

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO**

**Social Control
SOC313H1S – LEC0101
Course Outline – Summer 2024**

Dates & Time	Mondays & Wednesdays, 3:10 – 5 pm, Online
Course Web Site	https://q.utoronto.ca/courses/345515
Instructor	Andrea Román Alfaro (she/her) [two last names]
E-mail Address	andrea.romanalfaro@mail.utoronto.ca
Class Link:	https://utoronto.zoom.us/j/83297488129 Meeting ID: 832 9748 8129 Password: SOC313
Office Location	https://utoronto.zoom.us/j/7203114917 Meeting ID: 720 311 4917 Password: 2024
Office Hours	By appointment: https://calendly.com/andrea-mra9/officehrs313
Teaching Assistant	Meiyen Wong
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TERRITORIAL ACKNOWLEDGEMENT

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

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

Indigenous peoples are alive and continue to resist and refuse settler colonialism’s constant deadly erasure attempts. As Indigenous peoples and scholars have repeatedly reminded us, academia is an institution of the settler colonial system. Because of this, our commitment to

being wise stewards of the land we currently live in and promoting its well-being for future generations is vital. Thus, as treaty people, we commit to working toward decolonization, anti-racism, and systemic change, respecting all beings living within this land and cultivating radical relationships with each other.

DETAILED COURSE DESCRIPTION

This course examines how societies have defined some social groups and actions as deviant throughout history. We will explore how and why these individuals and their actions are labelled as deviant, criminalized, and punished. Although we will mainly study analyses of social control from scholars in the Global North (North America and Western Europe), we will also critically analyze how social control practices have expanded worldwide. We will assess why some types of deviance are less likely to be detected and sanctioned than others. Finally, we will discuss how “deviants” resist social control and build spaces for survival.

PREREQUISITE: 1.0 SOC at the 200 or higher level. It is your responsibility to ensure that the prerequisites for this course have been met. Students without these requirements will be removed from the course without notice. No waivers will be granted.

LEARNING OUTCOMES

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

- Understand social control as a sociological concept.
- Recognize and analyze the different ways in which social control is done.
- Assess how and why the “deviant” label is used.
- Compare and contrast the practices of social control in different contexts.
- Describe the limits of social control and how those seen as “deviant” resist efforts to control and punish them.

***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.

TEXTBOOKS AND OTHER MATERIALS

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

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

EVALUATION COMPONENTS

Type	Description	Due Date	Weight
Participation	In-class activities	Every class	20%
Assignment	Reading spreadsheet	July 7, 14 & 21 August 2	15%
Assignment	Critical Reflection #1: <i>Wayward Lives, Beautiful Experiments</i>	July 19	20%
Assignment	Critical Reflection #2: <i>Five Little Indians</i>	August 2	20%
Assignment	Collage project	August 16	25%
Total			100%

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty, i.e., by July 24th

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

GRADING

In-class Activities (20%, each 2%)

To ensure we engage with the course materials and reflect on the course topics, we will have in-class small group discussions, group projects, free-style writing reflections, and journal entries, among others. In-class means that these activities will be done during our class meeting time. Each exercise is worth 2 points (or 2% of your final grade). You must participate in ten (10) in-class activities to get full marks.

Reading Spreadsheet (15%, each 3%)

You will complete five (5) reading spreadsheet entries to keep up to date with the course materials. The spreadsheet helps you organize and summarize the readings, making completing other assignments easier. You must create an entry for one of the readings assigned for each class. You must **upload your spreadsheet to Quercus every Sunday by 11:59 pm**. You will always upload entries on Sunday for the readings assigned for that week's classes. Each entry is worth 3 points (3% of your grade). You will get one point (1) for a partially complete entry, two points (2) if the entry is complete, and (3) if the entry is well done. You will find the spreadsheet template and further instructions in Quercus.

Critical Reflections (40%, each 20%)

The critical reflection is an exercise that will ask you to reflect on an assigned material using class readings, lectures, and discussions. You can use readings from any of our classes and add any other that you deem pertinent. You will find the prompts on our Quercus class page. The critical reflection should be two (2) single-spaced pages maximum. We will discuss the assignments in class as well.

