. This email contains the link and password to connect to the meeting. Make sure to check your email to get the correct link. If you don't get an email, make sure to write to me.

If the times offered do not work for you or if you have an urgent question and there are no time slots available, send me an email, and I will try to offer you another time to chat. Keep in mind that I may take 24 hours to respond to your email.

#### Readings

**All readings will be uploaded to the Quercus course page.** The readings for each week will be included in the weekly learning module (modules tab),

under the “Readings” header. All course readings will be available at the beginning of the semester.

You will not be required to purchase any books for this class. All of our readings are open-access and available at no charge online.

## How should you study the weekly course content?

Every Monday morning, I will upload part of the weekly course content materials (weekly taskmaster documents, introductory video, classmates’ videos, PPTs, and other things I may find helpful) under the “Course content” header. I will upload all materials in the order you’re supposed to check them. However, I will provide a weekly taskmaster document that you can use to make sure you are following the appropriate order and check your progress. Remember: all readings for the course have been uploaded for you to begin reading them.

As a general prompt, go through the learning modules in the following order:

1. **Do the readings** (or as many as you can)
2. **Open the weekly tasks document** (located under the “Course content” header)
3. **Download the PPT or other visual materials** used for the videos (when available) if you wish to take notes on them
4. **Watch the videos** in the order they have been uploaded (or follow the weekly tasks document)
5. **Watch or read the skills materials**
6. **Attend/Watch the Q&A session** (Thursdays 11 – 12 pm, Bb Collaborate)
7. **Do the weekly in-class exercise** (included in the “Modules” page under the corresponding week)

### Important to remember:

<b>Time management<sup>2</sup></b>	<p>It can be challenging to stay on top of your work in an asynchronous course. Thus, I encourage you to try this:</p> <ul style="list-style-type: none"><li>• Set aside specific hours to work each day, somewhere as quiet and comfortable as possible.</li><li>• Turn off devices and let whomever you live with know your schedule to minimize distractions.</li><li>• Make lists: I try to 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.</li><li>• If you get off track, start over again. Persistence is key.</li></ul>
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<sup>2</sup> I want to thank Professor Kathy Liddle (Sociology, UTSC) for providing me with an example to write this section of the syllabus.

## 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 that any of these guidelines have been disrespected or not held, please message me or your TA to address the issue and improve our class.

<b>Respect</b>	Mutual respect is critical for learning and teaching. Respect other's identities, silence, emotions, and needs.
<b>Curiosity</b>	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?
<b>Active listening</b>	When others speak or express their opinions, I engage with them and pay close attention to what they say with empathy.
<b>Compassion</b>	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.
<b>Safety and no-harm</b>	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.
<b>Accountability</b>	This class is a safe space. As such, we should all engage in guaranteeing 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.
<b>Trauma-informed learning</b>	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, many mental health resources are listed on the last page of this syllabus.

\*\*\*Is there anything else we should add to our community agreements? If so, feel free to reach out to your instructor\*\*\*

## Other important points:

<b>Names and pronouns</b>	<ul style="list-style-type: none"><li>• Please respect people's preferred names and pronouns.</li><li>• We have a very diverse class. Make an effort to remember people's names, name pronunciation and pronouns. Always let us know if we are mispronouncing your name and pronoun.</li></ul>
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<b>Email etiquette<sup>3</sup></b>	<ul style="list-style-type: none"> <li>• Before sending an email, check to see whether your question is already answered in the syllabus or the discussion board.</li> <li>• If you have a question that other students are likely to have, consider posting it on the discussion board so that everyone will see the answer.</li> <li>• 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.</li> <li>• When sending an email, it helps us if you include your course number and type of question in the subject line (e.g., “SOC387H1S, question about reading X”).</li> <li>• Politeness, respect, and gratitude are appreciated, such as saying hi or hello before asking a question. You can call me Andrea (she/her). I know some of you may not be as comfortable with calling me by my first name, that’s okay! Other options are Instructor Roman Alfaro or Instructor Andrea. You can address your TA as Gabe (he/him). You can also use Mr. Gabe if you feel more comfortable.</li> <li>• We strive to respond to student emails within 24 hours on weekdays. This 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.</li> <li>• If we haven’t replied to you within 24 hours, you may send a polite follow-up. We are human, and sometimes messages get missed.</li> </ul>
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### **Our community contract:**

This has been a very traumatic and exhausting year for many of us. We are all trying to make our best with what we have (mentally, physically, spiritually, and emotionally). I understand if you may need some 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 make sure to support you and accommodate any needs you may have.

