

New Topics in Sociology: Invisible Punishment

SOC496H1S | Summer 2024 | University of Toronto
Online | Day and Time: Mondays and Wednesdays 5:10-7pm

COURSE DESCRIPTION

When we think of punishment, we often think of incarceration. However, punishment often does not end when people leave prisons or after sentences are served. Having a criminal record regularly leaves a mark on someone's life that is difficult to overcome. This course explores the afterlife of incarceration and the 'collateral' consequences of coming into contact with the criminal justice system for single individuals, their families, and communities. The course will explore both formal measures established by states and consequences acting through more informal channels such as stigma and financial insecurity. Attention will be paid to how these intersect with and reproduce inequality in society. The course will mostly focus on Canada and the US, but lecture and assigned readings will also offer glimpses of consequences of punishment and a criminal record in a more global context. The latter part of the course will be dedicated to resisting invisible punishment: from existing mechanisms such as pardons and expungements to alternative proposals and approaches to end invisible punishment. The assigned readings and material covered in the seminar will follow recent attempts to decolonialize the curriculum on criminal justice.

Course Instructor
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Student Hours
Virtual by appointment

The prerequisite to take SOC496 is 1.0 SOC at the 300-level. Students without this requirement will be removed.

Welcome!

Hello! I am so pleased you are in my invisible punishment course!

My teaching philosophy is organized around three key principles: **reciprocity, choice and transparency.**

I see the classroom as a space for the exchange and development of ideas and curiosity. We learn more easily when in conversation with others. We learn by listening, asking questions and explaining. The course has been created with the intent to foster interactions among students by including discussions and group activities to class time rather than me simply delivering content.

As my goal is to create a community of learners who will help each other understand and explore the course material and issues, it is essential for you to keep up with the readings and to read actively so that you can meaningfully contribute to others' learning. Learning is a process, and I am learning as you are.

I included multiple ways for you to demonstrate your knowledge and comprehension of the material since not everyone excels in the same kind of assignments or has preferences. The course will allow students to build their own individualized learning plan that best suits their interests, learning styles and schedules.

These are my goals as an instructor for this course:

- Assist students in analyzing academic literature and reflecting / conversing / writing about it as both individual and collective learners;
- Continue to develop students' critical thinking and reading skills;
- Foster students' interest in criminal justice issues.

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or that exclude you, please get in touch with me. Together, we'll develop strategies to meet both your needs and the requirements of the course.

This syllabus describes how the course is organized, what the learning components are and much more. Please read this document carefully, so we are all on the same page. Have a copy with you to our first meeting as we will go over it together.

LAND ACKNOWLEDGEMENT

I would like to acknowledge the sacred land on which the University of Toronto operates. It occupies the Treaty Lands and Territory of the Mississaugas of the Credit River First Nation and the traditional territory of the Huron-Wendat, Petun First Nations and Seneca. 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, this meeting place is still the home to many First Nations, Inuit, and Métis people from across Turtle Island. I am grateful to have the opportunity to work on this land. We also acknowledge the African ancestors who were forcibly brought to Canada and gave their labour for free in this land and we acknowledge that their descendants are still grappling with the legacies of slavery.

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> OR <https://www.whose.land/en/>

This page from UofT libraries also offers some resources to learn more about Tkaronto Indigenous past and present (<https://guides.library.utoronto.ca/Toronto>)

Table Of Contents

Course Description.....	1
Land Acknowledgement	2
Learning Outcomes	3
Communications	3
Course Organization	4
Evaluation Components.....	5
Missed Term Work.....	9
Grading Policies.....	10
Academic Integrity.....	11
Course Schedule.....	12
Resources	16



LEARNING OUTCOMES

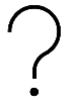
After the course, you should be able to:

1. Understand and explain how contact with the criminal justice system can reverberate into other life domains;
2. Assess and weigh in current debates on the consequences of imprisonment and criminalization;
3. Recognize and think critically about the differential impact that major criminal justice institutions have by gender, race, class, nationality, sexuality and much more;
4. Think critically and analytically about the purpose and limitations of punishment, penal practices, and official discourses on punishment;
5. Develop your critical reading and writing skills;
6. Learn how to synthesize and present academic research for the general public.



