

**Course Outline**

**COURSE:** CRCJ 3201A Special Topics: Contemporary Representations of Punishment

**TERM:** Fall 2023

**PREREQUISITES:** CRCJ 1000, third-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice

**CLASS:** **Day & Time:** Fridays 8:35-11:25am; last class on Fri Dec 1st  
**Room:** Please check Carleton Central for current room location

**INSTRUCTOR:** Helena Wilke  
**(CONTRACT)**

**TA:** Arden Day (email: ardentday@cmail.carleton.ca)

**CONTACT:** **Office:** 1719 Dunton Tower  
**Office Hrs:** Tuesday 2:00pm – 3:00pm  
Also, online or in-person by appointment

**Email:** helenawilke@cunet.carleton.ca

\*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page:

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**ACKNOWLEDGEMENT & AFFIRMATION**

**ANISHNABE**

Ni manàdjyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd ki migiwewàdj.

Ni manàdjyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijewenimànànig ogog kà nigànì sòngideyedjig; weshkad, nongom; kaye àyànìkàdj.

**ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future.

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**COURSE DESCRIPTION**

The emergence of criminology as a knowledge established new social strategies around the figure of the criminal. During the eighteenth-century, imprisonment was also accepted and configured as the main punishment system to address the treatment of the then forged criminal-social enemy, through ways to detect and prevent habits, manners, and behavior attached to moral categories. The course will start situating the birth of those criminology strategies to debate how it is reproduced on present-day practices of punishment reflecting on social, political, and cultural

processes that make certain people criminal and reinforce dominant perspectives on race, class, gender, sexuality, and citizenship. The survey will give attention to punishment displacements in front of contemporaneous problems, such as the mass incarceration phenomena, its effects, and the tactics to respond to those problems as well. Students will be asked to discuss how representations of the figure of the criminal are inscribed within legal discursive and stigmatizing regimes – sometimes as a victim of the penal system, at other times as a threat to be contained and/or pacified. The course will make use of national official reports, international organization's reports on the treatment of crime and violence, news, movies, documentaries, and resistance movements work, to enable students to have a clearer view of modern penalizations by analyzing its genealogy and contemporary effects. They will be asked to think through critical and resistance perspectives on criminalization processes and practices as well as the punitive measures that are at play in society and by the state.

### **LEARNING OUTCOMES**

- Students will gain an understanding of the practical implications and theoretical foundations of contemporary representations of punishment.
- Students will be exposed to present-day practices and representations of punishment while developing their practical and analytic skills.
- Students will be provided with an opportunity to communicate their understanding of the material course content in a critical manner.

### **TEXTS**

- Links to journal articles and book chapters may be accessed through Ares.
- Links to media will be provided in the course outline and on Brightspace.

### **COURSE CALENDAR**

<b>Class schedule &amp; Due Dates</b>	<b>Readings</b>
<b>Class 1: Sept 8</b> Emergence of the prison and the figure of the criminal	FOUCAULT, Michel. <i>The Punitive Society - Lectures at the Collège de France 1972-1973</i> . New York: Palgrave Macmillan, 2015. Chapters: "24 January"; "7 February"  <b>Additional resources</b> FOUCAULT, Michel. <i>The Punitive Society - Lectures at the Collège de France 1972-1973</i> . New York: Palgrave Macmillan, 2015. Chapters: "21 February"; "Course context", pp. 265-311.
<b>Class 2: Sept 15</b> Mass incarceration: a global project	WACQUANT, Loïc. <i>Prisons of Poverty</i> . Minneapolis: University of Minnesota Press, 2009. Chapters: "Introduction: The Return of the Prison"; "How America Exports Its Penal Common Sense"; "Manhattan, Crucible of the New Penal Reason"; "The Globalization of "Zero Tolerance".  <b>Additional resources</b> Documentary "13 <sup>th</sup> ". <a href="https://www.imdb.com/title/tt5895028/">https://www.imdb.com/title/tt5895028/</a>
<b>Class 3: Sept 22</b> Moral panic and the new culture of crime control	GARLAND, David. <i>On the concept of moral panic</i> . <i>Crime, Media, Culture</i> 2008 4:1, 9-30.  KOHM, S. A. (2009). <i>Naming, shaming and criminal justice: Mass-mediated humiliation as entertainment and punishment</i> . <i>Crime, Media, Culture</i> , 5(2), 188–205. <a href="https://doi.org/10.1177/1741659009335724">https://doi.org/10.1177/1741659009335724</a>  <b>Additional resources</b> GARLAND, David. "A History of the Present". In: <i>The Culture of Control. Crime and Social Order in Contemporary Society</i> . Chicago: The University of Chicago Press, 2001, pp. 1-27.

