UNIVERISTY OF TORONTO
DEPARTMENT OF SOCIOLOGY

SOC313H1S – SOCIAL CONTROL
WINTER 2025

Class Location & Time	Mondays 1:10 – 3:00 PM - See ACORN
Instructor	Mitra Mokhtari
Office Location	Zoom link on Quercus
Office Hours	Fridays 11:00am – 12:00pm, and by appointment
E-mail Address	mitra.mokhtari@mail.utoronto.ca
Course Web Site	
Teaching Assistant	Lisa Moore
Office Location	TBA
Office Hours	TBA
E-mail Address	ld.moore@mail.utoronto.ca

Land Acknowledgment:

Born and raised in Tkaronto, I am a settler on this land. On my paternal side, my father migrated here from Mashhad, Iran due to the pushes of imperialism. On my maternal side, my family migrated here from the U.K. two generations ago. We are meeting in the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River. In the context of this course about Social Control, I encourage students to think critically about how institutions of social control are shaped by settler colonialism, including the university and the discipline of sociology.

Course Description:

This course examines the concept of Social Control by examining the theoretical underpinnings and current manifestations. This course examines institutions of social control that are often absent form discussion and interrogation, such as the university, education, healthcare and child welfare. We will interrogate the study of deviance, particularly the sociologist, raising critical questions about how knowledge develops, what we do with it, and how we can challenge certain ideas. We will also develop understandings of ongoing resistance to forms of social control and possibilities of other ways of being, namely rooted in abolition.

Prerequisites:

The prerequisites to take this course are: 1.0 SOC credit at the 200+ level. Please note, it is your responsibility to ensure that the prerequisites for this course have been met. Students without this prerequisite will be removed any time they are discovered and without notice. The class prerequisites and exclusions are firm and cannot be waived.

Learning Objective:

- Understand and critically interrogate the concept and operations of social control
- Situate various institutions of social control within the landscape of society
- Critically evaluate the use and application of social control throughout time and place
- Formulate research questions, collect appropriate sources and use scholarly research to support written arguments
- Develop critical writing, listening and critical thinking skills
- Develop and practice reflexive thinking, writing, and speaking

WEEK 1 – WHAT IS SOCIAL CONTROL	JAN 6
Required Readings: Stan Cohen – Visions of Social Control, Introduction	BEGINNING OF TERM CHECK IN SURVEY DUE 11:59 pm
WEEK 2 – SOCIAL CONTROL & SETTLER COLONIALISM	**JAN 13**
Required Readings: Chartrand, V. (2019). Unsettled times: Indigenous incarceration and the links between colonialism and the penitentiary in Canada. *Canadian Journal of Criminology and Criminal Justice*, *61*(3), 67-89. Evans, J. (2021). Penal nationalism in the settler colony: On the construction and maintenance of 'national whiteness' in settler Canada. *Punishment & Society*, *23*(4), 515-535. Bird, D. (2024). Indigenous Incarceration and Settler Colonial Genocides. *Journal of Prisoners on Prisons*, *33*(2).	
WEEK 3 – SOCIAL CONTROL & WHITE SUPREMACY	**JAN 20**
Required Readings: Burton, O. (2015). To protect and serve whiteness. *North American Dialogue*, *18*(2), 38-50. Maynard, R. (2017). "Devaluing Black Life, Demonizing Black Bodies: Anti- Blackness from Slavery to Segregation" in *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood Publishing.	
WEEK 4 – THE UNIVERISTY AND SOCIAL CONTROL	**JAN 27**
Required Readings:	

Oparah, J. 2014. "Challenging Complicity: The Neoliberal University and the Prison-Industrial Complex" in Imperial University: Academic Repression and Scholarly Dissent. Eds Chatterjee, Piya; Maira, Sunaina. University of Minnesota Press

Grande, S. 2018. "Refusing the University" in Toward What Justice? Describing Diverse Dreams of Justice in Education. Eds E. Tuck & K. Yang. Routledge.

