

Course Outline

COURSE:	CRCJ3201A: Carceral Geographies: Space, Confinement, and the Carceral State
TERM:	Fall 2026
PREREQUISITES:	CRCJ 1000, third-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.
CLASS:	Day & Time: Tuesday 8:35-11:25am Room: Please check Carleton Central for current room location.
INSTRUCTOR:	Jaime Snow (she/her)
CONTACT:	Office: Dunton 1720B (17th floor) Office Hrs: By appointment (via Zoom or in-person) *Email: jaimesnow@cunet.carleton.ca

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/449239>

ACKNOWLEDGEMENT & AFFIRMATION**ANISHNABE**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

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

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nìgijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

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.

COURSE DESCRIPTION

This course introduces students to carceral geography, an interdisciplinary approach that examines the relationship between space, power, and punishment. Moving beyond the prison as the primary site of analysis, this course explores how carceral practices shape everyday spaces, regulate mobility, organize populations, and produce forms of inclusion and exclusion. Students will examine the development of the Canadian carceral state, colonial and racialized systems of spatial control, borders and containment, surveillance, prison design and reform, counter-mapping practices, and abolitionist approaches to justice and social transformation. Through an engagement with foundational theoretical texts and contemporary case studies, students will critically analyze how carceral logics operate across institutions, communities, and landscapes, while exploring possibilities for resistance, (re)imagining justice, and transforming systems of punishment and control.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Critically examine what constitutes carceral space and how carceral practices extend beyond traditional sites of confinement.
- Critically evaluate policing, prisons, and punishment as socio-spatial processes that operate across diverse and interconnected landscapes, including spaces not typically understood as carceral.
- Analyze the relationship between architecture, spatial design, and systems of power, recognizing how environments both reflect and reinforce social, political, and institutional relations.
- Demonstrate an understanding of space and spatiality as both objects of study and methods of critical social inquiry.
- Develop and communicate critical analyses through clear and effective written and oral communication for both academic and non-academic audiences.

COURSE TEXTS

Students are not required to purchase textbooks or other learning materials for this course. All course materials will be made available on Brightspace and through Ares.

EVALUATION

Please read the detailed assignment guidelines provided on Brightspace before writing any of your assignments. The following are general descriptions.

Assignment	Weight	Due Date
Reading Quizzes	4 x 5% = 20%	Quiz 1: September 29 th Quiz 2: October 13 th Quiz 3: November 17 th Quiz 4: December 1 st
Carceral Space Analysis (Take-Home Midterm)	30%	October 23 rd (11:59pm)
Project Proposal & Annotated Bibliography	15%	November 10 th (11:59pm)
Final Project	35%	December 11 th (11:59pm)

Please note: All course components must be completed to earn a passing grade.

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.

Reading Quizzes (4 x 5% for a total of 20%)

Students will complete **4 in-person multiple-choice quizzes** based on the assigned readings throughout the

semester. Each quiz will consist of 15 questions with a 25-minute time limit.

The quizzes are designed to support engagement with assigned readings and assess understanding of key concepts, theoretical frameworks, and debates explored in the course. Each quiz is worth 5% of the final grade and will be completed during class time.

Carceral Space Analysis (Take-Home Midterm) (30%)

Students will complete a take-home analytical assignment that applies course concepts to an observed or experienced space. The take-home midterm invites students to examine how carceral logics operate within everyday environments.

Students will select a site that reflects forms of spatial regulation, surveillance, exclusion, containment, mobility management, or social control and analyze it through the lens of carceral geography. Possible sites may include public transit systems (e.g., O-Train stations, OC Transpo buses), shopping centers, university campuses, security infrastructures, surveillance technologies, or other everyday environments.

Students are encouraged to discuss their proposed site with the instructor prior to beginning the assignment.

Part 1: Field Observation (2 pages)

Select an everyday space and critically observe how it is organized and experienced.