Just like you, your TA and I have had a challenging year. As humans, we are also dealing with personal issues and managing our studies, jobs, and social and family life. We have tried our best to design a course that supports and adds to your learning process. We have spent (and will be spending) many hours preparing lessons, recording videos, and providing feedback. We ask you to respect the work we have put into this course by keeping up with learning modules (doing the readings and watching the videos), taking the feedback for your assignments seriously (asking questions if there is something unclear), and being considerate with our time (including emails

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<sup>3</sup> I want to thank Professor Kathy Liddle (Sociology, UTSC) for providing me with an example to write this section of the syllabus.

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.

## ASSESSMENTS AND GRADING

Type	Description	Due Date	Weight
Participation	Five (5) in-class exercises	Weekly (3% each)	15%
Assignment	Annotated bibliography	Friday, July 23	25%
Assignment	PPT and video of chosen reading	On the corresponding week	25%
Assignment	Infographic	Between week 2 (July 12 – 18) and week 6 (August 9 – 15)	20%
Assignment	Final critical reflection	Monday, August 16, 2021	15%
<b>Total</b>			<b>100%</b>

### Description of assessments:

#### Participation (15%)

To make sure you keep up with the course materials and reflect on the topics, you'll have to complete five (5) in-class exercises. These exercises may take the form of discussion board posts, free-style writing reflections, journal entries, among others. Although these exercises are low-stakes activities to help you reflect on the materials and topics, they are not pass/fail. Make sure you respond to the exercise prompt and state your points clearly.

You must complete five (5) exercises (you don't have to submit an exercise the week you have to present a reading if you don't want to). Each exercise is worth three (3) points out of the 15% assigned to your participation grade. **The exercises must be completed by Tuesday of the following week the topic is being discussed, at 11:59 pm.**

#### Annotated bibliography (25%)

For the annotated bibliography, you will have to summarize five (5) assigned sources from weeks 1, 2 or 3. This assignment is meant for you to practice accurate and thoughtful summarization of academic sources using a critical lens. Each annotation has to summarize and evaluate the text, including explaining why the selected material is helpful to understand the course content.

You will be assessed based on the quality of your engagement with the readings, comprehension, synthesis, and communication. More detailed instructions will be uploaded to the Quercus course page two weeks before the due date and discussed in class.

**DUE DATE: Friday, July 23, 2021 (11:59 pm)**

#### PPT and Video of chosen reading (25%)

As part of our collective learning work, you will work in teams of a maximum of 3 people to prepare a PPT and video to present to your classmates one of the readings assigned to the course.

You will choose only ONE reading and prepare a presentation and video based on the reading chosen. The video should not be longer than 10 minutes. You are free to design the presentation in any format you may like. You can include images, reflection questions, sketches, among others.

You will upload the video and presentation (in PPT or PDF format) to the “PPT + video of chosen reading” assignment located in the “Assignments” tab on the Quercus page. Only one person in the group must upload the presentation and video. You can choose the reading you want to present at <https://bit.ly/2SBuNbQ>.

All members of the group will be evaluated based on the submission and a self and group evaluation. To ensure all members contribute to the project, you will be asked to fill out a survey where you will evaluate yourself and the other members of the group. You will find this survey in the Quizzes tab on the Quercus page.

More detailed instructions will be uploaded to the Quercus course page and discussed in class.