COMMUNICATIONS

Questions



On the Quercus course page, under the discussion tab you will find a discussion board called *Questions about the Course*. This discussion is to be used for all course related questions of a non-personal nature (e.g., course content, assignments, exams, and deadlines). In this way, all clarifications provided are available to every student.

Before asking questions, please check the syllabus. A lot of information on the course is already detailed here.

Emails



Feel free to contact me by e-mail for any questions of a more personal nature regarding illness, special accommodation, grade review, or anything else you might want to discuss with me privately.

Email is most suitable for questions that are clear, concise, and easily answerable. If you need help with course material, I strongly encourage you to attend student hours or make a virtual/in person appointment.

All e-mails are **answered within 48h** (except weekends and holidays). You must use your official University of Toronto email. Please also include the course code (e.g., **SOC496**) in the subject line and your full name and student # in your message. Send a follow up if we haven't replied within 48 hours (excluding weekends and holidays).

Politeness, respect and gratitude are much appreciated, such as saying hi or hello before asking a question. You can call me Erika (she/her). Some of you may feel uncomfortable calling me by my first name, but that's okay! Other options are Instructor Erika or Instructor Canossini.



Student Hours By appointment

You don't need to have a question to attend student hours. Students may use this time as an opportunity to explore ideas and experiences related to the course material, discuss plans for a career in Sociology and much more.

To schedule an appointment with me, please use the appointment slots made available weekly on Quercus: Click on the "Calendar" in the menu on the left-hand side, then go to "Find Appointments" on the right-hand side. After you sign up for a slot, I will send you a Zoom link so you can attend the meeting



COURSE ORGANIZATION

Class Format



The course will run as a seminar. Class will be on Zoom and will include a combination of lecture, class discussions and small-group activities.

You are expected to complete at least a first read of all assigned material before coming to class. Doing so is necessary if you wish to be an engaged and active member of the class, and your grade might also depend on it (see ILP - in class engagement).

Classes will be structured as follows:

- A. 5:10-5:30pm = Mini Lecture by course instructor
 - B. 5:30-5:45pm = Discussion facilitator summary and thoughts
 - C. 5:50pm-7pm = Group Discussion
- A. Each week we will take up a different topic related to invisible punishment which will be presented in the form of a lecture by the instructor. These brief lectures at the beginning of each class will give students a succinct overview of the topic at hand while also serving as background information for your social media campaign assignment. Lecture content will include information that is not covered in the readings and readings will include material that is not always covered in lectures. Lecture slides will be made available to students on Quercus before class each week.
- B. Every week facilitator(s) will summarize the assigned readings for the week (see page 5). This quick summary will help us remember what we read for the day and get us ready to the following class discussion. Facilitators will also prepare a brief response and 2 question to pose to the class to start the group discussion. Questions cannot be the same ones submitted to the DTQs assignment.
- C. This portion of class is dedicated to hearing each other's voice on the issue at hand and discussing the lecture content and the assigned readings. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience, and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the course instructor. We are striving to understand each other, not necessarily on finding an agreement. I encourage you to ask questions and provide comments, but I expect you to do so in a respectful and courteous manner that is consistent with classroom etiquette policies and the community agreement we will create on the first day of class.

Attendance

You are expected to arrive on time at 5.10pm (U of T time).

Please let me know if you are unable to attend or if you will arrive late or leave class early.

You are not required to keep your video on, but it is easier to engage with each other and have discussion if we do so.

Recordings:

You may NOT record the lectures without permission of the instructor and your classmates.

Copying and posting lecture material (slides, notes, assignments sheets) to the internet is strictly forbidden.



EVALUATION COMPONENTS

Discussion Facilitator (15%)

Each week a student (or two students) will act as facilitator(s) for the group discussion. They will:

1. **summarize** the assigned readings for their classmates (150-200 words per readings max),
2. offer your **thoughts** (analysis/discussion) about the readings (150-200 words). You can explore anything here, but you can consider the following: why does the topic/viewpoint matter? How does it contribute to our understanding of invisible punishment? What is new or how does this challenge what we covered so far?
3. **raise 2 questions** for the following group discussion

You will submit a copy of your remarks on Quercus. The facilitator schedule will be finalized during our 2nd meeting.