WEEK 5 – SOCIAL CONTROL AT THE UNIVERSITY	FEB 3

Required Readings:

Johnson R and Dizon J (2021) Toward a conceptualization of the college-prison nexus. Peabody Journal of Education 96(5): 508–526.

Davarian L. Baldwin "Just Protecting the University Property" / Campus Policing as Extraterritorial Expansion

WEEK 6 – CRIMINOLOGY AND SOCIAL CONTROL PT. 1	FEB 10

Required Readings:

Lynch, M. 2000. "The Power of Oppression: Understanding the History of Criminology as a Science of Oppression." *Critical Criminology* 9(1/2).

Jackson, W. (2020). Police power and disorder: Understanding policing in the twenty-first century. *Social Justice, 47*(3), 95-114.

PAPER PROPOSAL & LITERATURE REVIEW DUE 11:59 PM

NO CLASS – READING WEEK	FEB 17

WEEK 7 – CRIMINOLOGY AND SOCIAL CONTROL PT. 2	FEB 24

Required Readings:

Williams, P. 2015. "Criminalising the Other: Challenging the Race-Gang Nexus" *Race & Class* 56 (3): 18-35.

Hillyard, P., Sim, J, Tombs, S., and Whyte, D. 2004. "Leaving a 'Stain Upon the Silence': Contemporary Criminology and the Politics of Dissent" *British Journal of Criminology* 44, 369-390.

Schept, J., Wall, T., and Brisman, A. 2014. "Building, Staffing, and Insulating: An Architecture of Criminological Complicity in the School-to-Prison Pipeline." *Social Justice* 41(4).

WEEK 8 – INSTITUTIONS OF SOCIAL CONTROL PT. 1: EDUCATION	MAR 3

Required Readings:

Wun, C. (2016). Against captivity: Black girls and school discipline policies in the afterlife of slavery. *Educational Policy*, *30*(1), 171-196.

Da Costa, A. E. (2024). "Relationship-building" and the Normalization of Police in Schools: The Emergence of School Resource Officer Programs in Canada. *Critical Education*, *15*(3), 21-42.

WEEK 9 – INSTITUTIONS OF SOCIAL CONTROL PT. 2: EDUCATION & FAMILY POLICING	MAR 10
Required Readings: Susan G. Enberg Productions Inc. 2017. In Jesus' Name: Shattering the Silence of St.Anne's Residential School Milne, E., & Wotherspoon, T. (2020). Schools as "really dangerous places" for Indigenous children and youth: Schools, child welfare, and contemporary challenges to reconciliation. *Canadian Review of Sociology 57*(1), 34-52.	DROP DATE
WEEK 10 – INSTITUTIONS OF SOCIAL CONTROL PT. 3: SOCIAL WORK & FAMILY POLICING	**MAR 17**
Required Readings: *Dorothy Roberts*, "Fighting for Family: Intersections of the Family and Criminal Punishment Systems," 2019. Bergen, H., & Abji, S. (2020). Facilitating the carceral pipeline: Social work's role in funneling newcomer children from the child protection system to jail and deportation. *Affilia*, *35*(1), 34-48.	
WEEK 11 – INSTITUTIONS OF SOCIAL CONTROL PT. 4: SOCIAL WORK & FAMILY POLICING & HEALTHCARE	**MAR 24**
Required Readings: Rocha Beardall, T., & Edwards, F. (2021). Abolition, settler colonialism, and the persistent threat of Indian child welfare. Clarke, E. Indigenous Women and the Risk of Reproductive Healthcare: Forced Sterilization, Genocide, and Contemporary Population Control. *J. Hum. Rights Soc. Work* **6**, 144–147 (2021). https://doi.org/10.1007/s41134-020-00139-9	
WEEK 12 - ABOLITION	**MAR 31**
Required Readings: Ben-Moshe, L. (2018). Dis-epistemologies of abolition. *Critical Criminology*, *26*(3), 341-355.	END OF TERM CHECK IN AND

		REFLECTION DUE 11:59 PM
Brown, M., & Schept, J. (2017). New abolition, criminology and a critical carceral studies. *Punishment & society*, *19*(4), 440-462. McDowell, M. G., & Fernandez, L. A. (2018). 'Disband, disempower, and disarm': Amplifying the theory and practice of police abolition. *Critical Criminology*, *26*, 373-391.		