Assignment	Book & Author	Chapter	Due date
Critical Reflection #1	<i>Wayward Lives, Beautiful Experiments</i> by Saidiya Hartman	1900. The Tenderloin. 241 West 41 st Street	July 19 (11:59 pm)
Critical Reflection #2	<i>Five Little Indians</i> by Michelle Good	Chapter 1: Kenny	August 2 (11:59 pm)

Collage project (25%)

This assignment has two parts. First, using your critical reflections and personal experience, you'll create a [collage](#) expressing how social control and its manifestations have affected your family and who you are. The collage can be done digitally or on paper/cardboard. If you choose to do it on paper or cardboard, you must take a picture and upload it to Quercus.

Second, you must submit a two-page primer (single-space) where you explain your collage and connect your choices to course materials. The primer will be attached to the collage. More detailed instructions will be uploaded to the Quercus course page two weeks before the due date and discussed in class.

Due date: **Friday, August 16th**, by 11:59 pm.

COURSE STRUCTURE AND APPROACH

Our course meets every Monday and Wednesday from 3:10 to 5 pm (EST). I will **divide our time together in the following way:**

- 3:10 – 4:00 pm In-class activity + Lecture + Discussion (order may vary)
- 4:00 – 4:10 am Break
- 4:10 – 5:00 pm Lecture + Discussion (order may vary)

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

1. **Before OR on Sunday: Read class materials assigned for Monday's and Wednesday's class** (make sure to read at least one). Take notes of the readings. Store those notes in your computer or a notebook.
2. **Sunday 11:59 pm: Make an entry in the reading spreadsheet and upload it to Quercus. Remember that the spreadsheet entries are always** of the materials assigned for the same week you submit your entry.
3. **Monday and Wednesday 2:10 – 3:10 pm:** Download class PPT (if applicable), attend and participate in class, and take notes.
4. **Repeat**

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

Important:

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

- Set aside specific hours to work each day, somewhere as quiet and comfortable as possible.
- Turn off devices and let whomever you live with know your schedule to minimize distractions.
- Make lists: I organize my semester ahead of time and add all assignments and deadlines to my calendar. I also plan my week every Sunday (aka Sunday meeting) and assign tasks for the following day every night of the week.
- If you get off track, start over again. Persistence is key.

COMMUNITY CONTRACT AND GUIDELINES

The past years have been exhausting for all of us. We are all trying to do our best with what we have (mentally, physically, spiritually, and emotionally). I understand if you need more time to read the materials and hand in your assignments. If this is the case, I would like you to communicate with me or your TA so we can support you and accommodate your needs.

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

Furthermore, the following agreements will help us relate to each other better and establish a common ground for interactions. We are all bound by these guidelines (this includes me and your TA). Thus, if you feel these guidelines have been disrespected or not held, please message me or your TA to address the issue and improve our class.

Respect

Mutual respect is critical for learning and teaching. Respect other's identities, silence, emotions, and needs.

Curiosity

Approach others and yourself with a curious, non-judgemental attitude. Ask yourself: why am I reacting to what this person is saying in this way? What emotions are arising? What do I need to feel better?

Active listening

When others speak or express their opinions, I engage with them and pay close attention to what they say with empathy.

Compassion

Learning is inherently uncomfortable. We will feel challenged by the materials and others' comments. We will always make mistakes. Treat yourself with love and kindness when making a mistake, getting feedback, or feeling uncomfortable. We are all imperfect beings. We are in this world to learn. Extend that compassion to others.

Safety and no-harm

Sometimes, our intent doesn't match the impact of our actions. We all make mistakes. We are learning. However, this doesn't mean we cannot or shouldn't take responsibility for our actions. Be responsible for what you say and do. Admit responsibility and actively engage in repairing any harm you may have caused. We are here to support each other in that process.

Accountability

We will try to guarantee that we all feel safe and acknowledged. Conflict is normal in human relations. Conflict doesn't have to lead to harm and violence. However, we will not tolerate any aggression, harm, or violence in this class.