Social Media Campaign or Infographic (60%)

We're in a fast-paced world where we crave info in a snap, especially with eye-catching visuals. Social media is the go-to for spreading the word to everyone, whether it's your local community or across the globe! Building your own social media campaign will help you cultivate skills that you can use for your educational experience, career, and beyond!

Objectives for this assignment:

- Synthesize course material and external academic sources;
- Explore alternative forms of engaging non-academic audiences and conveying academic research;
- Learn and use visual tools that may be useful beyond the classroom.
- Learn how to provide feedback

This is a scaffolded assignment which includes the following components:

A) Proposal (5%)

You will write a one-page proposal that includes: 1) The specific theme of the social media campaign; 2) Research Question; 3) Social media platform selected and why; 4) Reflections: What is the purpose of the social media campaign? Why is this topic important? How does this relate to invisible punishment?

B) Sources Analysis (15%)

Each student will select three scholarly research articles or book chapters related to the topic of the social media campaign. These need to be external sources (i.e., not assigned course readings). For each source, you will write a summary (200 words) and a response (200 words) where you identify any issues, make comparisons, and ask questions. You will also consider how the source can inform the discussion of the topic and answers your research question.

C) Meeting with Instructor (2%)

Meetings are an opportunity to talk through your social media campaign layout and argument with the instructor. Meetings will be scheduled by appointment and last max 30 minutes.

D) Anonymous Peer Review (14%)

You will be submitting your social media campaign or infographic **draft** on Quercus. Each student will then have access to social media campaigns created by 2 other students to provide feedback. Instructions will be provided on how to provide effective feedback.

E) Social Media Campaign or Infographic (24%)

After interpreting and evaluating the feedback received from your peers, you will finalize your social media campaign. You will integrate what you think is useful. This final stage will allow you to make any adjustments and revise and improve your work.

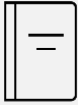
Detailed instructions and suggestions will be provided by the course instructor for each assignment. This assignment can be completed in pairs if you want to.

EVALUATION COMPONENTS

Individual Learning Plan (25%)

Every student has their own learning style, set of interests, and schedule. To reflect this, the course offers a few options from which you can choose to build your own individual learning plan.

You can combine any of the following options to reach 25%.



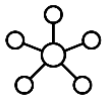
Option 1 – DTQs (2.5% per entry)

This assignment is meant to help you engage with the course content and be prepared for in class discussion. You are expected to bring insights from the assigned readings to class.

- I. *Discussion and Thoughts* –You will identify a one quote or short excerpt from the readings that stood out to you with a brief explanation as to why. This is meant to be a brief analysis (not a summary) of the assigned readings (150-200 words excluding the quote).
- II. *2 Questions* – What question(s) do you have for the author after reading this piece? What questions would you like to raise for in-class discussion? Why do you think they are good questions?

Each entry is due **before class** as you are expected to complete at least a first read of all assigned material before coming to class. Late assignments will not be accepted.

The material submitted for the Lecture Facilitator assignment CANNOT be submitted for this assignment. You can submit an additional reflection or questions on the readings you summarized and discussed as a discussant/facilitator



Option 2 – Reflection Portfolio (5% per reflection)

Students will write a series of reflection on their own learning as part of the course. Think of them as a blog post (max 500 words) where you reflect on lecture themes and make connections between ideas and readings. Reflections are not meant to be summaries of assigned readings or lecture content.

The purpose of these portfolio entries is to monitor your own learning, but also explore further ideas that arise during class time.

Reflections can be completed at any point of the semester, but I'd recommend writing them soon after class.

If you choose reflection, you **MUST** write at least 4 entries (a pre-course reflection, 2 reflections through the course, and a final course reflection) worth 10%. You can submit more than 4 if you want. You are allowed to submit one final course reflection (see next page).