Your submission should include:

- A brief description of the selected site and your observations.
- Two to three photographs, sketches, or hand-drawn maps illustrating key features of the space (**Note:** students will be evaluated on the quality of their critical analysis rather than technical or artistic skills).
 - Photographs, sketches, or maps should be referenced and discussed within your analysis.
- A discussion of questions such as:
 - Who can enter and/or move through this space?
 - Who is monitored or excluded?
 - How is movement organized or restricted?
 - What behaviours are encouraged or discouraged?
 - What forms of visibility or invisibility exist?

Part 2: Theory Application (4-6 pages)

Drawing on course readings and concepts, respond to the following questions:

1. How does your chosen space demonstrate the relationship between spatial organization and systems of control?
2. How does this space regulate mobility, access, or belonging? Connect your analysis to theories of space and power discussed in class.
3. What does examining this space reveal about carceral power that a focus on traditional carceral spaces might overlook?

Assignment Requirements:

- Length: 6-8 double-spaced pages (excluding the title page, photographs/sketches/maps, and references).
- Formatting: 12-point Times New Roman font, 1-inch margins, APA 7th edition.
- Sources: Your analysis should engage with **four** assigned course readings and incorporate relevant course concepts throughout. Students are encouraged to draw connections across readings rather than summarize each reading individually.

Final Project Proposal & Annotated Bibliography (15%)

Students will submit a proposal outlining their chosen final project pathway (see additional details below).

Students may choose one of the following options:

- **Option A:** Research Paper
- **Option B:** Critical Zine Project

The purpose of this assignment is to support the development of a feasible final project while providing students' opportunities for early feedback before final submission.

Requirements for **BOTH** options:

- A research question, guiding inquiry, or topic statement;
- A brief explanation of the project's significance and connection to course themes;
- A preliminary thesis, argument, or critical intervention;
- An annotated bibliography containing at least **five scholarly sources**.
 - Each annotation should summarize the source and explain its relevance to the proposed project. Examples of annotated bibliography entries will be discussed in class.

Evaluation Criteria:

1. Clarity and significance of research question(s);
2. Connection to course themes and concepts;
3. Quality and relevance of scholarly sources;
4. Quality of annotation and project planning.

Final Research Paper or Zine Project (35%)

The final assignment asks students to synthesize course concepts, assigned readings, and independent research through either a traditional research paper or a critical zine project.

Students must choose **ONE** of the following options.

Option A: Research Paper

Students will write a research paper examining a topic related to carceral geography.

Requirements:

- 10 double-spaced pages;
- A clear thesis and sustained argument;
- Engagement with assigned course readings;
- At least five additional scholarly sources beyond assigned course materials;
- APA in-text citations and reference list.

Possible research topics include, but are not limited to:

- Prison architecture and design;
- Surveillance technologies;
- Policing and urban space;
- Incarceration and colonial spatial ordering;
- Abolitionist spatial alternatives to punishment;
- Everyday carceral spaces.

Option B: Critical Zine Project

Students will create a zine and accompanying write-up that critically examines a topic related to carceral geography.

Your critical zine project must include:

Part 1: Zine

An 8-page/panel zine that communicates the project's critical analysis through a mix of text, images, visual design, archival materials, creative writing, or other media.

The format of the zine may vary depending on design choices (e.g., folded, booklet-style, or digital formats).

Part 2: Critical Reflection

An accompanying 4-5 page reflection addressing:

1. The zine's goals and research question;
2. Course concepts and readings that informed the project;
3. The research process and methodological choices;
4. The strengths and limitations of using zine making as a critical method;
5. What the project reveals about carceral geography that may be obscured in conventional representations of punishment in Canada.

Requirements:

- Engagement with course readings;
- At least five additional scholarly sources beyond assigned course materials;
- APA citations and reference list.

NOTE: Zine projects will not be evaluated based on artistic talent. Assessment will focus on critical engagement, analytical depth, synthesis of course material, originality, and effectiveness of communication.

Final Project Evaluation Criteria (BOTH Options):

- Engagement with course concepts and readings;
- Critical analysis and synthesis;
- Research and use of evidence;
- Originality and insight;
- Organization, clarity, and effectiveness of communication.

CITATION STYLE

ALL written assignments must follow **APA (7th edition)** citation guidelines.

Both direct quotations and paraphrased material must include in-text citations with the appropriate page number(s). A complete reference list must also be included with each assignment.