**DUE DATE: Every Monday at midday** (with some exceptions due to holidays. See calendar below).

Weekly topic	Reading	Submission date
Week 1: Introduction & Education and social control	Noguera, Pedro A. 2003. “Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices.” <i>Theory Into Practice</i> 42(4):341–50.	Friday, July 9
	Simmons, Lizbet. 2017. “Public Schools in a Punitive Era.” Pp. 23–46 in <i>The prison school: educational inequality and school discipline in the age of mass incarceration</i> . Oakland, California: University of California Press.	Friday, July 9
	Sojoyner, Damien M. 2016. “In the Belly of the Beast. Ideological Expansion.” Pp. 33–69 in <i>First Strike: Educational Enclosures in Black Los Angeles</i> . University of Minnesota Press.	Friday, July 9
Week 2: Security & supervision in schools	Casella, Ronnie. 2009. “Safety or Social Control? The Security Fortification of Schools in a Capitalist Society.” Pp. 73–86 in <i>Schools Under Surveillance: Cultures of Control in Public Education</i> , edited by T. Monahan and R. D. Torres. Rutgers University Press.	Monday, July 12
	Kupchik, Aaron, and Geoff Ward. 2014. “Race, Poverty, and Exclusionary School Security: An Empirical Analysis of U.S. Elementary, Middle, and High Schools.” <i>Youth Violence and Juvenile Justice</i> 12(4):332–54.	Monday, July 12
	Price, Peter. 2009. “When Is a Police Officer an Officer of the Law?: The Status of Police Officers in Schools.” <i>Journal of Criminal Law and Criminology</i> 99(2):541–70.	Monday, July 12



Week 3: Zero tolerance, suspension and expulsion	Salole, Abigail Tsionne, and Zakaria Abdulle. 2015. "Quick to Punish: An Examination of the School to Prison Pipeline for Marginalized Youth." <i>Canadian Review of Social Policy/ Revue Canadienne de Politique Sociale</i> (72/73):124–68.	Monday, July 19
	Sibblis, Camisha. 2014. "Progressive Discipline, Regressive Education: The Systematic Exclusion of Black Youth In and Through Expulsion Programmes." Pp. 43–58 in <i>Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning</i> . Vol. 27, <i>Explorations of Educational Purpose</i> , edited by G. J. S. Dei and M. McDermott. Dordrecht: Springer Netherlands.	Monday, July 19
	Skiba, Russell J., and Kimberly Knesting. 2001. "Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice" <i>New Directions for Youth Development</i> 2001(92):17–43.	Monday, July 19
Week 4: The school-to-prison pipeline	Crawley, Kayla, and Paul Hirschfield. 2018. "Examining the School-to-Prison Pipeline Metaphor." in <i>Oxford Research Encyclopedia of Criminology and Criminal Justice</i> . Oxford University Press.	Monday, July 26
	NAACP Legal Defense and Education Fund. 2005. "Dismantling The School To Prison Pipeline." New York: NAACP.	Monday, July 26
	Rocque, Michael, and Quincy Snellings. 2018. "The New Disciplinology: Research, Theory, and Remaining Puzzles on the School-to-Prison Pipeline." <i>Journal of Criminal Justice</i> 59:3–11.	Monday, July 26
Week 5: Experiences in the pipeline	Flores, Jerry. 2016. "School, Institutionalization, and Exclusionary Punishment." Pp. 93–109 in <i>Caught up: girls, surveillance, and wraparound incarceration</i> . Oakland, California: University of California Press.	Tuesday, August 3
	Katz, Susan Roberta. 1997. "Presumed Guilty: How Schools Criminalize Latino Youth." <i>Social Justice</i> 24(70):77–95.	Tuesday, August 3
	Morris, Monique W. 2016. "Learning on Lockdown." in <i>Pushout: the criminalization of Black girls in schools</i> . New York: The New Press.	Tuesday, August 3
Week 6: Beyond the pipeline	McGrew, Ken. 2016. "The Dangers of Pipeline Thinking: How the School-To-Prison Pipeline Metaphor Squeezes Out Complexity: The Dangers of Pipeline Thinking." <i>Educational Theory</i> 66(3):341–67.	Monday, August 9

	Meiners, Erica R. 2011. "Ending the School-to-Prison Pipeline/Building Abolition Futures." <i>The Urban Review</i> 43(4):547–65.	Monday, August 9
	Selman, Kaitlyn J. 2019. "Building the Necropolis through Time and Space: Racial Capitalist Forces in the Disciplinary Alternative School." <i>Contemporary Justice Review</i> 22(4):309–33.	Monday, August 9

### **Infographic (20%)**

The infographic is an individual creative assignment that asks you to summarize graphically the topic, sources, and course materials of a specific week. The topic of your infographic will be the same topic you chose your reading for the presentation and video from. For instance, if you chose to present on Simmons (2017), which is Week 1: Education and social control, then your infographic will present a summary of all the sources and materials for that week.