DTQs and Reflections will help you to engage material. Be prepared to share their content during our seminar discussions

Option 4: In Class Engagement (2.5% each class)

This class is held as a seminar, which means that we will spend significant portions of the class time discussing the assigned texts. The success of a seminar depends on everyone's participation in the discussion of course material. It is critical that you read these texts ahead of class and come prepared to discuss the assigned texts.

Your class participation grade will be based on the following:

- active engagement in discussions (e.g., asking and responding to questions, making a comment or an observation, sharing pertinent content/news)
- occasional in-class exercises/writing assignments
- attendance (see course organization)

I will send an email to each student mid-course to provide some feedback about their participation.

Everybody in this class will bring different life experiences and prior knowledge to the table. Sometimes there may be different opinions or perspectives on the subjects under discussion among class members. It is important that we all strive to collectively create an environment in which everybody feels comfortable to voice their opinion. Respecting each other's points of view is crucial for the participation in this course.

The maximum percentage for class participation is 25. There is no participation mark for our first meeting. If you miss a class, there are no make-up options for these tasks regardless of life circumstances.

Individual Learning Plan (continued)

You will submit the following table completed with your Individual Learning Plan by Tuesday July 9th. You want to use this table to keep track of which assignments and deadlines you would like to meet.

On Quercus you will find a word doc with the ILP table for you to fill and submit.

Type of Assignment	Weight	Week # or Topic	Deadline
Discussion, Thoughts, Questions (DTQs) (2.5% each)			
Reflection Portfolio (5% each)			
In Class Engagement (2.5% each)			n/a
Total	25%		

NB: Make sure that the total of your ILP assignments will be 25%. You cannot submit more than 25% and if you do not reach the 25% you will lose marks.

You are allowed to substitute assignments (changing deadlines or assignment options) until July 22nd (mid-semester). While your plan can change, it is a good idea to create a plan that best fits your schedule and interests and then stick with it. If any changes are made, please submit another table with the updates by **Wednesday July 22nd**.

ILP Combination Examples:

If you attend 10 lectures and participate to the discussion (our first meeting does not count), you will gain 25% of your ILP.

Other ILP options:

- 8 in Class Engagement (20%) + 1 final course reflection (5%)
- 8 in Class Engagement (20%) + 2 DTQs (5%)
- 6 in Class Engagement (15%) + 4 DTQs (10%)
- 4 in class engagement (10%) + 6 DTQs (15%)
- 2 in Class Engagement (5%) + 4 reflections (20%)
- 4 reflections entries (20%) + 2 DTQs (5%)
- 5 reflections entries (25%)
- 8 DTQs (20%) + 1 final course reflection (5%)

EVALUATION COMPONENTS

Deadlines

Assignments	Due Date	Weight
<i>Lecture Facilitator</i>	Ongoing	15%
<i>Social Media Campaign / Infographic:</i>		60%
A. <i>Proposal</i>	Sun, July 14 th	5%
B. <i>Sources and Analysis</i>	Mon, July 22 nd	15%
C. <i>Meeting with CI</i>	TBD (between July 29 th and Aug 3 rd)	2%
D. <i>Draft and Peer-Review</i>	Draft: Mon, Aug 5 th	14%
	Peer Review: Sun, Aug 11 th	
E. <i>Social Media Campaign</i>	Sun, Aug 18 th	24%
<i>Individual Learning Plan:</i>		25%
Choose from the following options:		
<i>DTQs</i>	Ongoing	2.5% per entry
	Due before class (5pm)	
<i>Reflection Portfolio</i>	Ongoing	5% per entry
	Pre-course reflection: Sun, Jul 7 th Final reflection: Sun, Aug 18 th	
<i>In class participation</i>	Ongoing	2.5%
Total		100%

Deadline Clarifications
The entries for the DTQs and Reflections will be due throughout the semester. **You choose which weeks you want to focus on.**

I want you to work on the assigned readings before coming to class, this means that each **DTQ** is due at **5pm on Mondays / Wednesdays** on the week they correspond to.

For example, if you write a DTQs on readings assigned for Mon July 22nd, your deadline is Monday July 22nd at 5pm.

