

Course Outline

Course:	CRCJ4002C	The Spaces of Security Punishment Liberation
Term:	Winter 2023	
Prerequisites:	CRCJ 1000, CRCJ 2100, fourth year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or permissions of the Institute	
Class	Date and Time:	Tuesdays 8:35-11:25 Nicol 5010
Instructor:	Dr. Paul Sylvestre	
Contact:	Office:	N/A
	Office Hrs	By appointment
	Telephone	(250) 505-6982
	*Email	paul.sylvestre@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/131464>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwinini Anishinàbeg, ogoḡ kà nàḡadawàbandadjig iyo aki eko weshkad. Ako nongom egawikàd kì migiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogoḡ kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.

Nìgijeweninmànànig ogoḡ kà nìḡànì 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, and future.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form [click here](#).

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 [click here](#).

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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

COURSE DESCRIPTION

This course provides an introduction to using a critical geographic approach to analyze the relationships between policing, incarceration, and the production of space in North America. We will be drawing on foundational work in carceral and critical geographies to examine how the complex spatialities of security and punishment shape economic, political, and social geographies at scales and sites not typically associated with police and prisons. In doing so, we will seek a more expansive reading of carceral space, one that analytically uncouples policing and prisons from dominant figurations of crime and punishment, so we can foreground the largely invisibilized socio-spatial relations by, and through which carceral states govern the social production of uneven life chances. Interwoven with our critical spatial approach, we will explore radical spatial alternatives and resistance to prevailing geographies of security and punishment.

Course Organization

This is a seminar-style course comprised of student-led discussions based on course readings. There will be no lectures in this course. Each seminar will be divided into two parts. The first part of the seminar will consist of group discussions of assigned readings. The second part will be comprised of a mix of time devoted to supporting successful completion of your major group assignment (e.g. skills workshops, group work, short presentations) and invited guest speakers (see schedule for more precise breakdown). I strongly believe students learn in a variety of ways and that students can learn as much from each other as from the instructor through the interchange of ideas and by building on those ideas through collaboration. I see my role as facilitating your engagement with complex concepts and theories and to help you learn how to apply these to examine contemporary social conflicts. Active classroom discussion based on readings is the crux of this course. Fleshing out ideas through collaboration necessitates engagement with the course material. We owe it to each other to do our best to show up to class prepared.

Learning Outcomes

- 1. Conceptual/Theoretical:* This course will expand your geographic imaginaries about what constitutes the spaces of policing and prisons. More specifically, students will be able to critically evaluate policing and prisons as a set of contingent socio-spatial relationships dispersed across distinct, yet densely interconnected, landscapes that are not typically conceived of as carceral.
- 2. Methodological:* Students will demonstrate a working understanding of what it means to engage space and spatiality as both object *and* method of critical social inquiry.
- 3. Practical/ Applied:* Students will gain practical skills in crafting Access to Information and Privacy/Freedom of Information requests, constructing literature reviews and

theoretical frameworks for investigating social problems, and producing digital stories as a knowledge mobilization strategy.

Required Texts

- There are two books required for this course. For students not wishing to purchase hard copies, MacOdrum Library has unlimited eBook access for both texts. The books are:

Gilmore, R.W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press.

Story, B. (2019). *Prison land: Mapping carceral power across neoliberal America*. University of Minnesota Press.

- All other journal articles and videos can be accessed and downloaded in PDF format on Ares through Brightspace.

LEARNING ACTIVITIES AND ASSESSMENT

Weighting of Assessment

Individual Grades

- **Participation** **20%**
- **Take-home Examination** **20%**
- **Intra-group peer assessment** **5%**

Group Grades

- **Major Research Assignment (MRA)** **55%**

MRA Breakdown

- | | | |
|----|---|-----|
| 1. | Project Proposal | 5% |
| 2. | ATIP/FOI/MFIPPA request | 5% |
| 3. | Mini Lit Review and Theoretical Framework | 15% |
| 4. | Digital Story | 30% |

Please note: 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.

A. Participation (20%)

Student participation will make or break this course. Please come to class having completed and taken notes on the readings. Having opinions and critiques of the readings is great, but I would also encourage students to come to class with clear and concise questions about the readings. I have found questions can be a better mechanism for generating discussion. I appreciate that there are a variety of ways to participate in a discussion. Grades awarded solely for monologues tend to privilege more extroverted individuals. Active listening, asking questions, sharing supplementary materials that relate to the readings, and other forms of engagement can count toward participation. In addition, engagement during the skills workshops and active participation in in-class group work sessions and informal presentations will count as participation as well. I will be giving mid-term participation feedback (Feb 28th) to allow students the opportunity to adjust their participation if needed.

