

**University of Toronto – Sociology**  
**New Topics in Sociology: Incarceration, Relationships, Policy, and Society in Canada**  
**SOC489H1F – LEC0101**  
**Fall 2023**  
**Tuesdays 11:10 – 13:00**

**Instructor Information**

Instructor: Jeffers, Storm

Email address: [storm.jeffers@utoronto.ca](mailto:storm.jeffers@utoronto.ca)

Office hours: Tuesday 15:00-16:00 (or upon e-mail request) on Zoom at  
<https://utoronto.zoom.us/j/81365989360>

Meeting ID: 813 6598 9360

Passcode: 655819

Course web site: Quercus

**Course Topic**

The saying goes, “do the crime, do the time”, but is this true? Who else gets punished? What is the functional purpose of “doing time”? Does it depend on who you ask? This course will give students tools to interrogate these complex questions. We will consider perspectives, policies, and emerging research about the criminal justice system- paying particular attention to the incarceration system. We will investigate the intentional and unintentional ways people experience punishment across the criminal justice system and how they cope, resist, and respond. Our goal will be to collectively imagine a more functional incarceration system in Canada.

**Prerequisites**

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

**Learning Goals & Outcomes**

- Acquire a nuanced understanding of how life outside of the correctional setting (including policies, governmental/legal change, family dynamics) impacts the prison experience for prisoners and reintegration and recidivism for ex-prisoners
- Identify and critically assess alternative models for incarceration
- Connect and apply course concepts, theories and examples to empirical research, current events, and interview data; Think critically about the relationships between legal and other social practices.
- Formulate research questions, collect appropriate sources and use scholarly research to develop and produce an academic argument
- Write critically and creatively
- Communicate critical assessments of assigned course materials and generate questions for seminar engagement; Engage in thoughtful and respectful discussion

**Evaluation Components & Grading Policies**

| TYPE | DESCRIPTION | DUE DATE | WEIGHT |
|------|-------------|----------|--------|
|------|-------------|----------|--------|

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|--|--|--|-----|
| <b>SEMINAR FACILITATION</b>                  | Present your analysis of the materials assigned and lead the seminar for a class session of your choosing. Generate 5 discussion questions (due 2 days before the class session you are facilitating). Post required reading materials listed on the syllabus (1 week in advance). | Day associated with your session             | 15% |
| <b>CRITICAL READING RESPONSE</b>             | Write an analytical reading response to the assigned materials for the class session that you have chosen to facilitate.   | 2 days before your session (Sunday at 23:59) | 15% |
| <b>TEXTUAL INTERVIEW ANALYSIS</b>            | Qualitatively code and write a memo analysing and synthesizing the codes you have chosen for the interview analysis  | December 05 (10:00)                          | 20% |
| <b>TAKE HOME EXAM-RESEARCH PAPER/PODCAST</b> | Develop a scholarly argument about “imagining a more functional incarceration system in Canada”, drawing from class materials, academic sources, the interview, and non-academic sources.  | December 17 (23:59)                          | 30% |
| <b>PARTICIPATION</b>                         | Participate in seminar discussions, response to seminar facilitator’s presentation, responses to discussion questions, pose 1 discussion question weekly   | Ongoing                                      | 20% |

### **Class Format**

Lectures for this class will take place in person in Room 17024 and employ a seminar style. All students will be responsible for facilitating the seminar for 1 session (seminar session assignment will be decided on the first day of class). All students are responsible for posing 1 question for each session.

Students are expected to read the required material before each lecture (regardless of whether you are facilitating the seminar for that session).

Office hours will take place on Zoom. Assignments are to be submitted on Quercus.

If you have any questions, feel free to email the course instructor, login to Quercus for office hours, or request a meeting with the course instructor via e-mail. Please check your utoronto.ca email and Quercus messages and announcements regularly for updates.