You can submit **reflections** at any point throughout the course, but I would recommend writing soon after in class discussion and reading the texts as this will likely lead to in depth engagement with ideas (by the end of the corresponding week would be ideal). The deadline for pre-course and final course reflection is fixed.

All assignments will be submitted on Quercus and by 11.59pm on the date outlined above.

Late Penalties

The penalty for late assignments is **3% a day**. This includes weekends and holidays. Try your best to meet the deadlines because delays in submission will also mean delays in receiving feedback. Feedback is useful to improve your future submissions for the course.

***NB:** The entries for the DTQs **will NOT be accepted if submitted after the deadline**. This assignment is designed so that you will independently engage with the reading before we discuss these topics during class time together. This will also allow us to have more meaningful group discussions. You also are given flexibility on when and what to work on as this is part of your Individual Learning Plan.

Assignments that are more than 7 days late will not be accepted.

Extensions

Unexpected events beyond our control may arise, and I will try to be as flexible as possible. It is an important skill to realize that you might need an extension and take responsibility for it by asking for one. Please send me an email. If you are registered with Accessibility Services and want to request an extension of time for an assignment, send me an email.



MISSED TERM WORK

Missed Deadlines and Tests:

students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. **Within three days** of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with **one of the following**:

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

The **last day to drop** the course is July 29th 2024.



GRADING POLICIES

We will be using the standard university grading scale:

Grade Meanings	Refined Letter Grade Scale	Numerical Scale of Marks	Grade Point Value
Excellent	A +	90 – 100%	4.0
	A	85 – 89%	4.0
	A –	80 – 84%	3.7
Good	B +	77 – 79%	3.3
	B	73 – 76%	3.0
	B –	70 – 72%	2.7
Adequate	C +	67 – 69%	2.3
	C	63 – 66%	2.0
	C –	60 – 62%	1.7
Marginal	D +	57 – 59%	1.3
	D	53 – 56%	1.0
	D –	50 – 52%	0.7
Inadequate	F	0 – 49%	0.0

Each assignment handout will include instructions and a grading rubric.

Re-Marking of Term Work

A student who believes that their written term work has a substantive error in grading may ask the instructor for re-evaluation. You have **up to 2 weeks from the date of return of an item** of term work or from the date the mark was made available to inquire about the mark and file an appeal.

When asking for a regrade, the student must submit:

- (1) the original piece of work, and
- (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked.

The instructor must acknowledge receipt of a student request for remarking within 3-working days, and decisions should be provided in a timely fashion. If a re-marking is granted, **the student must accept the resulting mark as the new mark**, whether it goes up or down or remains the same.

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

If the student is not satisfied with this re-evaluation, he or she may appeal to the Associate Chair, Undergraduate (or equivalent) of the course’s sponsoring unit or program. **An appeal of a mark beyond the instructor** may only be made for an item **worth at least 20% of the course mark**. This appeal must occur no later than 2 weeks after the regrading by the instructor was returned to the student.



ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, U of T treats cases of cheating and plagiarism very seriously.

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

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

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

- ASA Style Guide (here is a quick guide: [link](#))
- <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

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).

Generative AI

Each assignment handout will include an AI statement that will describe WHETHER and HOW you can use AI for that specific assignment.

Students are allowed to use a Generative AI software to complete the [AI Output Evaluation](#) assignment. It is your choice on whether to complete this assignment and which Generative AI software you want to use. You must cite the AI tool appropriately.

Academic Integrity Verification

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).



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


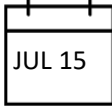
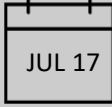
Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit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










COURSE SCHEDULE

The course outline is subject to change and students will be given advance notice of any changes made through the term. Changes will be communicated during class and on Quercus.