B. Take-home Examination (20% Due April 27th)

For your take-home examination you are required to write a critical summary of one of the two main texts required for this course (i.e. *Golden Gulag* or *Prison Land*). A critical summary of the text is intended to encourage you to consider the main argument(s) of the text in relation to the empirical evidence, rhetorical form, and narrative shape mobilized by the authors. Because of their length, books have the advantage of giving authors the space to develop their thesis/theses in a much more nuanced and detailed manner than is possible in journal articles.

Key to doing well on this exam is to write brief chapter summaries *immediately* after you finish reading the assigned chapter over the course of the semester. Try to paraphrase the chapter's main thesis in your own words, identify parts that you find particularly interesting, and list a couple clear questions that come to mind. This practice will have the salutary effect of helping you participate more fully in class! In addition, supplement your personal notes with points from our group discussion. In following these suggested steps (any weekly summaries you produce will not be graded), when you come to draft your take-home exam, you'll have plenty of material to draw from.

Additional guidance and rubric will be distributed in class.

C. Intra-group peer assessment (5% Due April 11th)

Following the completion of the Major Research Assignment, students will confidentially submit a short peer assessment form assessing the contributions of each of your fellow group members. Ideally, any challenges with group dynamics should be addressed over the course of the assignment. Any peer feedback should be generative, rather than dismissive and criticizing.

Additional guidance and evaluation form will be distributed in class.

D. Major Research Assignment (55%)

Assignment Title: Security, Punishment, Resistance, and the Production of Space in the National Capital Region

Assignment Description: If we re-stage prisons and policing as a set of social relations and spatial practices that far exceed what is typically conceived of as carceral, then how do we see the National

Capital Region (NCR) structured in and through the governing power of carceral space? How are spatial logics of carcerality and security mobilized and resisted in and through the myriad order- and space-making practices that produce the National Capital Region? The overarching aim of this assignment is to explore these broad questions in relation to a recent socio-spatial conflict in and around the NCR. Working in groups of five or six, students will identify key government agencies, policies, and pieces of legislation that organize the political terrain over which their chosen conflict occurs. Using a combination of publicly accessible documents and a formal ATIP/FIPPA/MFIPPA request to relevant organizations, groups will collect primary data relating to their research topic. The final deliverable will be a 6-8-minute digital story.

Throughout the course there will be a series of “Skills Workshops” to support each group in successfully completing all the steps of this major assignment. In addition, there will be scheduled “In-class Work Sessions”. These will not be enough to fully complete your assignment, but they will give you an opportunity to make significant progress and receive feedback from myself and other groups. This assignment has four steps.

Step 1: Project Proposal (5% due January 27th): This step is intended to help you identify your group research topic and get feedback on preliminary research design. Groups will identify a current or recent socio-spatial struggle in the NCR that is of collective interest. Students will gather relevant non-academic background information on their topic (e.g., news articles, blogs, government publications, etc.). They will then work to articulate a preliminary research question and identify key government institutions, policies, and laws involved in governing the conflict in question. This will form the basis for your upcoming ATIP/FIPPA/MFIPPA request. Groups will then organize this material into a two-page research proposal.

Additional guidance on structure and rubric will be distributed in class.

Step 2: ATIP/FIPPA/MFIPPA request (5% due January 31st): With this assignment you will learn practical steps to crafting clear, concise, and successful ATIP/FIPPA/MFIPPA requests. Groups will craft an ATIP/FIPPA/MFIPPA request(s) targeting the agencies outlined in their Project Proposal. I will cover any financial costs associated with filing a request.

Additional guidance will be given at the January 17th Skills Workshop and in the rubric distributed in class.

Step 3: Literature Review and Theoretical Framework (15% due Friday, February 17th): This assignment is intended to help you learn how to anchor a research project in academic literature. You will learn the key difference between a literature review and a theoretical framework, as well as how both can be combined to produce rigorous academic work. Groups will collect and provide an analysis of a minimum of 10 peer reviewed articles related to their topic, 5 of which should be related to geography. Journal articles should be discussed in relation to one another, foregrounding points of agreement and friction. Groups are encouraged to identify how the articles enhance understanding of their research topic. The final product should be between 1000-1500 words.

Additional guidance will be given at the February 7th Skills Workshop and in the rubric distributed in class.

