

SOCC11H3 Y
Policing and Security
University of Toronto Scarborough
Summer 2021 (May – Aug)
Asynchronous
Class Q&A: Thursdays 10 – 11 am

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

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

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

Teaching assistant: Jennifer Peruniak (she/her)

Email: jennifer.peruniak@utoronto.ca

Office hours: TBA (office hours will take place close to assignment due dates)

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 other meetings I will organize.

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 Scarborough occupies the Treaty Lands and Territory of the Ojibwe and the Mississaugas and the traditional territory of the Mississaugas of the Credit First Nation, the Wendake-Nionwentsio, the Anishinaabe, and the Haudenosaunee. UTSC is located on the lands of the Williams Treaties of 1923. The signatories of the Williams Treaties are the Mississaugas of Alderville First Nation, Curve Lake First Nation, Hiawatha First Nation, Scugog Island First Nation, the Chippewas of Beausoleil First Nation, Georgina Island First Nation, the Rama First Nation, and the British Crown. Today, Scarborough is the meeting place and home to many First Nations, Inuit, and Métis people from across Turtle Island.

INFORMATION ABOUT THE COURSE

Description:

The social outcry to defund and abolish the police have questioned the once seemingly accepted fact that police forces and policing are necessary for society to function. This course will engage with these calls for defunding and abolition by examining the nature of policing and security in Canada and other countries of the Western hemisphere. The course will explore the constitutive role of policing and security in constructing and reproducing the social order. Attention will be given to the origins, structure, and function of policing. We will also focus on topics such as police culture and subculture, oversight and accountability, and modes of policing. We will learn from the experiences of those who are policed and reflect on the debates concerning alternatives to policing. We will employ different sources (academic and non-academic readings, podcasts, and short documentaries) to learn about how policing and security notions are discussed and portrayed in different spaces. This course has an applied writing skills component. Students will be expected to work on their writing and present a research paper.

Learning outcomes:

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

- Summarize and analyze the history of the police and policing in Canada
- Appraise the role and function of the police and policing in society
- Describe and discuss police culture and process of oversight and accountability
- Examine the experiences of those policed
- Assess the current debates about policing and alternatives to the police
- Identify the steps of a research paper
- Write a research paper about a topic of choice from the themes discussed in class

***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 expectations¹.

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:** Weekly learning module is released for you to work on at your pace. It will include materials such as short video lectures and other

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

useful links. Readings and other course materials that you have to review weekly will be available since the beginning of the semester.

Skill learning: Weekly skill learning videos made to help you acquire skills you will 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

O&A session (10 – 11 am): A one-hour session to discuss class topics, respond to questions about course materials and concepts, talk about study techniques, and respond to other inquiries you may have.

The Q&A session will be held through Bb Collaborate. You can already 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 link above to book an appointment.

Note about office hours (1): Office hours will be held through Zoom. I will send you a link through email once you book an appointment through Calendly. Please, be patient with me if I don't send you the link as fast. Give me until Thursday at 1 PM to send you the link. Make sure to check your email to get the correct link.

Friday

Office hours (9 – 10 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 link above to book an appointment.

Note about office hours (2): 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.

Submit your weekly annotated summary (11:59 pm): see below (Assessments and Grading) to get more information about this assessment.

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 all weekly course content materials (weekly taskmaster documents, 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 follow the appropriate order to revise the materials, check your progress, and make sure you completed all tasks for the week. 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. Open the PPT or other graphic materials (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)

Note: Sometimes, I will ask you to complete some exercises that are essential to your learning process. I will include these exercises and any links you may need to use in the weekly tasks document and under the “Course content” header. Make sure to complete these exercises.

5. Watch the skills videos at the end (sometimes we will also include some resources related to the weekly topic of the skills video)
6. Attend/Watch the Q&A session (Thursdays 10 – 11 am, Bb Collaborate)

Important to remember:

Time management²	<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">• 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 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.• If you get off track, start over again. Persistence is key.
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² 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.

Respect	Mutual respect is critical for learning and teaching. Respect your and 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	This class is a safe space. As such, we should all engage in guaranteeing that we all feel safe and acknowledge. 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, 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:

Names and pronouns	<ul style="list-style-type: none">• Please respect people’s preferred names and pronouns.• 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.
Email etiquette³	<ul style="list-style-type: none">• Before sending an email, check to see whether your question is already answered in the syllabus or the discussion board.• 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.• 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 your course number and type of question in the subject line (e.g., “SOCC11H3, 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). 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 Jennifer or Jenn (she/her). You can also use Ms. Jennifer if you feel more comfortable.• 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.• 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.