<p><b>Class 4: Sept 29</b> Police dramaturgy and utopia of security</p>	<p>MONAGHAN, J. (2022). <i>Performing counter-terrorism: Police newsmaking and the dramaturgy of security</i>. <i>Crime, Media, Culture</i>, 18(1), 21–39. <a href="https://doi.org/10.1177/1741659020966370">https://doi.org/10.1177/1741659020966370</a></p> <p>LINNEMANN, T. (2019). <i>Bad cops and true detectives: The horror of police and the unthinkable world</i>. <i>Theoretical Criminology</i>, 23(3), 355–374. <a href="https://doi.org/10.1177/1362480617737761">https://doi.org/10.1177/1362480617737761</a></p> <p><b>Additional resources</b> MONAGHAN, J; MOLNAR, Adam (2016) Radicalisation theories, policing practices, and “the future of terrorism?”, <i>Critical Studies on Terrorism</i>, 9:3, 393-413, DOI: 10.1080/17539153.2016.1178485</p> <p>TV Serie “True Detective”. Available at: <a href="https://www.imdb.com/title/tt2356777/">https://www.imdb.com/title/tt2356777/</a>.</p>
<p><b>Class 5: Oct 6</b> Becoming closer to the police</p>	<p>SANDHU, A., &amp; HAGGERTY, K. D. (2017). <i>Policing on camera</i>. <i>Theoretical Criminology</i>, 21(1), 78–95. <a href="https://doi.org/10.1177/1362480615622531">https://doi.org/10.1177/1362480615622531</a></p> <p>CHRISTOPHER J. SCHNEIDER (2016) <i>Police presentational strategies on Twitter in Canada</i>, <i>Policing and Society</i>, 26:2, 129-147, DOI: 10.1080/10439463.2014.922085</p> <p><b>Additional resources</b> ROYAL CANADIAN MOUNTED POLICE. Body-worn cameras. Available at: <a href="https://rcmp.ca/en/body-worn-cameras">https://rcmp.ca/en/body-worn-cameras</a></p>
<p><b>Class 6: Oct 13</b> Black enslavement, settler colonialism, and punitive</p> <p><b>First Critical Summary and first Media Analysis due at the next week (Oct 19)</b></p>	<p>REECE, Rai. 2020. “Carceral Redlining: White Supremacy is a Weapon of Mass Incarceration for Indigenous and Black Peoples in Canada.” <i>Yellowhead Institute</i> 25.</p> <p>MAYNARD, Robyn. 2017. “Devaluing Black Life, Demonizing Black bodies: Anti-Blackness from Slavery to Segregation”. In <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>. Winnipeg: Fernwood Publishing, pp. 17-49.</p> <p><b>Additional resources</b> Akwasi Owusu-Bempah. 2021. “Understanding the impact of racism, colonialism, and poverty on Canada’s criminal justice system”. <a href="https://maytree.com/publications/understanding-the-impact-of-racism-colonialism-and-poverty-on-canadas-criminal-justice-system/">https://maytree.com/publications/understanding-the-impact-of-racism-colonialism-and-poverty-on-canadas-criminal-justice-system/</a></p>
<p><b>Class 7: Oct 20</b> Repenalization and penal alternatives in Canada</p>	<p>SMANDYCH, Russell. “Canada: Repenalization and Young Offenders’ Rights. <i>Comparative Youth Justice: Critical Issues</i>”. In: MUNCIE, John and GOLDSON, Barry (Eds.). <i>Comparative Youth Justice</i>. California: Sage Publications Ltd, 2006, pp. 19-33.</p> <p><b>Additional resources</b> DEPARTMENT OF JUSTICE CANADA. <i>Indigenous Youth Roundtables - Overrepresentation of Indigenous Youth in Canada’s Criminal Justice System</i>. Canada, 2019.</p>
<p><b>Oct 27 - Fall break, no classes</b></p>	
<p><b>Class 8: Nov 3</b> Incarcerating indigenous people in a “post-colonialist” society</p>	<p>CHARTRAND, Vicki. <i>Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada</i>. <i>Canadian Journal of Criminology and Criminal Justice</i>, Toronto, v. 61, n. 3, 2019, pp. 67-89.</p> <p>BALFOUR, G. (2008). <i>Falling Between the Cracks of Retributive and Restorative Justice: The Victimization and Punishment of Aboriginal Women</i>. <i>Feminist Criminology</i>, 3(2), 101–120.</p>