Evaluation Components

TYPE	DESCRIPTION	DUE DATE	WEIGHT
Assignment	Beginning of Term Check-in Survey	06 January 2025	1%
Participation	Discussion Questions	Weekly	11%
Participation	In-Class Activities	Weekly	18%
Assignment	Paper Proposal & Literature Review	10 February 2025	25%
Assignment	End of Term Check-in Survey and Reflection	31 March 2025	5%
Assignment	Term Paper	08 April 2025	40%
		TOTAL	**100%**

You should receive at least one significant mark (15%) by the end of the day on March 5th i.e., before the last day you can drop a course without academic penalty (March 10th)

Please note that Grades in Quercus gives early access to preliminary grades; they do not represent your official final marks. The grade for your final assignment will not be posted in Quercus until the final grades have been submitted and approved by the department. For final grades, log on to ACORN

Evaluation Components

Discussion Questions
Due: Weekly, before class each week Monday at 11:00 am
Details: Each week you will prepare one or two discussion questions based on the week's readings. You will submit these on Quercus on the corresponding weekly discussion board by 11:00 AM the morning before class on Monday each week. The question should be clear, answerable, and engaging. Avoid simple yes-no questions and focus on developing critical questions that can inspire discussion. The questions should be clearly connected to course readings. Each submission is worth 1% and you will be asked to submit a total of 11 submissions (1 x 11 = 11%). These questions will sometimes be used throughout class for discussion or group work. It is your choice which weeks you want to submit.

In-Class Activities
Due: Weekly, in class, 3:00 PM
Details: During each of our classes, we will work individually, in small groups, in larger groups, and as a whole class to apply and connect course material. It is important that you come prepared to class having read the course material for the week. Some in-class assignments will provide small, scaffolded assignments that work toward the final paper Each in-class assignment is worth 1.5% of

your final grade and you will complete a total of 12 activities (1.5% x 12 = 18%). In-class activities will take place during each lecture. Activities are due in class, including short writing answers and collaborative discussions. In-class activities cannot be submitted after class. If you miss the class, you can e-mail me to do a make-up activity.

Beginning of Term Check-in Survey
Due: 06 January 2025, 11:59 PM
Details: This survey is an organizational tool to prepare students and instructors for the course. This gives me a chance to get to know you (even though we have quite a large class) and gauge the interests and experiences folks have and bring to the classroom. The survey will be marked for completion.

Paper Proposal
Due: 10 February 2025, 11:59 PM
Details: In order to get thinking and working on the term paper, this assignment will ask you to develop a draft introduction that includes a preliminary thesis and a literature review. The literature review must include at least three class readings and five additional academic sources. Familiarizing yourself with the literature will help you map the topic you are interested in. You should ASA citation for this assignment. Detailed instructions will be posted on Quercus and discussed in class.

End of Term Check-in and Reflection
Due: 31 March 2025, 11:59 PM
Details: This survey and reflection are a space for me to hear from you at the end point of our class. You will be asked to reflect on the course overall, the various topics we covered, and how you see these ideas within and beyond the classroom. Detailed instructions will be posted on Quercus and discussed in class.

Term Paper
Due: 08 April 2025, 11:59 PM
Details: The term paper for this course will ask you to develop an analytical argument about a topic of your choosing, that is related to course content. Your paper topic **must** be approved by the instructor. This critical analysis will utilize both course readings and outside literature. Papers will be approximately 10 pages in length, double spaced, and use ASA citation. Detailed instructions will be posted on Quercus and discussed in class.