Step 4: Digital Story (30% due April 4th): This assignment will help you convey empirically rich and conceptually complex research findings through an engaging audio-visual narrative format. You will have the chance to hone storytelling skills and technical media production skills. Digital stories will be between six and eight minutes long. They will present analysis of the research materials you've collected throughout the course in relation to the conceptual work you did with your literature review and theoretical framework. The stories can blend photos, narration, music, video, text, maps, etc. in a manner that compellingly conveys a story of how the spatialization of punishment and security is reproduced/reconfigured/resisted in and through the conflict you've been researching.

Additional guidance will be given at the March 21st Skills Workshop. There will be in-class time dedicated to scripting and storyboarding. In addition, depending on Covid 19 restrictions, I will be booking space on campus for groups to meet and produce their stories. I will be present to assist with editing and other guidance. I will also be providing web resources to help. Further information will be available on the rubric distributed in class.

POLICIES

Contact with Instructor

I don't do office hours, so if you need to meet just send me an email and we'll make it happen. I'm in Ottawa regularly Mondays and Tuesdays. Meeting on other days will likely have to be through Zoom or via phone. Don't hesitate to reach out at any point. It's not a bother. Ensuring that students feel supported is important to me, so I make myself as available as possible.

Email Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that professors 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 may be sent an email on your Carleton account. E-mails will generally be returned within 48-hours.

Late Penalties

I'm not interested in assigning late penalties to assignments. Stuff happens. If you will be unable to make a specific deadline, please inform me of this sooner rather than later. I personally work better with deadlines. The due dates and how the assignments are scaffolded is intended to help you get on top of your major project early. Shifting due dates for written assignments is easy. Shifting due dates for the digital story is trickier and I'd prefer to avoid this (but it is possible). All of this said, the course is organized in a way to support you in its timely completion. If you're stuck on an assignment, just contact me and we'll talk it out.

If you would like to be more formal about academic consideration, remember that in place of a doctor's note or medical certificate, you are advised to complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. Students will also be encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation

COURSE SCHEDULE

Seminar 1: January 10 ~ Introduction to The Spaces of Security | Punishment | Liberation

Part 1

I will be introducing myself and the course. We will also review and discuss the course outline, figure out group membership, discuss the major group assignment (MRA), and ideas for potential topics.

Part 2

With the second half of this introductory seminar, we will discuss the following reading and film.

Read:

Story, B. (2017). Against a 'humanizing' prison cinema: *The Prison in Twelve Landscapes* and the politics of abolition imagery. In M. Brown and E. Carrabine (eds.). *Routledge international handbook of visual criminology* (pp. 455-465). Routledge.

Watch:

Story, B. (Director). (2016). *The prison in twelve landscapes* [film]. Oh Ratface films. (Film accessible through ARES)

Upcoming and Deliverables Due

Nothing due this week, but groups should come to the next seminar with a reasonably good approximation of their topic/theme for the MRA.

Seminar 2: January 17 ~ Introduction to Golden Gulag | | Access to Information Workshop

Part 1

Reading:

Gilmore, R.W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press. pp. 1-29 – Prologue and Introduction

Melamed, J. (2015). Racial capitalism. *Critical Ethnic Studies*, 1(1), 76–85.
<https://doi.org/10.1017/CBO9781107415324.004>

Watch:

Kelley, R. D. G. (2017) What is Racial Capitalism and Why Does it Matter? *Simpson Center for the Humanities Lecture*. 1h05min https://www.youtube.com/watch?v=REo_gHlPvJc

[If you find Melamed *Critical Ethnic Studies* piece too dense and inaccessible you can watch Kelley's lecture instead]

Part 2

Skills Workshop:

Workshop Title: Access to Information Requests as Research Method: Strategies for Crafting a Successful ATIP/FIPPA/MFIPPA Request.

Workshop Facilitator: Paul Sylvestre

In-class Work Session:

Following the workshop, you will have time to further brainstorm your project proposal and begin crafting your ATIP/FIPPA/MFIPPA request(s).

Supplementary material:

Larsen, M. (2013). Access in the academy: Bringing ATI and FOI to academic research. *The British Columbia Freedom of Information and Privacy Association*. <https://fipa.bc.ca/access-in-the-academy-bringing-foi-and-ati-to-academic-research/>

Information and Privacy Commissioner of Ontario (Apr 17, 2017). *Understanding Exemptions in FIPPA and MFIPPA* [YouTube video]. <https://www.youtube.com/watch?v=-PAJcvkulMQ>

Upcoming and Deliverables Due

1. Project proposal is due next week.
2. Digital copy of preliminary ATIP/FIPPA/MFIPPA request(s) due at beginning of class next week. This is a first attempt – not a final submission.
3. Informal in-class presentation (max 5 mins) where groups will introduce their topics and share and receive feedback on their first ATIP/FIPPA/MFIPPA attempt

Seminar 3: January 24 ~ Racial Capitalism, Settler Colonialism and Political Economy of Prisons and Security

Part 1**Reading:**

Gilmore, R.W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press. pp. 30-86 ~ Chapter 2: The California Political Economy.