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.

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

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 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 annotated-style summaries	See the course schedule below	15%
Assignment	Description of the initiative or organization chosen	June 4, 2021	10%
Assignment	Annotated bibliography	July 2, 2021	15%
Assignment	Draft of final research paper	July 23, 2021	25%
Assignment	Final version of research paper	August 11, 2021	35%
Total			100%

Description of assessments:

Participation (15%)

To make sure you keep up with the reading, you will have to submit a 350-word annotated-style summary of ONE of the materials assigned for each class. The purpose of these annotated summaries is to help you keep up with the course and guarantee that you learn about the topics we will be discussing. Furthermore, these annotated-style summaries are an opportunity to practice writing and develop the necessary skills to complete this course successfully.

The summaries are “annotated-style” because they follow the format of an annotated bibliography. Doing these annotated-style summaries will prepare you for the annotated bibliography you will have to submit. More detailed instructions and an evaluation rubric will be uploaded to the Quercus course page two weeks before the due date and discussed in class.

You have to submit five (5) annotated style summaries (there are no summaries due on the weeks we have other assignments due). Each summary is worth 3 points out of the 15% assigned to your participation grade. **The summaries are due Friday of the week the topic is being discussed, at 11:59 pm.**

*****A note on the summaries:** You can earn more points for submitting more than five (5) summaries. If you submit 6 to 7 summaries, you’ll get one (1) extra point in your final grade. If you submit 8 to 10 summaries, you’ll get two (2) extra points.

The first five (5) summaries you submit will be graded over a total of three (3) points. The rest of the summaries you submit will be evaluated pass/fail. However, this doesn’t mean that a

submission guarantees an automatic pass. If you follow the instructions provided in the assignment description, then your summary will be automatically counted. If the summary is considered a “fail,” then we will provide you with an explanation.

6 to 7 summaries	1 extra point
8 to 10 summaries	2 extra points

Research paper:

The main assessment for the course is a research paper that you’ll be working on across the semester. All the assessments you’ll be handing in will help you prepare to submit your final research paper.

The research paper is a formal academic written assignment that describes, examines, and critically analyzes the work done by an initiative or organization. This paper is a way to learn from how communities respond to the issues raised by policing and security. At the same time, learning from and analyzing their work will help us understand the systemic roots of policing and the topics, concepts, and issues covered in class.

These are initiatives or organizations you can choose from:

- Black Lives Matter Canada: <https://www.blacklivesmatter.ca/>
- Canadian Cultural Mosaic Foundation: <https://www.canadianculturalmosaicfoundation.com/>
- Indigenous Harm Reduction: <https://www.torontoindigenoushr.com/>
- Justicia for Migrant Workers: <https://harvestingfreedom.org/who-we-are/>
- Maggie’s Toronto: <https://www.maggiesto.org/about>
- Pivot Legal Society: <https://www.pivotlegal.org/>
- Toronto Prisoners’ Rights Project: <https://www.torontoprisonersrightsproject.org/>

The final paper will be divided into three (3) main parts:

1. Description of the initiative or organization
2. Sociological analysis of the issues at the basis of the initiative or organization’s work
3. Discussion about how the initiative or organization addresses the issues you have analyzed

*****A note on the final research paper:** If you want to work on another organization (maybe you volunteer or are a member of another organization), please send the instructor an email. We can consider your request.

Description of the initiative or organization chosen (10%)

Your first assignment will be drafting a 500-word document describing the organization you have chosen from the list provided in Quercus (also see below). You will also have to explain

how the initiative or organization's work connects to the topics, concepts, and issues discussed in class.

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

DUE DATE: Friday, June 4, 2021 (11:59 pm)

Annotated bibliography (15%)

For the annotated bibliography, you will have to summarize five (5) readings or materials that help you critically analyze the initiative or organization you have chosen for your research paper. You can use the materials assigned in this course and/or look for new materials. At least three (3) of these materials have to be academic texts. Each annotation has to summarize and evaluate the text, including explaining why the selected material is helpful for your research paper.

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 at least two weeks before the due date and discussed in class.