Date	Topic, In Class Activities and Readings	Assignments
<p>Meeting 1</p>  <p>Wed</p>	<p>Introduction: What is this course all about? In this first lecture, I will introduce myself and we will get to know each other. We will also critically consider the language we use when we refer to individuals with criminal records.</p> <p><i>Required Readings:</i> What Words We Use — and Avoid — When Covering People and Incarceration</p> <p>Why We Say “Criminal Legal System,” Not “Criminal Justice System”</p> <p>The impact of stigma and avoiding stigmatizing language.</p> <p><i>Additional Resources:</i> Harney, Brendan L., Mo Korchinski, Pam Young, Marnie Scow, Kathryn Jack, Paul Linsley, Claire Bodkin, Thomas D. Brothers, Michael Curtis, Peter Higgs, Tania Sawicki Mead, Aaron Hart, Debbie Kilroy, Matthew Bonn, and Sofia R. Bartlett. 2022. “It Is Time for Us All to Embrace Person-Centred Language for People in Prison and People Who Were Formerly in Prison.” <i>International Journal of Drug Policy</i> 99:103455.</p>	<p>Read Syllabus</p> <p>ILP: Reflections Portfolio – Pre-course reflection</p> <p>DUE: Sun, Jul 7th</p>
<p>Meeting 2</p>  <p>Mon</p>	<p>Reentry and Invisible Punishment</p> <p><i>Required Readings:</i> Travis, Jeremy. 2002. "Invisible Punishment: An Instrument of Social Exclusion" Pp 15-36 in <i>From Invisible Punishment: The Collateral Consequences of Mass Imprisonment</i>, edited by Marc Mauer and Meda Chesney-Lind.</p> <p>Balfour, Gillian, Kelly Hannah-Moffat and Sarah Turnbull. 2018. “Planning for Precarity? Experiencing the Carceral Continuum of Imprisonment and Reentry” <i>Studies in Law, Politics, and Society</i> 77:31-48.</p> <p>Read at least 2 personal stories from the following websites:</p> <ul style="list-style-type: none"> • https://unlock.org.uk/personal-stories/ • https://morethanarecord.com/ <p><i>Additional Resources:</i> Who is a prisoner? Collateral Consequences Resource Centre Collateral consequences of Criminal conviction</p>	<p>Create your Individual Learning Plan</p> <p>DUE: Tue, Jul 9th</p>

<p>Meeting 3</p>  <p>Wed</p>	<p>Problematizing Punishment We will critically think about the term collateral consequences of punishment and what constitutes punishment. What are criminal record checks?</p> <p><i>Required Readings:</i> Jacobs, James B. 2015. "Introduction" Pp 1-9 in <i>The Eternal Criminal Record</i>. Harvard University Press Maurutto, Paula, Kelly Hannah-Moffat and Marianne Quirouette. 2023. "Punishing the Non-convicted Through Disclosure of Police Records" <i>The British Journal of Criminology</i> 63(6): 1368–1383</p> <p><i>Additional Resources:</i> The Presumption of Guilt – The Human Story Office of the Correctional Investigator (2022-23 report soon out) Federal Framework to Reduce Recidivism</p>	<p>Social Media Campaign: Proposal (5%)</p> <p>DUE: Sun, July 14th</p>
<p>Meeting 4</p>  <p>Mon</p>	<p>Criminal Records and Stigma How do sociologists understand and make sense of stigma? How does this relate to the collateral consequences of punishment and criminal records?</p> <p><i>Required Readings:</i> Link, Bruce G. and Jo C. Phelan. 2001. "Conceptualizing Stigma." <i>Annual Review of Sociology</i> 27:363–85. Tyler, Imogen and Tom Slater. 2018. "Rethinking the sociology of stigma" <i>The Sociological Review Monographs</i> 66:721-734 (not the whole article)</p> <p><i>Additional Resources:</i> From stigma power to Black power: A Graphic Essay</p>	
<p>Meeting 5</p>  <p>Wed</p>	<p>Multiplying of Barriers: Housing and Employment and more During this meeting, we will discuss more closely some of the consequences people experience when accessing, searching, and maintaining housing and employment, while paying attention to their intersection. We are therefore mostly concerned with de facto collateral consequences resulting from discrimination.</p> <p><i>Required Readings and Materials:</i> DeMarco, Laura M. 2023. "Criminal Record Stigma, Race, and Neighborhood Inequality." <i>Criminology (Beverly Hills)</i> 61 (4): 705–30. Goodman, Philip. 2020. "'Work your story': Selective voluntary disclosure, Stigma management, and narratives of seeking employment after prison." <i>Law and Social Inquiry</i> 45(4): 1113-41. Lageson, Sarah. 2022. "Criminal Record Stigma and Surveillance in the Digital Age." <i>Annual Review of Criminology</i> 5:67-90.</p> <p><i>Additional Resources:</i> Report: No Fixed Address Police Record Hub - Disclosure Podcast: Code for America: The impact of a criminal record on housing.</p>	

