

## Course Outline

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<b>COURSE:</b>	LAWS 4306-B – Criminal Law Issues: Global Incarceration
<b>TERM:</b>	Winter 2024
<b>PREREQUISITES:</b>	LAWS 2908, CRCJ 3001 or CRCJ 3002 and LAWS 2301, LAWS 2302 and fourth-year Honours standing.
<b>CLASS:</b>	<b>Day &amp; Time:</b> Tuesday 11:35 am to 2:25 pm
	<b>Room:</b> Please check Carleton Central for current class schedule. ( <i>in-person classes</i> )
<b>INSTRUCTOR:</b>	Hollis Moore (she/her)
<b>CONTACT:</b>	<b>Office Hrs.:</b> Mondays 9-10 am, Wednesdays 4-5 pm. <b>Email:</b> <a href="mailto:hollis.moore@carleton.ca">hollis.moore@carleton.ca</a>

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**CALENDAR COURSE DESCRIPTION**

Selected issues and problems in the area of criminal law. The topics may vary from year to year depending on demand and interest and are announced in advance of registration.

**COURSE DESCRIPTION**

*Patchwork of Prisons* – Forest Bright  
([Link](#))

In recent decades, prison populations throughout the world have dramatically expanded. As of October 2021, more than 10.77 million people were held in penal institutions throughout the world, either as pre-trial detainees/remand prisoners or having been convicted and sentenced (Fair and Walmsley 2021). What role has criminal law played in the development of carceral expansion and over-incarceration? How do jail(able) subjects (Schept 2015) – those people most directly affected by criminalization and incarceration – experience and contest uneven carceral expansion? How are we complicit in mass imprisonment and how might a global perspective that centers traditionally marginalized perspectives enable us to think against the grain of carceral common sense? Throughout the course we will grapple with these questions.

Students will read detailed accounts of imprisonment in North America, South America, and other areas of the world. These studies foreground the complex experiences of groups targeted by criminal law. We will begin with Indigenous and Black race-radical feminist auto-ethnographic approaches to the theorization of criminal justice systems (or the carceral state). This framing will orient the remainder of our inquiry. Key topics will include: The political economy of punishment and resistance; challenges, limitations, and benefits of conducting ethnographic research with people who are incarcerated; the applicability of concepts/theories derived from research conducted in Western Europe and North America for grasping dynamics and experiences of incarceration in the Global South; prison-society relations; and gendered practices of incarceration.



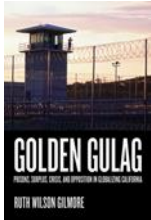
Image from *The Prison in Twelve Landscapes* (directed by Brett Story)

## LEARNING OBJECTIVES

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

- ⊙ Describe how you have been socialized within; touched/targeted/punished by; resistant to; and/or complicit with the carceral state.
- ⊙ Connect Indigenous and Black race-radical feminist theories of the carceral state to both your own experiences/understandings as well as other scholarly examinations of imprisonment.
- ⊙ Explain uneven carceral expansion, from a political-economic perspective, and identify its effects.
- ⊙ Define classic prison studies concepts and assess their value in the context of contemporary ethnographic studies of imprisonment in the Global North and South.
- ⊙ Discuss the prison as a colonial, gendered, classed, and race-making institution.
- ⊙ Identify prison-society connections, analyze their significance, and evaluate concepts that have been developed to grasp these connections.
- ⊙ Demonstrate a basic understanding of ethnographic research, specifically how ethnographic questions and methods can enrich our understanding of incarceration.

## REQUIRED TEXTS



Gilmore, Ruth Wilson. *Golden Gulag: Prisons, surplus, crisis, and opposition in globalizing California*. Univ of California Press, 2007.

- Available for purchase from [OCTOPUS Books](#) (9780520242012 Golden Gulag - Gilmore, R.W. \$36.95).
- Although I **strongly recommend** that you acquire your own hard copy of this text (we will be reading the full book), an electronic copy is available through ARES.



Electronic Course Pack: Available through Brightspace (contains links to films and additional required readings).

## EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

Knowledge Translation	10%	Individualized Deadlines
“Front Row” Critical Summaries, Reflections, & Discussion Leadership (x3 @ ~ 6.67% each)	20%	Individualized Deadlines

Attendance & Participation	15%	Ongoing
Auto-Ethnographic Essay	25%	March 1 <sup>st</sup> @ 11:59 pm
Take-Home Exam	30%	Range during exam period is TBD

### Knowledge Translation (10%)



In the first half of the course, we will be reading *Golden Gulag* by Ruth Gilmore (pictured on left). Gilmore provides an explanation of carceral expansion in California, which has been described as “the biggest prison-building project in the history of the world.” Importantly, based on her experiences as a scholar-activist, Gilmore also addresses community responses and resistance to new prisons. In many respects, Gilmore’s work offers a series of conceptual and practical tools for organizing against prison expansion.