LATE PENALTIES

Late assignments will be deducted a penalty of 2% per day submitted after the due date (including weekends) except under exceptional circumstances. If you require an extension, please contact me as soon as possible and, where possible, make arrangements with me before the assignment deadline.

Computer failure, conflicts with work schedules, or similar problems can often be avoided through advanced planning and are not typically considered grounds for an extension. Students submitting late assignments must submit them via the assignment link on Brightspace. Students are responsible for retaining an extra copy of any assignment submitted for evaluation.

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 failing to acknowledge sources with 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 follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

COURSE AI POLICY

Students may use AI tools **ONLY** for basic word processing functions, including grammar and spell checking (e.g., Grammarly, Microsoft Word Editor). It is not necessary to document the use of AI for the permitted purposes listed above.

This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students. The goal of adopting this policy is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals 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 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. For more information, please consult <https://wellness.carleton.ca/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)

E-MAIL POLICY

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that instructors will not send e-mails to students at any other addresses. If a class must be cancelled, or if there is any other matter that you should know about prior to class, you will be sent an email on your Carleton account.

The instructor and teaching assistant(s) will respond to emails within two business days. Please note that we typically read and respond to emails between 9:00am and 5:00pm, Monday to Friday. Emails received late on Friday may not be responded to until the following Tuesday.

COURSE CALENDAR

DATES	TOPIC	READINGS
Week 1: Tuesday, Sept. 15	Introduction to the Course	No required readings.
Week 2: Tuesday, Sept. 22	What is Carceral Geography?	Required Readings: 1. Moran, D. (2015). Chapter 2: Origins and dialogues in carceral geography: Spaces and practices of incarceration. In <i>Carceral geography: Spaces and practices of incarceration</i>. Routledge. 2. Moran, D. (2017). Carceral geography and the spatialization of carceral studies. In M. Brown & E. Carrabine (Eds.), <i>Routledge International Handbook of Visual Criminology</i> (1st ed., Vol. 1, pp. 89–100). Routledge. Suggested Further Reading: • Gilmore, R. W. (2007). Chapter 1: Introduction. In <i>Golden Gulag: Prisons, surplus, crisis, and opposition in globalizing California</i>. University of California Press. • Moran, D., Turner, J., & Schliehe, A. K. (2018). Conceptualizing the carceral in carceral geography. <i>Progress in human geography</i>, 42(5), 666-686.
Week 3: Tuesday, Sept. 29	Theories of Space, Power, and Control	Required Readings: 1. Moran, D. (2015). Chapter 3: Carceral spaces. In <i>Carceral geography: Spaces and practices of incarceration</i>. Routledge. 2. Foucault, M. (1995). Part 3 Chapter 3: Panopticism. In <i>Discipline and punish: The birth of the prison</i>. Vintage.

		Suggested Further Reading: Lefebvre, H. (1991). Chapter 2: Social space. In <i>The production of space</i>. Blackwell.
Week 4: Tuesday, Oct. 06	The Canadian Carceral State	Required Readings: - Mussell, L. (2023). Decolonizing research on the carceral in Canadian political science. <i>Canadian Journal of Political Science/Revue canadienne de science politique</i>, 56(3), 571-595. - Maynard, R. (2025). Introduction: On state violence and Black lives. In <i>Policing Black lives: State violence in Canada from slavery to the present</i> (Revised and expanded edition). Fernwood Publishing. Suggested Further Reading: - Martensen, K. M. (2020). Review of carceral state studies and application. <i>Sociology Compass</i>, 14(7), 1-11.
Week 5: Tuesday, Oct. 13	Everyday Carcerality	Required Readings: - Shanouda, F. (2026). The Carceral Geographies of the University. <i>International Mad Studies Journal</i>, 4(1), 1-25. - Davis, M. (2006). Fortress Los Angeles: The militarization of urban space. In <i>City of quartz: Excavating the future in Los Angeles</i> (pp. 221–263). Verso. Suggested Further Reading: - Brown, M. (2014). Visual criminology and carceral studies: Counter-images in the carceral age. <i>Theoretical criminology</i>, 18(2), 176-197.
Week 6: Tuesday, Oct. 20	Colonialism and the Spatial Ordering of Carcerality	Required Readings: - Simpson, L. B. (2017). Land as pedagogy. In <i>As We Have Always Done</i> (p. 145-174). University of Minnesota Press. - Chartrand, V., & Rougier, N. (2021). Carceral other and severing of people, place and land: Redefining the politics of abolition through an anti-colonial framework. In <i>Contesting carceral logic</i> (pp. 22-35). Routledge. Suggested Further Reading: - Gruber, A. (2023). Colonial carceral feminism. In <i>The Routledge International Handbook on Decolonizing Justice</i> (pp. 235-246). Routledge.
Tuesday, Oct. 27	Reading Week	No class / no readings!