Trauma-informed learning

Students are recovering from traumas that may find material triggering beyond the typical discomfort associated with learning. I try to announce when content might include such triggers, but I'm imperfect, and I can't predict all of them. Feel free to step away from sessions or speak to me if you have any concerns. If you are currently experiencing trauma, I have listed several mental health resources on the last page of this syllabus. Unfortunately, I am not a trained mental health expert, so I will refer you to other services on and off campus.

OTHER IMPORTANT POINTS**Names and pronouns:**

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

Email etiquette:

- Before sending an email, check whether your question is answered in the syllabus or discussion board. If you have a question other students are likely to have, consider posting it on the discussion board so everyone will see the answer.
- The University requires that we conduct all student correspondence using official University of Toronto email addresses. Be sure to send us messages from your university account or through Quercus.

- When sending an email, it helps us if you include the course number and type of question in the subject line (e.g., “SOC313, question about reading X”).
- Politeness, respect, and gratitude are appreciated, such as saying hi or hello before asking a question. You can call me by my first name (Andrea), Professor Roman Alfaro, or Professor Andrea. Ask your TA how they would like to be called.
- We strive to respond to student emails within 24 hours on weekdays. Our working hours are from 10 am to 6:00 pm, so you likely will only receive replies from us during those hours. We do not respond to emails on weekends or holidays.
- If we haven’t replied to you within 24 hours during weekdays, you may send a polite follow-up. We are human, and sometimes messages get missed.

COURSE SCHEDULE

Class date	Topic & Materials	Deadlines
Week 1: Wednesday, July 3	<p>Introduction</p> <ul style="list-style-type: none"> • Review the syllabus and assignments (bring any questions you may have!) • Accessing our Quercus course page • How to read and take notes <p>What is Social Control? Meier, Robert F. 1982. “Perspectives on the Concept of Social Control.” <i>Annual Review of Sociology</i> 8(1):35–55.</p>	<p>Friday, July 5: Fill out welcome survey</p> <p>Sunday, July 7, 11:59 pm: Reading spreadsheet – entry #1</p>
Week 2: Monday, July 8	<p>Social Control as Process</p> <ul style="list-style-type: none"> • Hall, Stuart, Chas Critcher, Tony Jefferson, John Clarke, and Brian Roberts. 2019. “The Origins of Social Control.” Pp. 29–52 in <i>Policing the crisis: mugging, the state and law and order</i>. London: Macmillan. 	
Week 2: Wednesday, July 10	<p>The Origins of Social Control in the Western World</p> <ul style="list-style-type: none"> • Cohen, Stanley. 1985. “The Master Patterns.” Pp. 13–39 in <i>Visions of Social Control: Crime, Punishment, and Classification</i>. Cambridge; Oxford, UK; New York, NY, USA: Polity Press: Blackwell. 	<p>Sunday, July 14, 11:59 pm: Reading spreadsheet – entry #2</p>

<p>Week 3: Monday, July 15</p>	<p>Past & Present I: Social Control & Slavery</p> <ul style="list-style-type: none"> • Maynard, Robyn. 2017. “Devaluing Black Life, Demonizing Black Bodies: Anti-Blackness from Slavery to Segregation.” Pp. 27–49 in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>. Halifax: Fernwood Publishing. 	
<p>Week 3: Wednesday, July 17</p>	<p>Past & Present II: Social Control & Colonialism</p> <ul style="list-style-type: none"> • Gray, Lynda K. 2012. “Social Control.” Pp. 48–91 in <i>First Nations 101: tons of stuff you need to know about First Nations people</i>. Vancouver: Adaawx Publishers. 	<p>Friday, July 19, 11:59 pm: Critical Reflection #1</p> <p>Sunday, July 21, 11:59 pm: Reading spreadsheet – entry #3</p>
<p>Week 4: Monday, July 22</p>	<p>Social Control & Modernity</p> <ul style="list-style-type: none"> • Young, Jock. 1999. “Cannibalism and Bulimia: Patterns of Social Control in Late Modernity.” <i>Theoretical Criminology</i> 3(4):387–407. 	
<p>Week 4: Wednesday, July 24</p>	<p>Modern Institutionalization: “Indian” Reserves & Residential Schools</p> <ul style="list-style-type: none"> • Miller, J. R. 1996. “The Means of Wiping Out the Whole Indian Establishment: Race and Assimilation.” Pp. 183–216 in <i>Shingwauk’s Vision: A History of Native Residential Schools</i>. Toronto, ON: University of Toronto Press. 	<p>Sunday, July 28, 11:59 pm: Reading spreadsheet – entry #4</p>
<p>Week 5: Monday, July 29</p>	<p>Social Control in Post-Industrial Times</p> <ul style="list-style-type: none"> • Garland, David. 2001. “A History of The Present.” Pp. 1–26 in <i>The Culture of Control: Crime and Social Order in Contemporary Society</i>. Oxford: Oxford University Press. 	