	<p><a href="https://doi.org/10.1177/1557085108317551">https://doi.org/10.1177/1557085108317551</a></p> <p><b>Additional resources</b>            CHARTRAND, Larry and HORN, Kanatase. <i>A Report on the Relationship between Restorative Justice and Indigenous Legal Traditions in Canada</i>. Department of Justice Canada, 2016. Available at: <a href="https://www.justice.gc.ca/eng/rp-pr/jr/rjilt-jrtja/rjilt-jrtja.pdf">https://www.justice.gc.ca/eng/rp-pr/jr/rjilt-jrtja/rjilt-jrtja.pdf</a>.</p>
<p><b>Class 9: Nov 10</b>            The War on Drugs</p>	<p>OWUSU-BEMPAH, Akwasi, and LUSCOMBE, Alex. 2021. "An Examination of Cannabis Arrest Data by Race in Five Cities." <i>The International journal of drug policy</i> 91: 102937–102937.</p> <p>MUEHLMANN, Shaylih. 2018. "The Gender of the War on Drugs". <i>Annual review of anthropology</i> 47(1): 315-330.</p> <p><b>Additional resources</b>            Canadian Drug Policy Coalition. 2022. "History of Drug Policy in Canada". <a href="https://drugpolicy.ca/about/history/">https://drugpolicy.ca/about/history/</a></p>
<p><b>Class 10: Nov 17</b>            Sex Work, Sex Trading, and Sex Trafficking</p>	<p>HUNT, Sarah. 2016. "Representing Colonial Violence: Trafficking, Sex work, and the Violence of Law." <i>Atlantis</i> 37.2 (1): 25-39.</p> <p>LYONS, Tara et al. 2017. "Negotiating Violence in the Context of Transphobia and Criminalization: The Experiences of Trans Sex Workers in Vancouver, Canada". <i>Qualitative Health Research</i>, 27(2): 182-190.</p> <p><b>Additional resources</b>            MAYNARD, Robyn. ND. <i>Carceral Feminism: The Failure of Sex Work Prohibition</i>. <a href="https://robynmaynard.com/writing/carceral-feminism-the-failure-of-sex-work-prohibition/">https://robynmaynard.com/writing/carceral-feminism-the-failure-of-sex-work-prohibition/</a>. Fuse Magazine 35(3). Abolition.</p>
<p><b>Class 11: Nov 24</b>            Queer abolitionism and insurrection</p> <p><b>Second Critical summary and second Media Analysis due at the next week (Nov 30)</b></p>	<p>MARTINS, Alexandre; COELHO, Maria. <i>Notes on the (Im)possibilities of an Anti-colonial Queer Abolition of the (Carceral) World</i>. <i>Queer Liberation means Prison Abolition</i>, v. 28, issue 2, 2022, pp. 207-226.</p> <p>BAROQUE, Fray &amp; EANELLI, Tegan (Eds.). "Introduction"; "Timeline". In: <i>Queer ultraviolence - Bash Back! Anthology</i>. Ardent Press, 2011.</p> <p><b>Additional resources</b>            Bash Back! Is Back Reviving an Insurrectionary Queer Network: An Interview. Available at: <a href="https://pt.crimethinc.com/2023/04/27/bash-back-is-back-the-return-of-insurrectionary-queer-organizing-an-interview">https://pt.crimethinc.com/2023/04/27/bash-back-is-back-the-return-of-insurrectionary-queer-organizing-an-interview</a></p>
<p><b>Class 12: Dec 1<sup>st</sup></b>            Brazilian police and abolition</p> <p><b>Final essay due at the next week (Dec 8th)</b></p>	<p>AUGUSTO, Acácio. <i>The Urgency of Police Abolition. And a note on moral anti-racism</i>. <i>Spectre Journal</i>, 2023.</p> <p><b>Additional resources</b>            The Guardian. <i>How did Rio's police become known as the most violent in the world?</i>. 08/03/2016. Available at: <a href="https://www.theguardian.com/global-development-professionals-network/2016/aug/03/rio-police-violent-killing-olympics-torture">https://www.theguardian.com/global-development-professionals-network/2016/aug/03/rio-police-violent-killing-olympics-torture</a></p> <p>UNICEF. <i>Country Office Annual Report 2019 – Brazil</i>. Available at: <a href="https://www.unicef.org/media/90476/file/Brazil-2019-COAR.pdf">https://www.unicef.org/media/90476/file/Brazil-2019-COAR.pdf</a>.</p>