### **Class Schedule**

| <b>DATE</b> | <b>TOPICS</b> | <b>READINGS/ VIEWINGS</b> |
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| <p><b>SEP.<br/>12</b></p> | <p>Course<br/>Introduction,<br/>Seminar<br/>Assignment, &amp;<br/>Canadian<br/>Corrections at a<br/>Glance</p> | <ul style="list-style-type: none"> <li>– Syllabus</li> <li>– 2020 Corrections and Conditional Release Statistical Overview<br/><a href="https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/ccrs-o-2020/index-en.aspx">https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/ccrs-o-2020/index-en.aspx</a></li> <li>– Ling (2021) Houses of Hate: How Canada’s Prison System is Broken</li> <li>– Brosnahan (2014) Prison inmates take federal government to court over pay cuts</li> </ul>   |
| <p><b>SEP.<br/>19</b></p> | <p>What is Penalty?</p>  | <ul style="list-style-type: none"> <li>– Sykes, G. M. (1958). <i>The Society of Captives: A Study of a Maximum Security Prison</i>. Western’s Introduction (ix-xxv), Chapter 4 “Pains of Imprisonment”, + 1 Chapter of your choosing (which can be found here <a href="https://books-scholarsportal-info.myaccess.library.utoronto.ca/en/read?id=/ebook/s/ebooks6/degruyter6/2021-09-03/7/9781400828272#page=9">https://books-scholarsportal-info.myaccess.library.utoronto.ca/en/read?id=/ebook/s/ebooks6/degruyter6/2021-09-03/7/9781400828272#page=9</a> )</li> <li>– Sexton, L. (2015). Penal subjectivities: Developing a theoretical framework for penal consciousness. <i>Punishment &amp; Society</i>, 17(1), 114–136.</li> </ul> |
| <p><b>SEP.<br/>26</b></p> | <p>Shades of<br/>Penalty</p>   | <ul style="list-style-type: none"> <li>– Hannah-Moffat, K. (2001). <i>Punishment in Disguise: Penal Governance and Canadian Women’s Imprisonment</i>. (Introduction + 1 Chapter)</li> <li>– Ricciardelli (2015) Establishing and asserting masculinity in Canadian penitentiaries, <i>Journal of Gender Studies</i>, 24:2, 170-191.</li> <li>– Gartner, R. and Kruttschnitt, C. (2004). A brief history of doing time: The California institution for women in the 1960s and the 1990s. <i>Law &amp; Society Review</i>, 38(2), 267–304</li> </ul>  |
| <p><b>OCT.<br/>03</b></p> | <p>Shades of<br/>Penalty (2)<br/><i>Shared Week</i></p>  | <ul style="list-style-type: none"> <li>-Office of the Correctional Investigator (2021)</li> <li>-Goodman, P. (2008). ‘It’s just Black, White, or Hispanic’: An observational study of racializing moves in California’s segregated prison reception centers. <i>Law &amp; Society Review</i>, 42(4), 735– 770.</li> <li>- Kouyoumdjian F., Schuler A., Matheson FI., &amp; Hwang SW. (2016) Health status of prisoners in Canada: Narrative review. <i>Can Fam Physician</i>, 62(3):215-22.</li> <li>- <i>Lapple v Ontario</i> (2016), CV-16-558633-00CP (On. C.A). Retrieved from <a href="https://kmlaw.ca/wp-content/uploads/2016/08/SOC_15Aug16.pdf">https://kmlaw.ca/wp-content/uploads/2016/08/SOC_15Aug16.pdf</a></li> </ul>       |

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| <p><b>OCT.<br/>10</b></p> | <p>Where does punishment reach?<br/><i>Shared Week</i></p> <ul style="list-style-type: none"> <li>- Travis J and Waul M (2003) Prisoners once removed: The children and families of prisoners. In: Travis J and Waul M (eds) Prisoners Once Removed: The Impact of Incarceration and Reentry on Children, Families and Communities. Washington, DC: Urban Institute, pp. 1–30.</li> <li>- Brahman, D. (2004). <i>Doing time on the outside: Incarceration and family life in urban America</i>. Ann Arbor, MI: University of Michigan Press. (Introduction)</li> <li>- Christian, J. (2005). Riding the bus: Barriers to prison visitation and family management strategies. <i>Journal of Contemporary Criminal Justice</i>, 21(1), 31-48.</li> <li>- Mowen, T. J., &amp; Visher, C. A. (2016). Changing the ties that bind: How incarceration impacts family relationships. <i>Criminology &amp; Public Policy</i>, 15(2), 503-528.</li> </ul> |
| <p><b>OCT.<br/>17</b></p> | <p>Ambiguous Loss and Family Ties</p> <ul style="list-style-type: none"> <li>- King, K. M., &amp; Delgado, H. (2020). Losing a family member to incarceration: Grief and resilience. <i>Journal of Loss &amp; Trauma</i>, p. 1-15.</li> <li>- Arditti, J. A. (2016). A family stress-proximal process model for understanding the effects of parental incarceration on children and their families. <i>Couple and Family Psychology: Research and Practice</i>, 5(2), 65–88.</li> <li>- Lee, H., Wildeman, C., Wang, E. A., Matusko, N., &amp; Jackson, J. S. (2014). A heavy burden: The cardiovascular health consequences of having a family member incarcerated. <i>American Journal of Public Health</i>, 104(3), 421-427.</li> </ul>   |
| <p><b>OCT.<br/>24</b></p> | <p>Institutional Dynamics</p> <ul style="list-style-type: none"> <li>– Arditti, J. A., Lambert-Shute, J., &amp; Joest, K. (2003). Saturday morning at the jail: Implications of incarceration for families and children. <i>Family Relations</i>, 52(3), 195-204.</li> <li>– Beckmeyer, J.J. &amp; Arditti, J. D. (2014). Implications of in-person visits for incarcerated parents’ family relationships and parenting experience. <i>Journal of Offender Rehabilitation</i>, 53, 129–151.</li> <li>– Tasca, M., Mulvey, P., &amp; Rodriguez, N. (2016). Families coming together in prison: An examination of visitation encounters. <i>Punishment &amp; Society</i>, 18(4), 459-478.</li> </ul>   |

