Course Instructor: Liam Kennedy
Email: liam.kennedy@utoronto.ca
Class Time/Location: Tuesday 11-1; SS 1078
Office Hours: Tuesday 3:00-5:00 or by appointment
Office: Sociology Department room 225A

Course Description
This course is designed to give students an overview of some of the key contemporary debates and issues in the sociology of punishment. Our goal in the first half of the term is to try to make sense of recent developments in American penology, specifically the purported decline of rehabilitation and the rise of mass incarceration. As we go along, we will find that the story is not as straightforward as it may initially appear. In the second half of the term our focus narrows, as we explore how punishment is both gendered and racialized. We conclude by looking at the difficulties associated with reintegration and alternatives to imprisonment.

Required Prerequisites
The prerequisites to take SOC413 are SOC200H, SOC212H1, and a 300+ level sociology course. The exclusion is WDW340H1. Recommended preparation is SOC313H1 or SOC315H1. Students without the prerequisites will be removed at any time discovered and without notice.

Course Web Site and Readings
Blackboard contains both the syllabus and course announcements. With the exception of *The Culture of Control* (which is available in the bookstore), required readings can also be found on Blackboard. Students are responsible for the content of all course materials and for checking their official utoronto.ca email addresses regularly.

Requirements
Final grades will be based on the following point distribution:

- Attendance & Participation: 20%
- Weekly Discussion Board Posts: 25%
- Seminar Presentations: 20%
- Paper Outline: 10%
- Final Paper: 25%

Attendance & Participation (20% of the final grade)
Students are expected to attend every class willing and able to participate in class discussion.

Weekly Discussion Board Posts (25% of the final grade; 10 x 2.5%)
Starting in week two, students will be required to write weekly discussion posts on Blackboard. You must write a total of ten posts over the course of the term – in other words, you get one week off. Each week, the submissions must be uploaded by Monday at 9am. This is a firm deadline. Please do NOT simply summarize the week’s readings. Instead, use these posts as your opportunity to highlight important themes, make connections across readings (as well as to the readings from previous weeks), critique an author’s claims, raise questions, and comment on your peers’ posts (in a respectful manner of course). I am not expecting these to be polished pieces of writing; rather, I am looking at these as proof that you have read that week’s material and thought about it critically.
Seminar Presentation/Discussion Facilitation (20% of the final grade)
Every student will sign up to present on a topic/lead discussion for one class. Depending on final enrolment, you will have to work with one or two of your classmates. Students should begin the presentation component by highlighting the most important points/key themes for that week, but this should not take more than five or ten minutes total. You should then tell us about one or more of the recommended readings. When preparing, you might want to consider asking yourself: what are the debates/questions informing this particular piece of work? What is the author arguing? How is she/he substantiating those claims? How does it fit with the week’s required readings? Presenters are also encouraged to incorporate relevant outside material – did you recently come across a news story that fits with the week’s topic? Have you been watching Orange is the New Black and think one or two scenes help illuminate or expand on the week’s material? Then please, by all means, incorporate it into your presentation. After concluding the more formal part of their presentation, students will lead discussion for the remainder of the class. As such, presenters should come with a set of questions prepared (a great place to begin when devising questions will be your classmates’ weekly posts on Blackboard).

Paper Outline (10% of the final grade): DUE February 11th at the beginning of class
Your outline should contain the following: title of your paper; research question; a paragraph that introduces your topic (what is the issue and why is it important?) and outlines how you plan to organize your paper; and a list of five scholarly sources. You should provide a brief overview of the main arguments/findings/conclusions of each of these five sources and make it clear why they are relevant to your topic. Students may write on a topic covered in the course (e.g. prison masculinities, race) or select their own topic (e.g. prisoner health/mental health, collateral consequences of imprisonment). Those who choose the latter should clear that topic with me well in advance of the February 11th deadline.

Final Paper (25% of the final grade): DUE April 1st at the beginning of class
Your final paper will take the form of a literature review. This means that you are NOT starting off with an argument and then selecting sources that support your claims. Instead, students will be required to select current and relevant texts related to their narrow topic of interest, think critically to determine which texts should be used in their final paper, provide a concise and accurate review of the entire body of literature, and give a brief overview of outstanding questions and issues waiting to be investigated. The final paper should be approximately 15 pages (double spaced, 12 point, Times New Roman, 1 inch margins on all sides). It should also include a complete bibliography that references any source you cite in your paper. Please follow the format listed here for your citations in the paper and your bibliography:
http://www.calstatela.edu/library(guides/3asa.pdf

Help and Information: For help, tips and advice on writing essays, contact the University of Toronto Writing Centre: http://www.writing.utoronto.ca/

Communication Policy
Please use your official University of Toronto email account and include the course code (SOC413) in the subject line of any correspondence. Also, please keep the communication professional.

Academic Integrity
Students who commit an academic offence face serious penalties. Please familiarize yourself with the following:
http://www.artsci.utoronto.ca/osai/students/academic-integrity-basics/whatismisconducttabular
http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
Do NOT plagiarize. Avoid plagiarism by citing properly. If you are uncertain about what constitutes plagiarism, visit the following:
http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize
Late Assignments and Medical Excuses
Those students who fail to hand in an assignment due to medical illness must provide a written medical excuse within one or two days of the missed assignment. In case of illness, you must supply a completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work. Doctor’s notes are not acceptable substitutes.
If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). Again, the letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work.
For the final paper, you will receive a penalty of 5% per day for every day the paper is late. If it is turned in later than 7 days after it is due, no credit will be given.

Accessibility
The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit: http://studentlife.utoronto.ca/accessibility
If you have documentation that you are a special needs student, please see me as soon as possible to discuss how best to assist you in the course.

COURSE OUTLINE & SCHEDULE

January 7: Introduction

January 14: From Penal-Welfarism to a Culture of Control?

-Chapter 2: Why So Many Americans are in Prison

Recommended:
January 28: Paradigm Shift?


Recommended:


February 4: Geographic Variation


Recommended:

February 11: The Prison Experience During Mass Incarceration

NOTE: Paper Outline Due


Recommended:

February 18: Reading Week
February 25: International Variation – a Spotlight on Canada


Recommended:

March 4: Gender #1 – Female Offenders


Recommended:

March 11: Gender #2 – Prison Masculinities


Recommended:

March 18: Race

Goodman P (2008) “‘It’s just Black, White or Hispanic’: An observational study of racializing moves in


**Recommended:**

**March 25: Reintegration**


**Recommended:**

**April 1: Alternatives to Imprisonment?**


**Recommended:**