<p>Meeting 6</p>  <p>Mon</p>	<p>Civil Rights, Disenfranchisement and Citizenship This week we will consider more closely de jure consequences of conviction.</p> <p><u>Required Readings:</u> Miller, Reuben J. and Forrest Stuart. 2017. "Carceral Citizenship: Race, Rights and Responsibility in the Age of Mass Supervision." <i>Theoretical Criminology</i> 21(4): 532-548. Smiley, Calvin John. 2023. <i>Purgatory Citizenship: Reentry, Race and Abolition</i>. Berkeley: University of California Press (excerpts)</p>	<p>Social Media Campaign: Sources & Analysis (15%) DUE: Mon, July 22nd</p>
<p>Meeting 7</p>  <p>Wed</p>	<p>Intersecting Identities and the Consequences of Criminalization We will consider how the intersection of gender, race, class, sexuality and more impact the experiences people have after coming into contact with the CJS.</p> <p><u>Required Readings:</u> Grace, Anita. 2022. "'Get to know me, not the inmate': Women's management of the stigma of criminal records." <i>British Journal of Criminology</i> 62(1):73-89. Henry, Felicia A. 2023. "Racialized, Sexualized, and Criminalized: Carceral Citizenship of Black Women." <i>Critical Criminology</i> 31:635-652</p>	
<p>Meeting 8</p>  <p>Mon</p>	<p>Invisible Punishment: American Exceptionalism? In this class, we will consider collateral consequences in a global perspective. Are criminal record check a global practice? Are the consequences of criminalization the same everywhere?</p> <p>Corda, Alessandro, Marti Rovira and Andrew Henley. 2023. "Collateral consequences of criminal records from the other side of the pond: How exceptional is American penal exceptionalism?" <i>Criminology and Criminal Justice</i> 23(4):528-548</p> <p><u>Choose one of the following Required Readings:</u> Baffour, Frank D., Abraham P. Francis, Mark D. Chong, and Nonie Harris. 2023. "Criminal records and post-prison employment in Ghana: Formal and informal means of performing criminal background checks." <i>Criminology & Criminal Justice</i> 23(4): 629-647. Jacobs, James B. and Elena Larrauri. 2012. "Are criminal convictions a public matter? The USA and Spain." <i>Punishment & Society</i> 14(1):3-28. Naylor, Bronwyn and Georgina Heydon. 2022. "Criminal records discrimination, and Aboriginal Communities: Enhancing Employment Opportunities" <i>Journal of Criminology</i> 55(4):514-531.</p>	<p>Drop date July 29th</p>
<p>Week 9</p>  <p>Wed</p>	<p>The consequences of criminalization at the Border How is the movement of people with criminal records affected? We will consider deportation and immigration policies for people with criminal records.</p> <p><u>Required Readings:</u> Dao, Lili. 2023. "Mitigating and Bordering: The Dual Nature of Canadian Collateral Consequences of Conviction." <i>Criminology & Criminal Justice</i> 23(4):588-607. McNeill, Henrietta. 2023. "Deportation as a Neo-colonial Act: how deporting state influence extends beyond the border." <i>Political Geography</i> 102</p>	<p>Social Media Campaign: Draft DUE: Mon, Aug 5th</p>

