

CARLETON UNIVERSITY
INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE
CRCJ 4001D: SPECIAL TOPICS IN CRIMINOLOGY: ABOLITIONISM
WINTER 2018

Instructor: Dr. Erin McCuaig-Lambrinakos

Office: TBA

Office Hours: by appointment only* (please give at least 48 hours notice by email)

Email: erin.mccuaig@carleton.ca

Student questions sent by email generally receive a response within two business days or during the following class if taken place within 48 hours of receipt of the email. If the level of language used is inappropriate, or the information sought can be found on the syllabus or University website, the email will not be responded to. To minimize potential viral contamination, please do not include attachments in emails and only use your Carleton University email address when emailing the professor. If you have a lengthy email, it is best to instead address the concern in person with the instructor.

Course meets: Monday 2:35pm-5:35pm

Course location: Please check Carleton Central for current room location.

PRE-REQUISITES COURSES: fourth-year standing in B.A. Honours in Criminology and Criminal Justice.

On CU Learn: Yes

OFFICIAL COURSE DESCRIPTION

Seminar course. Examination of a special topic in criminology. Topics to be announced in advance of registration each year.

GENERAL COURSE OBJECTIVES

This course critically analyzes the historical and present use of imprisonment in North America. In doing so, particular emphasis will be placed on the following areas: mass incarceration, prison privatization, the prison labor movement and the 'war on crime/drugs' and its resultant sentencing strategies. The penal abolitionist movement will be explored with aims of decarceration (particularly for non-violent and poverty related offences) and considerations for purposeful, community oriented alternatives to incarceration in particular, restorative and transformative models of justice will be presented.

SPECIFIC COURSE OBJECTIVES

- To understand the historical emergence of mass incarceration, prison labour, get 'tough on crime' laws and policies, and the war on drugs
- To learn about the social movement of penal abolition, and the goal of decarceration.
- To examine alternatives to incarceration, such as transformative justice.
- To theoretically examine the need to remain outside the carceral system when proposing alternatives to incarceration.

ASSESSMENT METHODS

You will be tested on course readings, lecture material, guest lecture material, and any films shown in class. All course requirements **MUST** be fulfilled in order to receive a passing grade. There is no possibility for make-up or extra credit assignments, therefore please refrain from emailing the professor regarding this

query. If you do not show up on the date of the scheduled exams, you will receive an F (Failure) for the course.

Students are responsible for taking their own notes on each lecture. Lecture notes are not posted on virtual campus nor are the power point slides (which are used as a baseline guide to each lecture). If a student misses a class, it is their responsibility to obtain the notes from a class mate (please refrain from emailing the professor regarding this issue). As this is a seminar, students are to come to class prepared, having done the readings and to be ready to participate in discussion. Cultivating class discussion is an effective method for students to enhance their learning experience, to practice their critical argumentation skills and to internalize new material. Given this, students can expect to be signalled (spontaneously) by the professor to share their insights on each weekly lecture topic/readings. Bonus marks are at times assigned to those students who demonstrate exceptional class participation.

Student reservations regarding grading are to be addressed with the instructor within the first week of receiving the grade. The meeting must be accompanied by a 1 page summary outlining the issue with marking and reasons/evidence for re-evaluation. Following this, a re-evaluation will be made, however it is important to note that the grade can either 1) stay the same 2) increase or 3) decrease.

LATE POLICY & ABSENCE FROM MIDTERM EXAMS

Class attendance is important to successfully complete this course and attendance will be taken at the start of each lecture. Late submissions for term work without appropriate justification will not be accepted. Illness and bereavement (supported by appropriate documentation) are the only excuses accepted for missed midterms. If you miss a midterm exam for one of these reasons, obtain the appropriate documentation and contact me immediately (within 24 hours) to arrange a makeup midterm. Makeup midterm exams must be written within 7 days of the original exam date. In order to participate in a makeup midterm, a student must receive written permission from the instructor.

DEFERRED TERM WORK

Students who are unable to complete term work or final assignments because of illness or other circumstances beyond their control, which forces them to delay submission of the work, are responsible for notifying their instructor and for making alternate arrangements with the instructor within 3 working days after the term work / final assignment was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Instructors will review requests and relevant supporting documentation to determine if accommodation is warranted but are not obligated to provide extensions where appropriate circumstances have not been established. Term work and final term work cannot be deferred by the Registrar. If a student is concerned the instructor did not respond to their request, they may consult with the department/school/institute chair/director.