Week 5: Wednesday, July 31	The War on Crime, the War on Drugs, and Mass Incarceration <ul style="list-style-type: none"> • Beckett, Katherine. 1997. "From Crime to Drugs—and Back Again." Pp. 44–61 in <i>Making Crime Pay: Law and Order in Contemporary American Politics, Studies in crime and public policy</i>. New York: Oxford University Press 	Friday, August 2, 11:59 pm: Critical Reflection #2
Week 6: Monday, August 5	NO CLASSES - HOLIDAY	Monday, August 5, 11:59 pm: Reading spreadsheet – entry #5
Week 6: Wednesday, August 7	Survivance: Surviving and Resisting Social Control <ul style="list-style-type: none"> • Manuel, Arthur, and Ronald M. Derrickson. 2015. "Aboriginal Title: No Surrender." Pp. 51–63 in <i>Unsettling Canada: A National Wake-up Call</i>. Toronto: Between the Lines. • Maynard, Robyn, and Leanne Betasamosake Simpson. 2022. "Making Freedom in Forgotten Places." Pp. in <i>Rehearsals for Living</i>. Toronto: Knopf Canada. 	
Week 7: Monday, August 12	NO CLASSES Work on your collage and two-pager	Friday, August 16, 11:59 pm: Collage + two-pager

Every attempt will be made to follow this schedule. Any changes will be discussed with students and submitted to a vote in class.

IMPORTANT: The last day to drop S courses is July 29, 2024.

ACADEMIC INTEGRITY

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

Ensure you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. If you have questions or concerns about appropriate academic behaviour or proper research and citation methods, seek additional information on academic integrity from your instructor or <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)**
- Falsifying a statement, presenting a false document, or signing someone else's name on a document required by the University are all violations.
- Using false data or providing references to nonexistent sources. **(Concocting)**
- Using unauthorized aids on tests or exams. This can include looking at notes/books or talking to friends in chat to get answers.
- Having someone else write an exam for you or do your assignments for you, whether a friend or a paid service.
- Submitting the same work for credit in more than one course. **(Self-plagiarism)**
- Discussing ideas or sharing work with other students and submitting unacceptably similar assignments. **(Providing/receiving unauthorized aid; plagiarism)**

Paying for Essay services or Essay Repositories

You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may commit an academic offence (unauthorized assistance).

Students often use services such as Course Hero to copy assignments and share answers to test questions. The material uploaded violates my copyright. Thus, you must refrain from using this service. In addition, because the course changes from year to year, notes may no longer be relevant or focus on materials no longer in use.

Chat GPT and other AI tools

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

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

Collaboration with peers

UofT encourages students to exchange ideas with each other. This is an essential part of the learning process and is not considered cheating or plagiarism. However, while you may generally discuss an assignment with your classmates, you are expected to write up your work separately after such discussions. Ensure that any work you submit is entirely your own work.

Please do not provide a copy of your finished work (in text form or electronically), or even a draft of your work, to another student in case they are tempted to misuse it in completing their work. If they do, you, too, may face an allegation of academic misconduct under the Code of Behaviour on Academic Matters.

The three most common academic integrity offences:

1. Not citing sources

If you are talking about someone else's ideas-- even if you are summarizing them in your own words-- you must cite them. You do that by indicating the person's last name and the year of publication within the text and including the work cited in your bibliography. Example:

The transformation of schools into high-security environments has increased law enforcement presence in educational spaces (Bracy 2010).