More detailed instructions will be uploaded to the Quercus course page at the beginning of the semester.

**DUE DATE: Any time between week 2 (July 12 – 18) and week 6 (August 9 – 15)**

**LATEST DAY TO SUBMIT: Sunday, August 15**

\*\*\* IMPORTANT: if you present your reading earlier in the semester, try to submit your infographic before week 6.

### **Final Critical Reflection (15%)**

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 prior the due date. The critical reflection should be three (3) double-spaced pages in length and will ask you to draw from the course materials from week 4, 5 and 6.

More detailed instructions will be uploaded to the Quercus course page two weeks before the due date and discussed in class.

**DUE DATE: Monday, August 16, 2021 (11:59 PM)**

## COURSE SCHEDULE

Date and topic	Readings	Assessment	Skill learning
<p>July 5 – 11  <b>Week 1: Introduction &amp; Education and social control</b></p>	<ul style="list-style-type: none"> <li>• Class syllabus</li> <li>• Noguera, Pedro A. 2003. “Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices.” <i>Theory Into Practice</i> 42(4):341–50.</li> <li>• Simmons, Lizbet. 2017. “Public Schools in a Punitive Era.” Pp. 23–46 in <i>The prison school: educational inequality and school discipline in the age of mass incarceration</i>. Oakland, California: University of California Press.</li> <li>• Sojoyner, Damien M. 2016. “In the Belly of the Beast. Ideological Expansion.” Pp. 33–69 in <i>First Strike: Educational Enclosures in Black Los Angeles</i>. University of Minnesota Press.</li> </ul>	<p><b>PPT and Video presentation</b>            (DUE DATE: Friday, July 9 at midday)</p> <p><b>Infographic</b>            (DUE DATE: Any time between week 2 and 6)</p>	<p>how to read efficiently and take notes</p>
<p>July 12 – 18  <b>Week 2: Security &amp; supervision in schools</b></p>	<ul style="list-style-type: none"> <li>• Casella, Ronnie. 2009. “Safety or Social Control? The Security Fortification of Schools in a Capitalist Society.” Pp. 73–86 in <i>Schools Under Surveillance: Cultures of Control in Public Education</i>, edited by T. Monahan and R. D. Torres. Rutgers University Press.</li> <li>• Kupchik, Aaron, and Geoff Ward. 2014. “Race, Poverty, and Exclusionary School Security: An Empirical Analysis of U.S. Elementary, Middle, and High Schools.” <i>Youth Violence and Juvenile Justice</i> 12(4):332–54.</li> <li>• Price, Peter. 2009. “When Is a Police Officer an Officer of the Law?: The Status of Police Officers in Schools.” <i>Journal of Criminal Law and Criminology</i> 99(2):541–70.</li> </ul>	<p><b>PPT and Video presentation</b>            (DUE DATE: Monday, July 12 at midday)</p> <p><b>Infographic</b>            (DUE DATE: Any time between week 2 and 6)</p>	<p>what sources are, and how to cite them and avoid plagiarism</p>