Supplementary:

Nichols, R. (2014). The Colonialism of Incarceration. *Radical Philosophy Review*, 17(2), 435–455. <https://doi.org/10.5840/radphilrev201491622>

Part 2**Group Status Update:**

Informal group presentations (approx. 5 mins) followed by peer and instructor feedback (approx. 5 mins).

Through a short presentation, groups will introduce the class to their MRA topic, providing some brief background context and will end by sharing an initial draft of their ATIP/FIPPA/MFIPPA request. You can then use this feedback to amend your initial request prior to final submission.

Upcoming and Deliverables Due

1. **Project Proposal Due (5%)** Friday January 27th
2. Finalized ATIP/FIPPA/MFIPPA request(s) are due next week

**Seminar 4: January 31st ~ The Prison and Policing as a Spatial Fix to Racial Capitalism
Induced Crises**

Part 1**Reading:**

Gilmore, R.W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press. pp. 87-127 ~ Chapter 3: The Prison Fix

Supplementary:

Harvey, D. (2001). Globalization and the “spatial fix”. *Geographische revue: Zeitschrift für Literatur und Diskussion*, 3(2), 23-30.

Part 2**Guest speaker:**

Dr. Miles Howe: Assistant professor of criminology at Brock and acclaimed investigative journalist (45-60 mins)

In-class Work Session:

With the remaining class time you will have the opportunity for group work on your MRA. This will involve identifying secondary data sources for your assignment (e.g. municipal bylaws related to your topic, publicly available reports, news articles, websites, etc.) and peer reviewed articles to support your research.

Upcoming and Deliverables Due

1. **ATIP/FIPPA/MFIPPA Request(s) due (5%) at the beginning of class**
2. Next week I will be running a skills workshop on constructing a literature review and theoretical framework. Groups should have a minimum of 10 peer-reviewed articles that will help you examine your topic. You will have in-class time to begin discussing and crafting your Lit review/theoretical framework.

Seminar 5: February 7th ~ The Politics of Prison Siting || Constructing a Literature Review and Theoretical Framework

Part 1**Reading:**

Gilmore, R.W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press. pp. 128-180 ~ Chapter 4: Crime, Croplands, and Capitalism.

Part 2**Guest Speaker:**

TBD (potentially: Anti-prison community representative from CAAP)

Skills Workshop:

Anchoring your Research in the Literature: Strategies and Practices for an Effective Lit Review and Theoretical Framework

Workshop Facilitator: Paul Sylvestre

Remaining class time will be used to develop your mini lit review/theoretical frameworks

Upcoming and Deliverables Due

1. Your mini lit review/theoretical framework is due next Friday

Seminar 6: February 14th ~ Strategies and Practices for Resisting the Carceral State

Part 1**Reading:**

Gilmore, R.W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press. pp. 181-248 ~ Chapter 5: Mother's Reclaiming Our Children & Chapter 6: What is to be Done?

Part 2**In-class Work Session:**

Students will use remaining time to continue small group discussions/collaborative writing for their lit review/Theoretical framework. I will be circulating to provide guidance and support.

Upcoming and Deliverables Due

1. Mini Lit review/Theoretical Framework is due Friday, Feb 17th (15%)

Winter break February 20th – 25th

No Classes!

Seminar 7: February 28th ~ Introduction to Prison Land

Part 1**Reading:**

Story, B. (2019). *Prison land: Mapping carceral power across neoliberal America*. University of Minnesota Press. pp. 1-50 ~ Introduction: The Prison Out of Place & Chapter 1: The Prison in the City

Part 2**Guest Speaker:**

Elder Albert Dumont from Kitigan Zibi, Current Ottawa Poet Laureate, Algonquin rights activist, and former Elder in Residence for Indigenous inmates at Millhaven maximum security prison.

Upcoming and Deliverables Due

1. Next week groups will be giving a short informal presentation/status update to the class on how their projects are progressing. Your status update should speak to the following questions:
 - a. What is going well/what progress has the group made?
 - b. What is the group struggling with?

- c. What does the group need to help move their project forward?