Some of you may come from areas where this is not a common practice, but it is required at the University of Toronto. It is both a mark of respect and a demonstration that you know the ideas you are sharing are not your own. If you do not cite correctly, the reader assumes you are presenting your original ideas.

2. Not using quotation marks around direct quotes

If you use a direct quote-- the exact words someone else has written-- you must put quotation marks around it. According to the ASA style manual, you must indicate the page number in your in-text citation. Example:

According to Razack (2015: 7), "critical scholars have long noted that states defend their reputations and the actions of police and medical professionals in inquests and inquiries."

3. Not paraphrasing sufficiently in your own words

It is not enough to replace every few words in a sentence with synonyms or change the order of words in a sentence. You must demonstrate that you understand the concepts enough to rewrite them in your own words.

This is a skill that takes practice. One useful technique is writing your paraphrase or summary without looking at your book or notes. This forces you to think about what you are explaining and limits the temptation to rely on the original author's words.

As a general recommendation, add quotation marks when copying three or more words from a text.

Penalties for offences

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

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

Offenses will be directly reported to the Department for subsequent assignments. However, if the assignment is worth 10% or more, it must be reported to the Dean's office.

Ouriginal

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

Ouriginal uses text-matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. It 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 POLICIES

Do I have to come to class?

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

Where do I get the slides for the classes?

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

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

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

1. Wait 24 hours after receiving your mark. We require this because sometimes what you think is an error makes more sense after you've slept on it.
2. Write a 1-2 paragraph explanation of why you feel an error was made and request that it be reviewed.
3. Email this explanation to your TA within one week of receiving your original mark. If appropriate and available, attach any related documents or screenshots. Be aware that the

entire assignment will be re-evaluated if you request a re-evaluation. Note: Be aware that 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?

Missed deadlines and tests: students who miss a paper deadline or a test will receive a zero mark for that paper or test unless the reason is a circumstance beyond their control. Students must send the instructor a request for consideration within three days of missing a paper deadline or test. 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

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

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

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

U OF T POLICIES

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where everyone can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against persons or communities.

U of T Code of Conduct:

Offences under the [Code of Student Conduct](#) include:

- Sexual assault or threats of sexual assault.
- Assault, threats of assault or bodily harm.
- Creating a condition which unnecessarily endangers the health or safety of other persons.

- Damage or threats of harm to personal property.
- Unauthorized entry or presence.
- Unauthorized use of university facilities, equipment or services.
- Bringing a false Code charge against another student.
- Aiding in the commission of an offence.
- Refusal to comply with sanctions.
- Unauthorized possession or use of firearms or ammunition.
- Stalking.
- Discriminatory harassment.
- Disturbances that obstruct an activity organized by the University or by any of its divisions, or the right of other members of the University to carry on their legitimate activities, to speak or to associate with others.

Religious observances:

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

Posting of grades:

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

Note on the grades of your final assignment: I am not allowed to post the grades for the final assignment in Quercus until I have submitted your final grades for the course to eMarks and been approved by the Sociology Department. Thus, it may take some days until you can see your grade for that assignment.

Accessibility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Student Life's [Accessibility Services](#) office as soon as possible. I will work

with you and Accessibility Services to ensure you achieve your learning goals in this course. Enquiries are confidential. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations at 416-978-8060 or accessibility.services@utoronto.ca.

STUDENT RESOURCES

Academic Success Centre:

Need help with study skills or life management skills? Not sure what classes to sign up for? Are you interested in thinking about possible careers? Check out the [Academic Success Centre](#) for workshops, tips, & one-on-one help!

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

Accessibility Services:

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

Email: accessibility.services@utoronto.ca

Phone: [416-978-8060](tel:416-978-8060)

English Language Learning:

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

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

Emergency Assistance Grants:

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

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

First Nations House:

The [First Nations House](#) provides culturally relevant services to Indigenous students to support academic success, personal growth, and leadership development. It also offers learning opportunities for all students to engage with Indigenous communities at U of T and beyond. Visit its webpage to check available services and join its listserv to stay updated on its events.