<p>July 19 – 25 <b>Week 3: Zero tolerance, suspension and expulsion</b></p>	<ul style="list-style-type: none"> <li>• Salole, Abigail Tsionne, and Zakaria Abdulle. 2015. “Quick to Punish: An Examination of the School to Prison Pipeline for Marginalized Youth.” <i>Canadian Review of Social Policy/ Revue Canadienne de Politique Sociale</i> (72/73):124–68.</li> <li>• Sibblis, Camisha. 2014. “Progressive Discipline, Regressive Education: The Systematic Exclusion of Black Youth In and Through Expulsion Programmes.” Pp. 43–58 in <i>Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning</i>. Vol. 27, <i>Explorations of Educational Purpose</i>, edited by G. J. S. Dei and M. McDermott. Dordrecht: Springer Netherlands.</li> <li>• Skiba, Russell J., and Kimberly Knesting. 2001. “Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice.” <i>New Directions for Youth Development</i> 2001(92):17–43.</li> </ul>	<p><b>PPT and Video presentation</b> (DUE DATE: Monday, July 19 at midday)</p> <p><b>Annotated bibliography</b> (DUE DATE: Friday, July 23 @11:59 pm)</p> <p><b>Infographic</b> (DUE DATE: Any time between week 2 and 6)</p>	<p>what is an annotated bibliography and how to write one</p>
<p>July 26 – Aug 1 <b>Week 4: The school-to-prison pipeline</b></p>	<ul style="list-style-type: none"> <li>• Crawley, Kayla, and Paul Hirschfield. 2018. “Examining the School-to-Prison Pipeline Metaphor.” in <i>Oxford Research Encyclopedia of Criminology and Criminal Justice</i>. Oxford University Press.</li> <li>• NAACP Legal Defense and Education Fund. 2005. “Dismantling The School To Prison Pipeline.” New York: NAACP.</li> <li>• Rocque, Michael, and Quincy Snellings. 2018. “The New Disciplinology: Research, Theory, and Remaining Puzzles on the School-to-Prison Pipeline.” <i>Journal of Criminal Justice</i> 59:3–11.</li> </ul>	<p><b>PPT and Video presentation</b> (DUE DATE: Monday, July 26 at midday)</p> <p><b>Infographic</b> (DUE DATE: Any time between week 2 and 6)</p>	<p>how to make effective presentations</p>
<p>Aug 2 – 8</p>	<ul style="list-style-type: none"> <li>• Flores, Jerry. 2016. “School, Institutionalization, and Exclusionary Punishment.” Pp. 93–109 in <i>Caught</i></li> </ul>	<p><b>PPT and Video presentation</b></p>	<p>how to get yourself to writing</p>

<p><b>Week 5: Experiences in the pipeline</b></p>	<p><i>up: girls, surveillance, and wraparound incarceration.</i> Oakland, California: University of California Press.</p> <ul style="list-style-type: none"> <li>• Katz, Susan Roberta. 1997. “Presumed Guilty: How Schools Criminalize Latino Youth.” <i>Social Justice</i> 24(70):77–95.</li> <li>• Morris, Monique W. 2016. “Learning on Lockdown.” in <i>Pushout: the criminalization of Black girls in schools.</i> New York: The New Press.</li> </ul>	<p>(DUE DATE: Monday, August 3 at midday)</p> <p><b>Infographic</b> (DUE DATE: Any time between week 2 and 6)</p>	<p>(organizing your ideas)</p>
<p>Aug 9 – 15 <b>Week 6: Beyond the pipeline</b></p>	<ul style="list-style-type: none"> <li>• McGrew, Ken. 2016. “The Dangers of Pipeline Thinking: How the School-To-Prison Pipeline Metaphor Squeezes Out Complexity: The Dangers of Pipeline Thinking.” <i>Educational Theory</i> 66(3):341–67.</li> <li>• Meiners, Erica R. 2011. “Ending the School-to-Prison Pipeline/Building Abolition Futures.” <i>The Urban Review</i> 43(4):547–65.</li> <li>• Selman, Kaitlyn J. 2019. “Building the Necropolis through Time and Space: Racial Capitalist Forces in the Disciplinary Alternative School.” <i>Contemporary Justice Review</i> 22(4):309–33.</li> </ul>	<p><b>PPT and Video presentation</b> (DUE DATE: Monday, August 9 at midday)</p> <p><b>Infographic</b> (DUE DATE: Any time between week 2 and 6)</p>	<p>how to edit your writing</p>
<p>Last day of class: August 16, 2021</p>		<p><b>Final Critical Reflection</b> (DUE DATE: Monday, August 16 @11:59 pm)</p>	

\*\*\*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 cancel S courses is August 2, 2021.

## ACADEMIC INTEGRITY<sup>4</sup>

Academic integrity is essential to the pursuit of learning and scholarship in a university and to ensure 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.

Be sure that 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 appropriate 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)**

### [turnitin.com](http://turnitin.com)

Typically, students will be required to submit their course essays to Turnitin.com to review textual similarity and detect possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely to detect plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the [turnitin.com](http://turnitin.com) website.

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was truly their own.