Seminar 8: March 7th ~ Gentrification, Criminalization, and Police

Part 1**Reading:**

Story, B. (2019). *Prison land: Mapping carceral power across neoliberal America*. University of Minnesota Press. pp. 51-77 ~ Chapter 2: Neighborhood Watch: Reform and Real Estate in Gentrifying Brooklyn

Supplementary:

Beckett, K., & Herbert, S. (2010). Penal boundaries: Banishment and the expansion of punishment. *Law and Social Inquiry*, 35(1), 1–38. <https://doi.org/10.1111/j.1747-4469.2009.01176.x>

Watching:

Stolen Belonging (2019). *Episode 2: City as Thief* [YouTube Video].
<https://www.stolenbelonging.org/episode-2>

Part 2**Group Status Update:**

Groups will give brief informal presentations/status updates on the progress of their MRA. Peers and instructor will provide feedback and support.

Upcoming and Deliverables Due

Nothing due this week or next week

Seminar 9: March 14th ~ Uneven Development and Organized Abandonment in Rural Spaces

Part 1**Reading:**

Story, B. (2019). *Prison land: Mapping carceral power across neoliberal America*. University of Minnesota Press. pp. 79-104 ~ Chapter 3: Rural Extractions: Work and Wages in the Appalachian Coalfields

Supplementary:

Schept, J. (2017) Sunk capital, sinking prisons, stinking landfills: Landscape, ideology and the carceral state in central Appalachia. In M. Brown and E. Carrabine (eds.). *Routledge international handbook of visual criminology* (pp. 497-513). Routledge.

Part 2

Guest Speaker:

TBD

Upcoming and Deliverables Due

1. Next week will be the digital story workshop. Please come to class with photos, videos, and any other material you think may be useful to your digital story. Following the workshop there will be time to begin sketching out your stories.

Seminar 10: March 21st ~ Spaces of Care, Endurance, and Exhaustion | | Digital Story Workshop

Part 1

Reading:

Story, B. (2019). *Prison land: Mapping carceral power across neoliberal America*. University of Minnesota Press. pp. 105-136 ~ Chapter 4: The Prison In-Between: Caretaking and Crisis on the Visitors' Bus

Supplementary:

Povinelli, E., (2011). *Economies of abandonment: Social belonging and endurance in late liberalism*. Duke University Press. pp. 101-130 ~ Chapter 3: Roadkill: Ethical Substance, Exhaustions, Endurance

Part 2

Skills Workshop:

Digital Story Telling 101: Tips and Hacks for Making Engaging Digital Stories

Facilitator: Carleton University Media Commons

In-class Work Session

With the remaining time, student will brainstorm a sketch of their digital story.

Upcoming and Deliverables Due

1. We will discuss ideas for the best use of the second part of class next week

Seminar 11: March 28th ~ Carceral Expansion in the Age of Fiscal Austerity

Part 1**Reading:**

Story, B. (2019). *Prison land: Mapping carceral power across neoliberal America*. University of Minnesota Press. pp. 137-184 ~ Chapter 5: Community Confinements: Social Control in Everyday Life & Conclusion: Freedom Struggles and the Future of Carceral Space

Supplementary:

Beckett, K., & Murakawa, N. (2012). Mapping the shadow carceral state: Toward an institutionally capacious approach to punishment. *Theoretical Criminology*, 16(2), 221–244.
<https://doi.org/10.1177/1362480612442113>

Part 2

TBD

Upcoming and Deliverables Due

1. Digital stories are due next class – Tuesday, April 4th

I will be booking on-campus workspace and materials to support groups in completing their digital stories. We will decide as a group what dates and materials work best.

Seminar 12: April 4th ~ DIGITAL STORY SCREENING

For our final class together, we will do a group screening of the class's digital stories.

Upcoming and Deliverables Due

1. Your intragroup peer evaluation forms are due Tuesday, April 11th

Seminar 13: April 11th ~ Take home Exam review

I will use our final seminar meeting to provide a review of both course texts in preparation for the final take-home exam

Upcoming and Deliverables Due

1. Take-home examination is due Thursday, April 28th. I will be distributing a handout, rubric and fielding any questions about the exam at the end of the class.

Take Home Exam due at end of exam period

Good luck and have a great summer!

IMPORTANT DATES

Jan 9 th	Classes begin
Jan 20 th	Last for registration for winter classes
Jan 31 th	Last day to drop classes
Feb 20 th – 24 th	University Closed – Winter Break
Mar 15 th	Last day to withdraw without penalty
Apr 7 th	Holiday
Apr 12 th	End of term

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 list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>

- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON 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, art works, 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;
- 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

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

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STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

Masks: Carleton has paused the COVID-19 Mask Policy, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.