*Ottawa Citizen*: Local residents opposed to the plan to build the Greater Ottawa Correctional Complex in Kemptville gathered at the proposed location in early October. PHOTO BY TONY CALDWELL /Postmedia

In this course, we will collaborate to ‘translate’ Gilmore’s analysis, making her most relevant key points accessible to a predominately non-academic audience. Specifically, students will work in groups to create resources that could be useful to local activists who are organizing against the proposed prison in Kemptville (viz. members of the Coalition Against the Proposed Prison – CAPP – pictured on left).

Each group will be responsible for translating one chapter of *Golden Gulag*. Students will sign-up for a chapter in the first week of classes, this will determine your groups. The knowledge translation resources that groups create will be due by the class in which we are scheduled to discuss the corresponding chapter. Although a formal presentation is not required, at least one group member must introduce their group’s knowledge translation resource. The class will then have time to ‘consume’ each resource before discussing the corresponding chapter. Resources might include: videos, pamphlets, podcasts, infographics, presentations, dramatic plays, etc. Whatever format you choose, your resource must provide an accurate and concise summary of Gilmore’s most important and relevant points that is accessible (and even *useful*) to an audience composed primarily of non-specialist members of the public.

Your resource should take us about 10 minutes to read/watch/listen to. The class will stop ‘consuming’ the resource after 12 minutes, even if there is more content remaining. Initially, all members of the group will receive the same grade. Then, each member’s grade will be modified (slightly increased or decreased) to reflect their individual contributions as assessed through a self- and peer-evaluation process, which will be explained in the first weeks of class.

\*Official instructions will be made available through Brightspace.

### “Front Row” Critical Summaries, Reflections, & Discussion Leadership (20%)

While I would love to hear from *all* of you, *every* week, I understand that this may not be possible. To make sure that we get to hear from different people, throughout the term, we will use a system called *Front Row* in which, each meeting, approximately six students will be scheduled to take a vocal,

leadership role for the duration of the session. You will sign-up for your THREE “Front Row” sessions in advance.

Before each of your Front Row sessions, you are required to submit a Critical Summary of the readings assigned that week (your Critical Summary must cover at least two of the required readings). An analytical format and grading rubric pertaining to the Critical Summaries will be provided in advance.

By no later than 11:30 am on the Monday before your Front Row session (24 hours before class starts), you will submit your Critical Summary. This will enable me to provide feedback *before* your Front Row session begins.

After your Front Row session, before our next class starts, you will submit a 1-page Front Row reflection in response to a series of questions that will be provided.

### **Attendance & Participation (15%)**

I expect our meetings to feel like a community of intellectuals critically discussing the assigned material. This is a discussion-based, rather than a lecture-based, course. This means that we are mutually accountable for discussion of the assigned materials – you just as much as me – and that we all assume responsibilities for being prepared and present—in all senses of the word—for our meetings.

Students are encouraged to actively participate in conversations around the weekly readings and core themes. Those who are not in the “Front Row” are welcome but *not required* to speak in front of the *whole class*. They are, however, *required* to contribute to *small-group discussions and activities* which will be a fixture of every meeting.



\*Please Note: If the number of students enrolled in the course diminishes, expectations regarding forms and levels of contribution may shift.

In addition to weekly discussions and activities – in which you are expected to ask informed questions and share your developing understanding of course materials – participation entails completing regular ‘exit-tickets,’ before each meeting ends.

I will keep a record of your weekly attendance and participation. To provide flexibility and accommodate unexpected life events, students may miss up to two meetings, for whatever reason, without penalty. If illness or other issues arise that cause you to miss more than two meetings, please attend office hours so we can have a conversation.

### **Auto-ethnographic Essay<sup>1</sup> (25%)**

You will produce an essay – **no more than 6-8 pages (excluding Works Cited), double-spaced, 12 pt. Times New Roman font, standard margins** – that creatively and critically analyzes a memory, artifact, or lived experience that speaks to how you you have been socialized within, touched/targeted/punished by, resistant to, and/or complicit with maintaining the prison regime. I encourage you to think through what it means – for yourself, your family, and your community – to be simultaneously privileged by,

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<sup>1</sup>This assignment has been adapted from the lesson plan provided by Palacios 2016.

oppressed by, and complicit with systems of domination, control, and violence. Further instructions will be provided through Brightspace.

### **Take-Home Exam (30%)**

The exam will require students to respond to a mixture of short-answer and essay questions. The exam will assess students' mastery of course content, their capacity to engage in analysis and synthesis, and their ability to communicate effectively in writing, specifically in the form of a scholarly, argumentative essay. To be successful, students must carefully read and grapple with all required materials.