Course Policies & Approach

"Remember to imagine and craft the worlds you cannot live without, just as you dismantle the worlds you cannot live within." - RUHA BENJAMIN

This class will be a collaborative learning environment. We will spend our weekly meetings in a variety of ways including lectures, class discussion, in-class activities, watching videos, guest speakers, and others. As discussion and participation is an important aspect of how this class will operate, it is imperative that you complete the readings prior to the class and come prepared with questions, thoughts, insights, and critiques - I know you will have them! We will be reading and learning from several different scholars, some from within the academy and others who are outside of it. The collaborative nature of this class centers on having a safe, respectful, and affirming learning environment. I regard my job as one that is focused on fostering and maintaining this

throughout the term. To me, learning is a never-ending process, and it is my hope that we all remain open and curious to the ideas we will interrogate in class. I have so much to learn from all of you, and I'm looking forward to the semester!

1. **Weekly Calendar**: I will send an email every Friday morning with updates for the next week, including reminders about any upcoming deadlines.
2. **Emails**: Please use your official utoronto email when corresponding. I will try my best to reply to all emails within 48 hours (business days). If I do not answer, please feel free to remind me. I very often write an email but forget to press 'send.' All online communication must include the course code (i.e., SOC313) in the subject line. All online communication should be signed with the student's full name and student number. All online course communication must maintain a respectful tone.
3. **Sharing course materials**: You can download materials for your academic use, but you should not copy, share, or use them for any other purpose. You may not share or live stream any materials or recordings from this course in the public domain or social media, in its entirety, or in small excerpts. This policy is essential to ensure the safety and privacy of both the teaching team and your colleagues.

Course Attendance: This course will incorporate in-class discussion and activities; therefore, part of your learning experience will be through attendance in class. Each class will include activities worth 1.5% of the course grade. Therefore, I strongly encourage attendance at every class.

Course Format

Our first class is on Monday, January 6th and lectures will combine theoretical and practical knowledge. I will likely divide our class time in the following way:

1:10 – 2:00 pm Lecture + In-class exercise + questions (order may vary)
2:00 – 2:10 pm Break
2:10 – 3:00 pm Lecture + In-class exercise + questions (order may vary)

LATE POLICY

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

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.
Late Assignments: Late assignments without a legitimate reason will incur a penalty of 2% per day, including weekends and holidays. Please note that work over a week late and discussion posts after the class discussion will not be accepted.

REGRADE POLICY

We will do our best to grade fairly. If you notice any problems with your grade and you would like to request a regrade, please follow this procedure:
First, the student must submit i) the original piece of work and ii) a written explanation detailing why they believe the work was unfairly/incorrectly marked using the rubric from Quercus as a justification. This is due up to a week after receiving the original grade.
If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). This is due up to a week after receiving the TA regrade. The student must submit to the instructor i) the original piece of work, ii) written explanation, and iii) communications from the original marker as to why no change in the mark was made. If the instructor grants a remarking, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same.

ACADEMIC INTEGRITY

During this course, we will discuss how citation can be a type of ethical praxis.
The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences. You can find advice on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources at http://advice.writing.utoronto.ca/using-sources.

Please do not hesitate to contact me if you have questions about properly citing sources.

Students will be required to submit their course essays 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).

TURNITIN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.
Assignments not submitted through Turnitin will receive a grade of zero (0 %), unless a student instead provides, along with their position 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 Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

USING AI (Generative Artificial Intelligence):

In this course, students may use AI tools for i) refining/checking language or grammar and ii) conducting background research and checking general understanding (for example, you would like

to check information on an event mentioned in a class reading). In these cases, students should submit a brief explanation of how they used AI tools to generate the content.
We will discuss how AI tools can help us organize readings/notes and find sources. Nevertheless, we will discuss how they can fail us and limit our creativity by reproducing certain mainstream ideas/discourses.

It's important to note that in this course, **the use of AI tools is not permitted for generating drafts or final versions.** This rule is in place to ensure that students rely on their own skills and understanding when producing their work.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/as as soon as possible.