EVALUATION

All components must be completed in order to receive a passing grade

Midterm Examination (30%) February 26, 2018

May consist of multiple choice, short and/or long answer questions

Presentations (20%) March 5 – April 2, 2018

Independently or in groups of no more than 4 people, you are required to present on one of the assigned readings from the course pack (details and schedule to be discussed at the onset of the semester). Each seminar presentation will be approximately 20-45 minutes in length (to be determined depending on class size). You are not lecturing the class for the entirety of the presentation. Remember that this is a seminar and you are therefore responsible for providing several questions to help guide student discussions and

debates. You are to do outside /formal research, and to link the subject of the article to topical issues that relate to the course. Discussion related to your topic issue can be further cultivated through ice-breaking activities, exercises, and so forth. Please note that should you decide to work in a group, it is your responsibility to have your portion of the work completed. Issues regarding group distribution of work load is to be remedied within the group. The professor will not accept complaints towards other group member's lack of work load or productivity.

Final take home exam (50%) Due: April 26, 2018 from 8:30am-9:30am (location to be announced)

The final exam will be posted on CU learn on April 9. It will be open book, in written format and will require the use of the course articles/text and outside scholarly critical literature. In doing so, students are required to use APA reference style formatting. All written work on the take-home exam must be that of the individual student.

PLEASE NOTE

1. Students are required to bring their Carleton University student identification card (driver's license or credit card is not accepted) with them for each exam submitted and be prepared to sign a submission/attendance sheet.
2. Marks will be released on cu learn. Please allow a timeframe of approximately two weeks for exams/assignments/presentations to be marked.
3. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

REQUIRED READING

- (1) Christie, N. (2000). 3rd Edition. *Crime Control as Industry: Towards Gulags Western Style*. New York: Routledge. Available at the Carleton University bookstore.
- (2) Course Reader – Accessible through Ares (Carleton University Library Reserves)

COURSE WEB PAGE (cuLearn)

The course website will contain selected course readings, the course outline, announcements, and student grades. It is located at <https://carleton.ca/culearn/>

CLASSROOM CONDUCT

1. Please refrain from talking/whispering to your classmates during lectures as it distracts the professor and takes away from the learning of other students. If you are unable to do so, you will be asked to leave the classroom. Class participation is strongly encouraged to enhance the lecture material therefore if you would like to contribute to discussion, please raise your hand and wait to be selected.
2. Communication and other technological devices (cellular phones, ipads/ipods, cameras, musical devices) should be shut off or silenced during the lecture to minimize disruption. Please do not attempt to covertly text message during lectures by concealing your cellular phone under the desk. **The use of recording (audio or visual) devices and/or photo taking is NOT permitted. Lectures are not allowed to be recorded and this also applies to any invited guest speakers. Laptops are permitted for note taking only**, thus frequenting social media websites/or surfing the internet during lectures and, or displaying inappropriate imagery is not permitted.
3. If you are late for a class, please quietly enter the lecture hall and locate the nearest open seat to minimize disruption.

SCHEDULE

Jan 8: Introducing, locating and understanding abolition

1. Mathiesen, T. (2008). The Abolitionist Stance, *Journal of Prisoners on Prisons*,

17(2): 58-63.

2. Davis, A. (2003). Introduction – Prison Reform or Prison Abolition? in *Are Prisons Obsolete?* New York: Seven Stories Press, pp. 9-21.

January 15: Mass imprisonment

1. Christie, N. (2000). Chapters 1-7 in *Crime Control as Industry*. London: Routledge.
2. Cohen, S. (1985). Master Patterns (pp.13-39) in *Visions of Social Control*. Oxford: Polity Press.

January 22: Privatization & prison industry

Guest speaker: J. Shook: Research assistant: Carceral Cultures; Editorial Assistant: Journal of Prisoners on Prisons.

1. Christie, N. (2000). Chapters 8-12 in *Crime Control as Industry*. London: Routledge.
2. Lafer, G. (2003). The Politics of Prison Labour (pp.120-128) in T. Herval & PP. Wright (Eds.) *Prison Nation: the Warehousing of America's Poor*. New York: Routledge.
3. Anonymous. (2011). Prison Labour in Canada. *Briarpatch*, 40(6), 22-24.

January 29: Conditions of confinement – Considerations of mental illness, women and addiction

1. Kilty, J. (2012). "It's like they don't want you to get better": Practising Psy' in the Carceral Context", *Feminism & Psychology*, 22(2), 162-182.
2. Pollack, S. (2009). "You Can't Have it Both Ways": Punishment and Treatment of Imprisoned Women. *Journal of Progressive Human Services*, 20(2), 112-128.

February 5: Conditions of confinement – Isolation and segregation

Guest speaker: Jean-Frédéric Boulais: Director of Investigations/Legal Counsel: Office of the Correctional Investigator

1. Arrigo, B., & Bullock, J. (2008). The Psychological Effects of Solitary Confinement on Prisoners in Supermax Units: Reviewing What We Know and Recommending What Should Change. *International Journal of Offender Therapy and Comparative Criminology*, 52(6), 622-640.
2. Liebling, A. (2011). Moral Performance, Inhuman and Degrading Treatment and Prison Pain. *Punishment & Society* 13(5), 530-550.