DUE DATE: Friday, July 2, 2021 (11:59 pm)

Research paper (draft [25%] & final version [35%])

Research draft:

To make sure you develop good research questions and have time to improve your writing skills, you will have to submit a draft of your research paper and a final version. Your **research paper draft** can be an entirely written text (of as much as you have written by the deadline) or a detailed outline that includes subheadings, topic sentences, and some written paragraphs. You will also be asked to submit a one-page reflection on how the comments received on the description of the organization or initiative and annotated bibliography have been incorporated into this draft. The draft must be between 4 to 6 pages long (including reflection).

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

Final paper:

The **final research paper** will be 6 to 8 pages in length (including reflection). The page count does not include the title page or reference list. You have to use a maximum of 10 references (at least 6 of these references have to be academic texts). Your research paper's final version has to be a polished version of the draft, which carefully considers and incorporates any comments you received in your draft. This final version will also include a final reflection in which you discuss how you incorporated the feedback received in your draft.

More detailed instructions and evaluation rubrics for both assignments will be uploaded to the Quercus course page at least two weeks before the due date and discussed in class.

FINAL PAPER DUE DATE: Wednesday, August 11, 2021 (12 pm)

COURSE SCHEDULE

Date and topic	Readings	Assessment	Skill learning
May 10 – 16 Week 1: Introduction & thinking about policing and security	<ul style="list-style-type: none"> Holley, Cameron, Tariro Mutongwizo, and Clifford Shearing. 2020. “Conceptualizing Policing and Security: New Harmscapes, the Anthropocene, and Technology.” <i>Annual Review of Criminology</i> 3(1):341–58. 		how to read efficiently and take notes
May 17 – 23 Week 2: The origin of policing in the Northern Hemisphere	<ul style="list-style-type: none"> Monaghan, Jeffrey. 2013. “Mounties in the Frontier: Circulations, Anxieties, and Myths of Settler Colonial Policing in Canada.” <i>Journal of Canadian Studies</i> 47(1):122–48. Zedner, Lucia. 2006. “Policing Before and After the Police.” <i>The British Journal of Criminology</i> 46(1):78–96. 	Annotated-style summary due on Friday, May 21, at 11:59 pm	what sources are and why they are useful
May 24 – 30 Week 3: The role and function of the police in society	<ul style="list-style-type: none"> Manning, Peter K. 2003. “Aspects of the Anglo-American Police Organization.” Pp. 32-58 in <i>Policing Contingencies</i>. Chicago, IL: University of Chicago Press. Ericson, Richard. 1982. “The Police as Reproducers of Order.” Pp 3-32 in <i>Reproducing Order: A Study of Police Work</i>. Toronto, CA: University of Toronto Press. 	Annotated-style summary due on Friday, May 28, at 11:59 pm	how to use the library and how to look for sources
May 31 – June 6 Week 4: Police culture and subculture	<ul style="list-style-type: none"> Loftus, Bethan. 2010. “Police Occupational Culture: Classic Themes, Altered Times.” <i>Policing and Society</i> 20(1):1–20. Prokos, Anastasia, and Irene Padavic. 2002. “‘There Oughtta Be a Law Against Bitches’: Masculinity Lessons in Police Academy Training.” <i>Gender, Work & Organization</i> 9(4):439–59. 	Description of organization /initiative chosen due on Friday, June 4, at 11:59 pm	how to construct a paragraph
June 7 – 13 Week 5: Private and public policing	<ul style="list-style-type: none"> Shearing, Clifford D. 1992. “The Relation between Public and Private Policing.” <i>Crime and Justice</i> 15:399–434. Joh, Elizabeth E. 2004. “The Paradox of Private Policing.” <i>The Journal of Criminal Law and Criminology (1973-)</i> 95(1):49–73. 	Annotated-style summary due on Friday, June 11 at 11:59 pm	what is an annotated bibliography and how to write one

