Course Description
This course is designed to give students an overview of the sociology of punishment. It will provide students with a theoretical foundation in the sociology of punishment/penology and explore contemporary innovations and developments since the golden age of prison sociology. This course moves beyond a strict analysis of imprisonment to explore the broader meaning and role of punishment in modern society. In this vein, we will explore the empirical realities of the nature of punishment (e.g., sites, targets) and the experience of punishment (including how it is gendered and racialized). In moving beyond conviction and sentenced imprisonment, students will have a greater capacity to engage with the realities and contradictions in punishment. We will treat the seminar room as a “learning community” – so sharing thoughts, points of disagreement, and engaging in discussion (also with me!) is crucial for learning. Being in graduate school, you are expected to come to class prepared and ready to share your critical thoughts on the assigned readings.

Evaluation

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<thead>
<tr>
<th>Evaluation Item</th>
<th>Dates</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Reflections (3 X 5%)</td>
<td>Various dates</td>
<td>15%</td>
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<tr>
<td>Discussion Leader</td>
<td>TBD</td>
<td>15%</td>
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<tr>
<td>Court Observation</td>
<td>February 26</td>
<td>15%</td>
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<tr>
<td>In-class research presentations</td>
<td>April 1</td>
<td>10%</td>
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<tr>
<td>Final paper</td>
<td>April 15</td>
<td>40%</td>
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<tr>
<td>Class participation</td>
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<td>5%</td>
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**Reading reflections:**
Three reflections, each worth 5%, based on any required readings (beginning in week 2). Reading reflections are not a summary of the week’s readings. They should point to the main findings of the readings, draw connections with other issues and theory, and raise problems or questions that could stimulate discussion. Every student will be required to submit three reflections, based on a minimum of 2 readings. Each reflection should be no more than 2 pages (double spaced, 12-point font). MUST be handed in at the start of class.

**Discussion leader:**
Every student will sign up to lead one of the classes. Depending on course enrolment, you may be presenting on your own or with a peer. Your job is to provide a summary of the readings, including the main findings, data, or limitations, and highlighting the theoretical or empirical contributions to the literature. You should make connections in the themes across the papers, pointing out areas of agreement or divergence, and areas for further development. Other suggestions include pointing out any policy developments or media attention that is relevant to the topic, or practical applications and contradictions. Your job is to facilitate and lead a discussion with your peers. You should come prepared with a list of discussion questions based on critical engagement with the readings. For your assigned week, you should also review the optional readings to further enrich the
discussion. If you are presenting with a peer, the readings should be divided in half. If you are presenting individually, consult with me first.

Court observation:
Every student will head to a criminal court to view proceedings, preferably bail or trial. You must view proceedings in which an accused person is brought to the courts from a detention centre, either in person or via video link (or both). Your assignment is to reflect on the criminal court as a site of punishment/imprisonment in a maximum of 5 pages (double spaced, 12-point font). Students may find it useful to consider how this experience supported or contradicted their understanding of punishment or prison. Given the reflexive nature of the assignment, deep engagement with the readings is not necessary.

In-class research presentations:
The last week of the course will be devoted to research presentations. You will be given 15 minutes to present a summary of your final paper, treating it as a presentation at an academic conference (powerpoint welcomed but not required). It should be well organized and professional, and stay within the time frame (you will be cut off at 15 mins). The feedback you receive in class will help you to fine tune your paper, which should be near completion (or already fully drafted) at the time of the presentation.

Final paper:
A 20 page (max) paper (double-spaced 12-point font, 1 inch margins) taking on an issue in punishment. You can analyze a media story related to course material, write a conceptual piece based on any theories discussed in class, or take up a research question related to any of the course themes. Your assignment, in a broad sense, is to consider why/how the topic is important for the way we think about punishment (i.e., its intentions, targets, and limits), and how we might think about alternative approaches. If you have an independent topic or research paper that will further your own agenda (in relation to an MRP or in-progress publication), that could also be acceptable but you MUST consult with me first.

Class participation:
Each student is expected to be prepared to engage in discussion about the readings.

Accessibility Needs (www.accessibility.utoronto.ca)
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. I want to ensure a fair and equitable learning environment for every student. I welcome any student concerns or questions in relation to accessibility needs.

Attendance and class environment
Attendance is expected in graduate courses and is a core component of the learning process. Class is a seminar environment, meaning the main part of each class is discussion. The seminar environment is a safe space of learning. It is expected that you respectfully engage with and challenge one another in the service of learning. Disrespect and discrimination on any grounds will not be tolerated.

Readings
Students are expected to do the readings for each week, before class. In a seminar environment, class time is devoted to discussing and engaging with the readings in a respectful manner to enhance our understanding of the issues.

Late assignments
Late assignments receive a 5% deduction per day (including weekends). Papers arriving more than a week past the due date will receive zero marks.
Re-marking term work
If you wish to request a re-marking of an evaluation, please submit a detailed memo in writing in which you specify the reasons why you believe it was marked incorrectly, together with the original assignment.

Academic Integrity
Plagiarism and other academic offences will not be tolerated at the University of Toronto. Academic discipline ranges from a mark of zero on an exam or assignment to dismissal from the University. For important information see UofT’s Academic Integrity website at http://academicintegrity.utoronto.ca/. See also these academic integrity websites: School of Graduate Studies at http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx and Faculty of Arts and Science at http://www.artsci.utoronto.ca/osai. You are expected to be familiar with the contents of these documents. For further information on “How Not to Plagiarize”, Margaret Proctor’s guide is helpful – click “Using sources” in the advice link: http://www.writing.utoronto.ca/advice

Required text:

Readings marked with an asterisk (*) are available on the course website. Others you are responsible for finding on your own.

Course Schedule

Week 1, January 8: Where do we see punishment and the prison?
In class video: The Prison in Twelve Landscapes

Required reading:

Recommended


Week 2, January 15: Why do we punish?
Required Reading


**Week 3, January 22: Classic theories of punishment**
Required Reading

   Chapter 2: The work of Emile Durkheim
   Chapter 4: Rusche & Kirchheimer and the Marxist Tradition
   Chapter 6: The work of Michel Foucault

**Week 4, January 29: The golden age of prison sociology**
Required Reading


Recommended:


**Week 5, February 5: Theorizing modern penality (control, change, and the expansion of penal power)**
Required Reading

   Chapter 3: The Crisis of Penal Modernism
   Chapter 7: The New Culture of Crime Control


Recommended:


**Week 6, February 12: The ‘front-end’ of the system I: Police**

Required Reading


**Week 7, February 19: No class (reading week).**

**Week 8, February 26: The ‘front-end’ of the system II: Courts**

*Court observation assignment due.*

Required reading


Recommended:

Week 9, March 4: Punishment before conviction: Detention and migration

Required reading


Recommended reading:


Supplemental reading:


Week 10, March 11: Imprisonment I: Lived experiences

Required reading


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**Week 11, March 18: Imprisonment II: Correctional officers and the regime**

Required Readings


**Week 12, March 25: Imprisonment III: The paradox of prison**

Required Reading


Supplemental:

Davis, Angela Y. *Are prisons obsolete?*. Seven Stories Press, 2011.

Recommended:


**Week 13, April 1: In-class presentations**