Week 7: Tuesday, Nov. 03	Zine-Making Workshop with the Book Arts Lab	Required Readings: 1. Chennault, C., & Shicca, J. (2025). Abolition methodologies. <i>Environment and Planning D: Society and Space</i>, 43(1), 157-180. Suggested Further Reading: • Please see the Zine Resources folder on Brightspace
Week 8: Tuesday, Nov. 10	Borders, Mobility, and Containment	Required Readings: 1. Mountz, A., Coddington, K., Catania, R. T., & Loyd, J. M. (2013). Conceptualizing detention: Mobility, containment, bordering, and exclusion. <i>Progress in Human Geography</i>, 37(4), 522-541. 2. Gill, N. (2009). Governmental mobility: The power effects of the movement of detained asylum seekers around Britain's detention estate. <i>Political geography</i>, 28(3), 186-196. Suggested Further Reading: • Mountz, A. (2011). The enforcement archipelago: Detention, haunting, and asylum on islands. <i>Political Geography</i>, 30(3), 118-128.
Week 9: Tuesday, Nov. 17	Spatial Resistance and the Politics of Place	Required Readings: 1. Razack, S. H. (2015). "The Body as Placeless: Memorializing Colonial Power" In <i>Dying from improvement: Inquests and inquiries into Indigenous deaths in custody</i> (pp. 29-56). University of Toronto Press. 2. Gilmore, R. W. (2008). Forgotten Places and the Seeds of Grassroots Planning. In C. R. Hale (Ed.), <i>Engaging Contradictions: Theory and methods of activist scholarship</i> (p. 31-61). University of California Press.
Week 10: Tuesday, Nov. 24	The 'Humane' Prison: Design, Reform, and Failure?	Required Readings: 1. Moran, D., Jewkes, Y., & Turner, J. (2016). Prison design and carceral space. <i>Handbook on prisons</i>, 114-130. 2. Gilmore, R. W. (2007). Chapter 3: The prison fix. In <i>Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California</i> (pp. 85–127). University of California Press. Suggested Further Reading: • Moran, D. (2015). Chapter 11: Carceral cultural landscapes, post-prisons and the spectacle of punishment. In <i>Carceral geography: Spaces and</i>

		<i>practices of incarceration</i>. Routledge. Shammas, V. L. (2014). The pains of freedom: Assessing the ambiguity of Scandinavian penal exceptionalism on Norway's Prison Island. <i>Punishment & Society</i>, 16(1), 104-123.
Week 11: Tuesday, Dec. 1	Abolition Geography	Required Readings: - Gilmore, Ruth Wilson (2023). Abolition geography and the problem of innocence. In B. Bhandar & A. Toscano (Eds.), <i>Abolition Geography: Essays Towards Liberation</i> (pp. 471–495). Verso. - Hamlin, M. (2023). Geography's abolitionist turn: Notes on freedom, property, and the state. <i>Progress in Human Geography</i>, 47(6), 755–768. Suggested Further Reading: - Davis, A. Y. (2003). Chapter 6: Abolitionist alternatives. In <i>Are prisons obsolete?</i> Seven Stories Press.
Week 12: Tuesday, Dec. 8	Writing Workshop Space	No required readings. Rather than a traditional lecture, this class will function as a writing workshop for the Final Project.

**END OF TERM
ENJOY YOUR WINTER BREAK!**