## EVALUATION

### 1. Critical summaries – 30% (2x15%)

**Due: October 19th / November 30th**

Two critical summaries will be required during the course. The first critical summary must be submitted by October

19th and address one reading from the referred period until this deadline, picked by the student, while the second must be submitted by November 30th, addressing one reading of this second part of the course.

These critical summaries should not only summarize the content but also demonstrate engagement with the readings, addressing questions such as: What are the main arguments and conclusions of the authors? How do the authors explore them? In what context do these arguments were made? What is the author's contribution to the subject, and how can their work be used for contemporary representations of punishment?

Format: 2-3 pages each; Times New Roman font 12 or something of comparable size; double spaced.

Please note that Pages (mac) is not supported by Brightspace. \*Please note that the submission portal on Brightspace closes at 11:59pm each week, and NO late assignments will be accepted.

## **2. Media analysis – 30% (2x15%)**

**Due: October 19th / November 30th**

Will be required two analyses to be written based on one media text outside the course that the student can relate with at least one reading of the course. You should argue about the choice of the text and situate how the media case is presented, how the criminology knowledge appears, who is impacted, and how, focusing on issues of race, colonization, gender, and sexuality.

Format: 3-5 pages each; Times New Roman font 12 or something of comparable size; double spaced.

Please note that Pages (mac) is not supported by Brightspace. \*Please note that the submission portal on Brightspace closes at 11:59pm each week, and NO late assignments will be accepted.

## **3. Final Essay – 40%**

**Due: December 8th**

The final essay should address a minimum of three readings addressed throughout the course. The student is expected to connect their main arguments and contributions and demonstrate how engaging with these readings can help analyze the criminological discourse in the current moment. The analysis must present a hypothesis to be sustained. To achieve this, the use of additional bibliography from outside the course is also permitted.

Format: 8-10 pages; Times New Roman font 12 or something of comparable size; double spaced.

Any academic citation style may be used as long as you remain consistent. The library provides a helpful list of acceptable academic guides <https://library.carleton.ca/guides/help/citing-yoursources>. Make sure to use a format that Brightspace supports (e.g., doc, docx, pdf, rtf, etc.). Please note that Pages (mac) is not supported by Brightspace.

\*Please note that the submission portal on Brightspace closes at 11:59pm each week, and NO late assignments will be accepted.

## **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>