Centre for International Experience:

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

LGBTQ+ students:

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

Mental and physical wellness:

As a university student, you may experience a range of health and/or mental health issues that may result in significant barriers to achieving your personal and academic goals. The University of Toronto offers a wide range of free and confidential services and programs to assist you. We encourage you to seek out these resources early and often.

St George Campus: [Student Life Health and Wellness](#)

Medical Services

Location: 700 Bay Street, 14th floor, Toronto

Phone: 416-978-8030

Email: admin.hwc@utoronto.ca

Mental Health Services

Location: 700 Bay Street, 12th floor, Toronto

Phone: 416-978-8030, select option #5

Email: mentalhealth.hwc@utoronto.ca

Mississauga Campus: [Health and Counselling Centre](#)

Location: Room 1152, Davis Building (Around the corner from the Bookstore)

Phone: [905-828-5255](tel:905-828-5255)

Email: health.utm@utoronto.ca

Scarborough Campus: [UTSC Health and Wellness Centre](#)

Location: Student Centre, SL-270

Phone Number: 416-287-7065

Email: health.utsch@utoronto.ca

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:

- **For immediate emergencies**, call 911.
- The **[U of T Telus Health Student Support](#)** provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost to you. You can call or chat with a counsellor directly from your phone whenever, wherever you are (including if you're out of the country).

Ongoing support is available over the phone in 146 languages. Immediate support is available over the phone in 35 languages and over chat in simplified Chinese, English, French and Spanish.

Visit their webpage for more details and download the Apple or Google Play app at:
<https://mentalhealth.utoronto.ca/telus-health-student-support/>

- **[Good2Talk Helpline for Post-Secondary Students](#)**: Good2Talk is a free, confidential service for post-secondary students in Ontario, available 24/7/365. Students can receive professional counselling, information, and referrals for mental health, addictions, and well-being.

Call at 1-866-925-5454

Text: GOOD2TALKON to 686868

- **[Assaulted Women's Helpline](#)** offers a 24-hour telephone and TTY crisis line to all women who have experienced abuse. They provide counselling, emotional support, information and referrals.

GTA 416-863-0511

TOLL-FREE 1-866-863-0511

TOLL-FREE TTY 1-866-863-7868

#SAFE (#7233) On your Bell, Rogers, Fido or Telus mobile phone

- **[Crisis Services Canada](#)**: Suicide Crisis Helpline offers 24/7 support over the telephone and text.

Call: 988

Text: 988

- [Distress Centres of Greater Toronto](#) provides 24-hour support, 7 days a week, 365 days a year, to individuals in our community who are at risk and most vulnerable. They are Canada's oldest volunteer-delivered crisis, emotional support, and suicide prevention, intervention, and postvention service agency.

Call: 416-408-4357

- [Gerstein Crisis Centre](#) offers 24-hour community-based crisis services for adults 16+ in the City of Toronto who are dealing with mental health, concurrent, or substance use issues and are currently in crisis.

Call: 416-929-5200

- [Hope for Wellness Help Line/Chat](#) offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada.

Call the toll-free helpline at 1-855-242-3310 24 hours a day, 7 days a week, or visit their webpage to connect with a counsellor online via chat.

- [National Eating Disorder Information Centre](#) (NEDIC) provides information, resources, referrals and support to Canadians affected by eating disorders. It offers a chat, helpline, blog and resources.

Helpline: 1-866-NEDIC-20 (toll-free) or 416-340-4156 (Toronto)

Live chat: nedic.ca

Phone and live chat are available:

- Monday to Thursday: 9 am – 9 pm
- Friday: 9 am – 5 pm
- Saturday and Sunday: 12 pm – 5 pm

To find more resources, visit the University of Toronto's Student Mental Health Resource webpage at <https://mentalhealth.utoronto.ca/>.

U of T Libraries:

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

Contact:

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

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

Writing Centre:

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

The Centre for Women and Trans People:

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

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

Phone: 416 978 8201

Email: cwtp@utoronto.ca