<p>Week 10</p>  <p>Wed</p>	<p>Moving beyond the single: Families, Children and Communities</p> <p><u>Required Readings:</u> Condry, Rachel and Shona Minson. 2021. "Conceptualizing the effects of imprisonment on families: Collateral consequences, secondary punishment, or symbiotic harms?" <i>Theoretical Criminology</i> 25(4):540-558. Haney, Lynne. 2022. "Introduction: From Deadbeat to Deadbroke" Pp1-24 in <i>Prisons of Debt: The Afterlife of Incarcerated Fathers</i> Berkeley: University of California Press.</p>	<p>Social Media Campaign: Peer Feedback (14%)</p> <p>DUE: Sunday Aug 11th</p>
<p>Week 11</p>  <p>Mon</p>	<p>Criminal Record Management and Relief</p> <p>In this class, we will identify and describe a variety of approaches, policies and legislation used across the globe to manage criminal records. We will critically consider their implications and the ideas/discourses behind such logics and practices.</p> <p><u>Required Readings:</u> Zand-Kurtovic, Elina van 't, and Miranda Boone. 2023. "Privacy, promotionalism and the proliferation of state-performed criminal record screening in the Netherlands: How a restrictive legal framework can still result in a steep increase of criminal background checks." <i>Criminology & Criminal Justice</i> 23(4):549-567. Mooney, Alyssa, Alissa Skog, and Amy E. Lerman. 2021. "Racial Equity in eligibility for a clean slate under automatic criminal record relief laws." <i>Law and Society Review</i> 56:398-417.</p> <p>Additional Resources: Public Consultation on Record Suspension Program Clean Slate Initiative Dashboard</p>	
<p>Week 12</p>  <p>Tue</p>	<p>Resisting Criminal Records and Envisioning Alternatives</p> <p><u>Required Readings:</u> Gastón, Leandro and Carlos Carnevale. 2023. "Criminal records and employment restrictions in Argentina: Between post-sentence discrimination and resistance strategies." <i>Criminology & Criminal Justice</i> 23(4):608-628. Henley, Andrew. 2019. "Alternative approaches to criminal records." <i>Justice Alternatives</i>. – from page 324 onwards</p> <p>Additional Resources: Reformist reforms vs. abolitionist steps to end imprisonment Reimagining the Commons is One Step Towards a Future Without Police Everyday Practices of Transformative Justice</p>	<p>Social Media Campaign: Final (24%)</p> <p>ILP: Final Course Reflection</p> <p>DUE: Sun, Aug 18th</p>



RESOURCES

Accessibility Needs

The University will strive to provide support for and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible. Visit <http://studentlife.utoronto.ca/as>

Mental Health and Wellness

It is not uncommon for university students to experience a range of health and mental health issues that may result in barriers to achieving their academic goals. The University of Toronto offers a wide range of services that may be of assistance. You are encouraged to seek out these resources early and often.

On Campus:

- Your college Registrar's Office, and /or Dean of Students' Office
- Student Life - <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- Health and Wellness Centre - <https://studentlife.utoronto.ca/department/health-wellness/>
- <https://mentalhealth.utoronto.ca/>
- Campus Police: 416-978-2222

Off-Campus:

- Good2Talk - a post-secondary (24/7) helpline (1-866-925-5454)
- U of T Telus Health Student Support – 24/7 culturally competent mental health and counselling service in 146 languages for all U of T students. (1-844-451-9700)

Student Academic Success

If you want to explore a range of supports, expand your academic skills (e.g. learning how to learn) and connect with a peer mentor or learning strategist, check this out:

<https://studentlife.utoronto.ca/department/academic-success/>

See also the [First Nations House Indigenous Student Services](#) and the [Centre for International Experience](#).

Writing Centre

The writing centre at U of T offers a range of services to improve your writing. I used this help when I was an undergrad and found the really useful. Check the following links for further information.

- Overview of services: <https://writing.utoronto.ca/writing-centres/arts-and-science/>
- Advice on writing: <https://advice.writing.utoronto.ca/>
- Workshops (Zoom or in person): <https://writing.utoronto.ca/writing-plus/fall-workshops/>

Library

The U of T library provides access to a vast collection of online and print resources. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans. Check some of their support here:

<https://onesearch.library.utoronto.ca/studying-and-learning>.