<p>June 14 – 20 Week 6: Policing the “multicultural mosaic” I</p>	<ul style="list-style-type: none"> • Maynard, Robyn. 2017. “Arrested (In)Justice: From the Streets to Prison.” In <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>. Winnipeg, CA: Fernwood Publishing. • Officer, Charles. 2017. <i>The Skin We’re In</i>. Available at: https://gem.cbc.ca/media/firsthand/season-2/episode-14/38e815a-00be178daef • Wortley, Scot, and Akwasi Owusu-Bempah. 2011. “The Usual Suspects: Police Stop and Search Practices in Canada.” <i>Policing and Society</i> 21(4):395–407. 	<p>Annotate-style summary due on Friday, June 18, at 11:59 pm</p>	<p>How to cite sources and avoid plagiarism</p>
<p>June 21 – 27 Week 7: Reading week</p>	<p>Prepare for your exams and assignments for other courses! Work on your annotated bibliography.</p>		
<p>June 28 – July 4 Week 8: Work on your annotated bibliographies</p>	<p>No Q&A session (Canada Day), but office hours will be held for you to consult the instructor and teaching assistant</p>	<p>Annotated bibliography due on Friday, July 2, at 11:59 pm</p>	<p>the importance of breaks and taking care of yourself</p>
<p>July 5 – 11 Week 9: Policing the “multicultural mosaic” II</p>	<ul style="list-style-type: none"> • Dhillon, Jaskiran K. 2015. “Indigenous Girls and the Violence of Settler Colonial Policing.” <i>Decolonization: Indigeneity, Education & Society</i> 4(2):1–31. • Hubbard, Tasha. 2004. <i>Two Worlds Colliding</i>. Available at: https://www.nfb.ca/film/two_worlds_colliding/ • Razack, Sherene. 2015. “Introduction. Boot Print on the Chest: Disappearing “Indians” in Life and Law.” Pp 3-28 in <i>Dying from Improvement: Inquests and Inquiries into Indigenous Deaths in Custody</i>. Toronto, CA: University of Toronto Press. 	<p>Annotated-style summary due on Friday, July 9, at 11:59 pm</p>	<p>how to get yourself to writing (organizing your ideas)</p>
<p>July 12 – 18 Week 10: Policing the “multicultural mosaic” III</p>	<ul style="list-style-type: none"> • Moffette, David. 2021. “Immigration Status and Policing in Canada: Current Problems, Activist Strategies and Abolitionist Visions.” <i>Citizenship Studies</i> 1–19. 	<p>Annotated-style summary due on Friday, July</p>	<p>what is a research paper and how to write one</p>

	<ul style="list-style-type: none"> • Nagra, Baljt, and Paula Maurutto. 2016. “Crossing Borders and Managing Racialized Identities: Experiences of Security and Surveillance Among Young Canadian Muslims.” <i>Canadian Journal of Sociology</i> 41(2):165–94. • NPR. 2020. <i>Immigrants in ICE Detention Face The Threat Of COVID-19</i>. Available at: https://www.npr.org/2020/04/07/828962798/immigrants-in-ice-detention-face-the-threat-of-covid-19 	16, at 11:59 pm	
July 19 – 25 Week 11: Force, oversight & accountability	<ul style="list-style-type: none"> • Ferdik, Frank V., Jeff Rojek, and Geoffrey P. Alpert. 2013. “Citizen Oversight in the United States and Canada: An Overview.” <i>Police Practice and Research</i> 14(2):104–16. • Campeau, Holly. 2015. “‘Police Culture’ at Work: Making Sense of Police Oversight.” <i>British Journal of Criminology</i> 55(4):669–87. • Francoeur, Marc S. and Robinder Uppal. 2020. <i>Above the Law</i>. Available at: https://gem.cbc.ca/media/cbc-docs-pov/season-4/episode-4/38e815a-012e98cd87c <p>IMPORTANT: Last day to drop the course from Academic Record and GPA is July 26.</p>	First draft of research paper due on Friday, July 23, at 11:59 pm	what is a sociological analysis
July 26 – August 1 Week 12: Democratic policing: changes and continuities	<ul style="list-style-type: none"> • González, Yanilda María. 2021. “Police Authoritarian Enclaves in Democratic States.” Pp. 1-26 in <i>Democratic Processes and Authoritarian Policing in Latin America: Contested Security in Latin America</i>. New York, NY: Cambridge University Press. • Hermer, Joe, Kempa, Michael, Shearing, Clifford, Stenning, Philip, and Jennifer Wood. 2005. “Policing in Canada in the Twenty-first Century: Directions for Law Reform.” Pp. 22–92 in <i>Re-Imagining Policing in Canada</i>, edited by D. Cooley. Toronto: University of Toronto Press. 	Annotated-style summary due on Friday, July 30, at 11:59 pm	how to edit your writing
August 2 – 8	<ul style="list-style-type: none"> • Berry, Jan, Greg O’Connor, Maurice Punch, and Paul Wilson. 2008. “Strange 	Annotated-style	

Week 13: Reform, defunding, and abolition	<p>Union: Changing Patterns of Reform, Representation, and Unionization in Policing.” <i>Police Practice and Research</i> 9(2):113–30.</p> <ul style="list-style-type: none"> • Kaba, Mariame, Schenwar, Maya and Victoria Law. 2020. <i>Abolishing Policing, Not Just the Police</i>. Haymarket Books. Available at: https://www.youtube.com/watch?v=qt-JDtL0OnE • Maynard, Robyn. 2020. <i>Building the World We Want: A Roadmap to Police Free Futures</i>. Available at: https://www.buildingtheworldwewant.com/resources 	summary due on Friday, August 6, at 11:59 pm	
August 11, 2021		Final research paper due on Wednesday, August 11, at 12 pm (midday)	

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 the course from Academic Record and GPA is July 26.