February 12: Silenced voices and experiences: the special circumstances of children of prisoners

1. Nesmith, A. & Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency, in their own words. *Children and Youth Services Review*, 30(10), 1119-1130
2. Wildeman, C., & Western, B. (2010). Incarceration in Fragile Families. *The Future of Children*, 20(2), 157-177.

February 19: class cancelled/reading week break*

Note that the Professor will not be holding office hours during in this week

February 26: Midterm Examination (30%)

March 5: Imprisonment and race – presentations stream 1

1. Wacquant, L. (2002). From Slavery to Mass Incarceration. *New Left Review* 13, 41-60.
2. Razack, S. (2000). Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George *Canadian Journal of Law and Society*, 15(2), 91-130.
3. Landau, T. (2006). Plus ça change? 'Correcting' Inuit inmates in Nunavut, Canada. *The Howard Journal of Criminal Justice*, 45(2), 191-207. *Canadian Journal of Law and Society*, 15(2), 91-130.

March 12: Child imprisonment – presentations stream 2

1. Goldson, B., & Kilkelly, U. (2013). International human rights standards and child imprisonment: Potentialities and limitations. *The International Journal of Children's Rights*, 21(2), 345-371.
2. Kloepfer, A. (2011). Denial of hope: Sentencing children to life in prison without the possibility of parole. *Journal of Civil Rights and Economic Development*, 26(2), 387-413.
3. Hemmings, A. & Lashuay, J. (2009). Throwaway Kid: A Case of Responsibility of, and for, Juvenile Lifers, *Journal of Prisoners on Prisons*, 18 (1&2) 39-58.

March 19: Alternatives I: Restorative Justice –presentations stream 3

1. Jung, J., Green, D., & Gilbert, M. (2011). Putting a Human Face on Crimes: A Qualitative Study on Restorative Justice Processes for Youths *Child Adolescent Social Work Journal* 28, 335–355
2. Hulsman, L. (1986). Critical Criminology and the Problem of Crime (p.25-41) in H. Bianchi & R. van Swaaningen (Eds.) *Abolitionism: Towards a Non-Repressive Approach to Crime*. Amsterdam: Free University Press
3. Pranis, K. (2001). *Restorative Justice, Social Justice, and the Empowerment of Marginalized Populations* (pp. 287-306) in *Restorative Community Justice: Repairing Harm and Transforming Communities*, G. Bazemore & M. Schiff (Eds.). Cincinnati, Ohio: Anderson Publishing Company. (ISBN: 1583605061)

March 26: Alternatives II: Assessing the RJ paradigm & Considerations of Transformative Justice –presentations stream 4

1. Mathiesen, T. (1974). the Unfinished (pp.13-36) in *The Politics of Abolition: Essays in Political Action Theory*. Oxford: Martin Robertson. (ISBN: 0470576278).
2. Piche, J. & Strimelle, V. (2007). Restorative Justice Program Evaluation Frameworks: A Site of Pitfalls and Opportunities. *International Journal of Restorative Justice* 3(2) (pp.40-56). (ISSN: 1715-2011)
3. Morris, R. (2000). What is Transformative Justice? in *Stories of Transformative Justice*, Toronto: Canadian Scholars' Press, pp. 3-22.
4. Morris, R. (1998). Two Kinds of Victims: Meeting Their Needs. *Journal of Prisoners on Prisons* 9 (2) (pp.93-98).

April 2: Concluding thoughts: Necessary steps in Abolitionism – presentations stream 5

1. Carrier, N., & Piché, J. (2015) “*The State of Abolitionism*”, Penal Field, XII.
2. Carrier, N., & Piché, J. (2015) “*Blind Spots of Abolitionist Thought in Academia: On Longstanding and Emerging Challenges*”, Penal Field, XII.

April 9: Last day of class: Final take home exam posted and discussed

PLEASE NOTE

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

ACADEMIC WITHDRAWAL

The last day for academic withdraw from a winter 2018 course, is April 11, 2018.

OFFICIAL FINAL EXAMINATION PERIOD

Winter 2018 courses: April 14-26, 2018 (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year. Please refer to:
[Undergraduate/Graduate](#)

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

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).

RESOURCES (613-520-2600)

Registrar's Office (3500) 300 Tory
Academic Advising Centre (7850) 302 Tory
Paul Menton Centre (6608) 501 University Centre
Writing Tutorial Service (3822) 4th fl Library
Centre for Student Academic Support (3822) 4th fl Library