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## **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, after such discussions you are expected to write up your own work separately. Ensure that any work which you submit is entirely your own work. 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 use it inappropriately in completing their work. If they do, you too may face an allegation of academic misconduct under the Code of Behaviour on Academic Matters.

## **3 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 that someone else has written -- you must put quotation marks around it. According to the ASA style that we use 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 simply replace every few words in a sentence with synonyms or change the order of words in a sentence. You need to 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 to write your paraphrase or summary without looking at your book or your notes. This forces you to think about what you are explaining and limits the temptation to rely on the words of the original author.

As a general recommendation, you should add quotation marks whenever you're 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, on the first in-class exercise, ONLY, 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. You will still receive a penalty, ranging from a few points to a zero on the assignment, depending on the offence.

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 also be forwarded to the Dean's office.

## **COURSE POLICIES<sup>5</sup>**

### **Do I have to come to the Q&A session?**

Attendance is not taken for the Q&A session. Recordings of the sessions will be posted immediately after the session (once Bb Collaborate makes the recording available). Our Q&A sessions will include discussions about the weekly topics, explanations of assignments, and responses to your questions.

### **Where do I get the slides for the week and Q&A sessions?**

When there are slides, I will typically post them together with the weekly course content videos or before each Q&A session. They are provided for those who like to know what's ahead and who find it helpful to take notes directly on them. They do not contain a verbatim transcript of what will be said.

### **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 at first makes more sense after you've slept on it.
2. Write a 1-2 paragraph explanation of why you feel that an error was made and request that it be reviewed.

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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 if you request a re-evaluation, the entire assignment will be re-evaluated. 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?**

We understand that unexpected events may come up. Especially as we are amid a pandemic, we will try to be as flexible as possible. However, we also want you to take responsibility for recognizing that you need an extension and negotiating that with us. It helps us manage the marking workload.

If you need an extension on work during the term, email the instructor. Try to do this before the deadline. You do not have to give any details that you don't want to share, and 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, feel free to let us know what's going on. When you send your request, please let us know how much time you will need.

Please, do try your best to meet the deadlines because other students depend on your timeliness (particularly in the case of the video) and so your TA can schedule their time (they are also humans!). 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 you can.

### **Can I record the Q&A sessions? Can I post your lecture slides online?**

The class meetings will be recorded on video and available to students in the course for viewing remotely after each session. Course videos, lectures, slides, and all other materials belong to me and are protected by copyright. In this course, you are permitted to download session videos and 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 my copyrights in such matters.

## U OF T POLICIES<sup>6</sup>

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 any 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 damage 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; and 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 members of the teaching staff 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 for your information only so that you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please, contact the TA as soon as possible if you think 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

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assess specific needs, provide referrals and arrange appropriate accommodations at 416-978-8060 or [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca).

## **UTSG STUDENT RESOURCES<sup>7</sup>**

### **Academic Success Centre:**

Need help with study skills or life management skills? Not sure what classes to sign up for? 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](mailto:mail.asc@utoronto.ca)

### **Accessibility Services:**

[Accessibility Services](#) is a student and academic service and equity office that assists you in navigating disability-related barriers to your academic success. It ensures that policies, practices, procedures and programs are inclusive to ensure equal access for students with disabilities.

**Email:** [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)

**Phone:** 416-978-8060

### **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), as well as native speakers seeking to improve their English language skills. You can check their courses and activities in their webpage.

You can contact ELL instructors at: [ell.newcollege@utoronto.ca](mailto: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/financial-counselling-directory/>

You can also apply to the Emergency Assistance Grants at

<https://future.utoronto.ca/finances/financial-aid/emergency-assistance-grants/>

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## **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. Make sure to visit the [U of T Sexual & Gender Diversity Office](#) to know more about their events and resources. You can also check [LGBTOUT](#), which is the oldest LGBTQ+ student organization in U of T.

## **Mental and physical wellness:**

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](mailto:info.hwc@utoronto.ca) to check their programming and accessing mental and physical health support.

## **U of T Libraries:**

Confused about finding library resources? Our liaison librarian for sociology can help with your questions!

**Contact:** Colin Deinhardt, Sociology Liaison Librarian | **E-mail:**  
[colin.deinhardt@vicu.utoronto.ca](mailto: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 multiple 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 issues of 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](mailto:cwtp@utoronto.ca)