ACADEMIC INTEGRITY⁴

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

⁴ I want to thank Professor Kathy Liddle (Sociology, UTSC) for providing me with an example to write this section of the syllabus.

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)

[turnitin.com](https://www.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](https://www.turnitin.com) website.

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.

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 annotated-style summary, **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 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 POLICIES⁵

Do I have to come to the Q&A sessions?

Attendance is not taken for the Q&A. However, you are strongly encouraged to attend. Some of you are in time zones that make attendance difficult, so recordings of the sessions will be posted typically within 24 hours. You may also watch the recordings if you missed coming for other reasons or if you want to review them. Our Q&A sessions will include class discussions, activities, guest speakers, and material that builds on what you have learned in the asynchronous elements of the course.

Where do I get the slides for the week and Q&A session?

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.
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.

⁵ I want to thank Professor Kathy Liddle (Sociology, UTSC) for providing me with an example to write this section of the syllabus.

If you need an extension on work during the term, email the TA and ask them. 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 they are set up so that your work is spread out accordingly and that your TA can schedule their time (they are also humans!). Delays in submission also may mean delays in receiving marks or feedback.

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

The Q&A sessions 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 POLICIES⁶

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.

⁶ I want to thank Professor Kathy Liddle (Sociology, UTSC) for providing me with an example to write this section of the syllabus.

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 the [AccessAbility Services](#) Office as soon as possible. I will work with you and AccessAbility Services to ensure you achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

UTSC STUDENT RESOURCES⁷

Academic advising and Career 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 Advising & Career Centre](#) for workshops, tips, & one-on-one help!

Location: AC213 | **Phone:** 416-287-7561

⁷ I want to thank Professor Kathy Liddle (Sociology, UTSC) for providing me with an example to write this section of the syllabus.

Academic support:

UTSC has many services available to help you with writing, English language development, math and statistics, and more. For more information, go to www.uoft.me/AcademicLearningSupport

AccessAbility Services:

[AccessAbility Services](#) is a student service, academic service and equity office on the UTSC campus. It ensures that policies, practices, procedures and programs are inclusive to ensure equal access for students with disabilities.

Email: ability.utsc@utoronto.ca

Phone: 416-287-7560

Emergency financial aid:

If you need emergency help for food or shelter, speak with a Financial Aid Advisor: <https://www.utsc.utoronto.ca/registrar/contact>

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.

Indigenous outreach program:

The [Indigenous Outreach Program](#) at UTSC is an opportunity for students, staff and faculty to connect with the Indigenous Community on traditional teaching land. Students will be able to engage in meaningful opportunities for cultural exchange and dialogue with First Nations peoples.

International students:

The [International Student Centre](#) 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. The UTSC Positive Space Committee meets monthly to deal with the issues and needs of the LGBTQ+ community. It is open to students, faculty, and staff - both LGBTQ+ and allies.

UTSC Positive Space Committee: <http://positivespace.utoronto.ca/scarborough/>

U of T Sexual & Gender Diversity Office: <http://sgdo.utoronto.ca/>

Mental wellness:

Feeling anxious or depressed? Reach out for help. Confidential virtual and telephone counselling is available. **Contact the Dept. of Sociology's embedded counsellor**, Lisa Marajh, at l.marajh@utoronto.ca or call the Health and Wellness Centre at 416-287-7065.

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**

UTSC Library:

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

Contact: K-Lee Fraser, Sociology Liaison Librarian | **E-mail:** klee.fraser@utoronto.ca

Women and Trans Centre:

This safe, welcoming space for self-identified women offers snacks, company, free contraception and pads/tampons, a place to relax/de-stress, as well as biweekly cafes and feminist events.

Visit: <https://www.utscwomensandtranscentre.com/>

Facebook: facebook.com/UTSCWTCentre

Instagram: @utscwomenscentre