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| <p><b>OCT.<br/>31</b></p> | <p>Negotiating the relational landscape<br/><i>Shared Week</i></p> <ul style="list-style-type: none"> <li>– Comfort, M (2008) <i>Doing Time Together: Love and Family in the Shadow of Prison</i>. Chicago: University of Chicago Press.</li> <li>– Miller, R. (2018). Impacts of incarceration on the African American family. Routledge, an imprint of Taylor and Francis.</li> <li>– Aiello, B. L., &amp; McCorkel, J. A. (2018). ‘It will crush you like a bug’: Maternal incarceration, secondary prisonization, and children’s visitation. <i>Punishment &amp; Society</i>, 20(3), 351-374.</li> <li>– Dworsky, A., Fedock, G., Schlecht, C., Malcome, M., Murray, C., &amp; Hazel, C. (2020). <i>Addressing the needs of incarcerated mothers and their children in Illinois</i>. Chapin Hall, University of Chicago’s School of Social Service Administration. Retrieved from <a href="https://www.chapinhall.org/wp-content/uploads/PDF/Incarcerated-Mothers-FINAL-2020.pdf">https://www.chapinhall.org/wp-content/uploads/PDF/Incarcerated-Mothers-FINAL-2020.pdf</a></li> <li>– <a href="https://static1.squarespace.com/static/5a17715d8dd04195b6708c76/t/61fb12095be02070eddf0984/1643844106349/Paynter+Heggie+Matheson+Rillie+Beals+Bray+2022.pdf">https://static1.squarespace.com/static/5a17715d8dd04195b6708c76/t/61fb12095be02070eddf0984/1643844106349/Paynter+Heggie+Matheson+Rillie+Beals+Bray+2022.pdf</a></li> </ul> |
| <p><b>NOV.<br/>7</b></p>  | <p><b>Reading Week-<br/>No Class</b></p> <p>– No Readings</p>   |
| <p><b>NOV.<br/>14</b></p> | <p>Relationality and Social Costs<br/><i>Shared Week</i></p> <ul style="list-style-type: none"> <li>– Condry, R. (2011). <i>Families shamed: The consequences of crime for relatives of serious offenders</i>. Portland, Or: Willan Pub.</li> <li>– Lageson, S. E. (2016). Found out and opting out: The consequences of online criminal records for families. <i>The Annals of the American Academy of Political and Social Science</i>, 665(1), 127-141.</li> <li>– Murray, J. (2005). The effects of imprisonment on families and children of prisoners. In Alison Liebling and Shadd Maruna (eds) <i>The Effects of Imprisonment</i>, Portland, OR. 442-462.</li> <li>– Christian, J., Mellow, J., &amp; Thomas, S. (2006). Social and economic implications of family connections to prisoners. <i>Journal of Criminal Justice</i>, 34(4), 443–452.</li> </ul>   |

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| <p><b>NOV.<br/>21</b></p> | <p>Prisoner &amp; Ex-Prisoner Economic Outcomes<br/><i>Shared Week</i></p> <ul style="list-style-type: none"> <li>– “Economic Outcomes of Canadian Federal Offenders”<br/><a href="https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/2021-r002/2021-r002-en.pdf">https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/2021-r002/2021-r002-en.pdf</a></li> <li>– “The Impact of the Harper Government’s ‘Tough on Crime’ Strategy”<br/><a href="https://policyalternatives.ca/sites/default/files/uploads/publications/Manitoba%20Office/2015/09/Tough%20on%20Crime%20WEB.pdf">https://policyalternatives.ca/sites/default/files/uploads/publications/Manitoba%20Office/2015/09/Tough%20on%20Crime%20WEB.pdf</a></li> <li>– Naser, R. L., &amp; La Vigne, N. G. (2006). Family Support in the Prisoner Re-entry Process. <i>Journal of Offender Rehabilitation</i>, 43(1), 93–106.</li> <li>– La Vigne, N.G., Naser, R. L., Brooks, L.E., &amp; Castro, J. L. (2005). Examining the effect of incarceration and in-prison family contact on prisoners’ family relationships. <i>Journal of Contemporary Criminal Justice</i>, 21, 314–335.</li> <li>– Ling (2019) Prison labour<br/><a href="https://nationalmagazine.ca/en-ca/articles/law/in-depth/2019/all-work-and-low-pay#:~:text=Inmates%20in%20Canada's%20federal%20and,to%20make%20a%20little%20money.">https://nationalmagazine.ca/en-ca/articles/law/in-depth/2019/all-work-and-low-pay#:~:text=Inmates%20in%20Canada's%20federal%20and,to%20make%20a%20little%20money.</a></li> </ul> |
| <p><b>NOV.<br/>28</b></p> | <p>Reintegration, Recidivism and Social Ties</p> <ul style="list-style-type: none"> <li>– Klein, S. R., Bartholomew, G.S., &amp; Hibbert, J. (2002). Inmate family functioning. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 46(1), 95-111.</li> <li>– Berg, M. T. &amp; Huebner, B.M. (2010). Reentry and the ties that bind: An examination of social ties, employment, and recidivism. <i>Justice Quarterly</i>, 28, 382–410.</li> <li>– Bales, W. D. &amp; Mears, D.P. (2008). Inmate social ties and the transition to society: Does visitation reduce recidivism? <i>Journal of Research in Crime and Delinquency</i>, 45, 287–321.</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>– Pager, D. (2003). The mark of a criminal record. <i>American Journal of Sociology</i>, 108, 937–975.</li> <li>– Kenemore, T., &amp; Roldan, I. (2006). Staying straight: lessons from ex-offenders. <i>Clinical Social Work Journal</i>, 34(1), 5–21.</li> </ul>  |
| <p><b>DEC.<br/>05</b></p> | <p>Alternative Incarceration Models</p> <ul style="list-style-type: none"> <li>– Interview 1</li> </ul> <p>NOTE: All students are required to come to this session with 3 critically engaged discussion questions</p>  |

The course schedule and reading list are subject to change at the discretion of the instructor.

The drop date for this class is November 06, 2023.

## Procedures and Rules

### *Absence Declaration:*

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work. If a personal or family crisis prevents you from meeting a deadline, you must contact your college registrar and have your registrar send the instructor (not the TA) an email - (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking.** You will be notified by the University if this policy changes.

### *Missed Assignments*

#### **Late Assignments**

You are expected to complete assignments (including the optional outline assignment and the research paper/podcast) on time. In order not to be considered late, assignments must be submitted to Quercus by the due date on the syllabus. The paper will automatically be submitted to Ouriginal.com. Assignments not submitted through *Ouriginal* will receive a grade of zero (0%) **unless a student instead provides, along with their research paper**, 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. The alternative (not submitting via *Ouriginal*) is in place because, strictly speaking, using *Ouriginal* is voluntary for students at the University of Toronto.

You are expected to keep a back-up and a hard copy of your assignment in case it is lost. Email drafts of your paper to yourself regularly, in case of computer malfunction. You are responsible for ensuring that a readable draft has been submitted (papers full of symbols may be subject to late penalties).

Late assignments for reasons that are *within your control* will be penalized 10% for the first day and 5% per each additional day. The penalty will run from the day the assignment was due until the day it is submitted electronically to Quercus. The penalty period **includes** weekends (not stat holidays). Late assignments must be submitted to Quercus.

### *Re-marking Pieces of Term Work*

#### **General**

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to two 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 for an appeal. Once a request has been submitted, a student can expect acknowledgement within 3 days. Please note that upon regrading, your mark may go up, down, or stay 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.

## Details

Regrade requests for term work may be submitted to the person who marked the work for re-evaluation. 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.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

## *Electronic Communication and Electronic Learning Technology*

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your utoronto e-mail account.
- All emails must include the course code (e.g., SOC489) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.

**Emails that do not follow these guidelines will not receive a response.**

## *Academic Integrity*

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.

We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well <http://www.utm.utoronto.ca/sociology/resources/resources-students>.

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

You are expected to have read and understood the on-line document “How Not to Plagiarize” (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

You are expected to be familiar with the “Code of Behaviour on Academic Matters” ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be asked to submit their course essays to Ouriginal.com 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 Ouriginal.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal.com service is described on the Ouriginal.com web site.



## ***Student Rights & Resources***

### **Accessibility Centre**

We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances, it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs.

To schedule a registration appointment with a disability advisor, please call the Centre at 416-978-8060 or e-mail at: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). See also <http://www.studentlife.utoronto.ca/as>.

The university has many Writing Centres which offer workshops, seminars and individual appointments to help students identify and develop their skills. Check out <http://www.writing.utoronto.ca/writing-centres/arts-and-science> for more information.

### **Equity & Diversity**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UOT Equity and Diversity officer.