With permission from the instructor, students may write research papers instead of the final exam. Students wishing to pursue this option should consult with the professor as soon as possible.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

*Late Knowledge Translations* **will not be accepted, and extensions will not be granted.**

*Front Row:*

- Late *Critical Summaries* will not receive feedback and they will be penalized at a rate of **2% per hour**. Critical Summaries submitted more than 12 hours late will receive an automatic grade of zero.
- In general, missed *Front Row Sessions* **cannot be made up**.
- Late *Reflections* will be penalized at a rate of **2% per day** (including weekends and holidays).

Late *Auto-Ethnographic Essays* will be penalized at a rate of **2% per day** (including weekends and holidays).

Students unable to write a *final examination* because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for short-term extensions, please complete the form at the following link and submit it to the instructor prior to the assignment due date:

<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link:

<https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>.

**SCHEDULE**

Class #	Date	Topics and Questions	Required Material (Complete before lecture)
1	Jan. 9	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Review Outline</li> <li>- Sign-up for Knowledge Translation &amp; Front Row</li> <li>- Triggers &amp; Trauma</li> <li>- Guidelines for Constructive Engagement</li> <li>- Preview</li> </ul>	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>- The Course Outline</li> <li>- The Report: <a href="#">Global Prison Trends 2023</a> <ul style="list-style-type: none"> <li>o Review the executive summary.</li> </ul> </li> <li>- The <a href="#">World Prison Population List (13<sup>th</sup> Edition)</a></li> </ul>
2	Jan. 16	<p><b>Foundations</b></p> <ul style="list-style-type: none"> <li>- What is Mass Incarceration?</li> </ul> <p><b>Film:</b> <a href="#">State of Incarceration</a> (Canada, 2014, 45 mins).</p> <p>*1<sup>st</sup> Front Row</p> <p><b>Preview/Warning:</b> Next week’s materials contain discussions of sexual and other forms of violence.</p>	<p>Simon, J., 2012. Mass incarceration: From social policy to social problem. <i>The Oxford handbook of sentencing and corrections</i>, pp.23-52.</p> <p>Doyle, Aaron, Justin Piché, and Kelsey Sutton. 2021. “The Struggle over the Ottawa-Carleton Detention Centre.” In <i>Contesting Carceral Logic</i>, by Michael J. Coyle and Mechthild Nagel, 1st ed., 160–73. London: Routledge.</p> <p>Dal Santo, Luiz. 2022. “Brazilian Prisons in Times of Mass Incarceration: Ambivalent Transformations.” <i>The Howard Journal of Crime and Justice</i> 61 (4): 502–18.</p> <p><b>Recommended:</b></p> <p>Brown, Michelle. 2013. Penal spectatorship and the culture of punishment. In <i>Why prison</i>, Edited by David Scott. Cambridge University Press, pp.108-124.</p>
<b>January 19 Final day for registration and course changes in full winter courses.</b>			
3	Jan. 23	<p><b>An Abolitionist Lens</b></p> <ul style="list-style-type: none"> <li>- Introduction to Indigenous and Black Race-Radical Feminism</li> </ul> <p><b>Film:</b> <a href="#">Shadow Boxing: A Chicana’s Journey from Vigilante Violence to Transformative Justice</a> (2013, 15 mins).</p>	<p>Palacios, Lena. 2016. Challenging Convictions: Indigenous and Black Race-Radical Feminists Theorizing the Carceral State and Abolitionist Praxis in the United States and Canada. <i>Meridians</i> 15(1): 137-65.</p> <p>Palacios, Lena. ““Something Else to Be”: A Chicana Survivor’s Journey from Vigilante Justice to Transformative Justice.” <i>Philosophia</i> 6, no. 1 (2016): 93-108.</p>

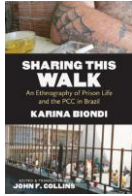
		<p>*Receive Auto-Ethnographic Essay Instructions</p>	<p>Sudbury, Julia. "Challenging penal dependency: Activist scholars and the anti-prison movement." In <i>Activist Scholarship</i>, 27-46. Abington: Routledge, 2009.</p> <p><b>Recommended:</b> Critical Resistance and Incite! "Critical Resistance-Incite! Statement on Gender Violence and the Prison-Industrial Complex." <i>Social Justice</i> 30, no. 3 (93) (2003): 141-50.</p> <p>James, Joy. 1999. "Introduction: Warrior Tropes." In <i>Shadowboxing: Representations of Black Feminist Politics</i>, edited by Joy James, 1–14. New York: Palgrave Macmillan US.</p> <p>Reynolds, Tina. "A formerly incarcerated woman takes on policy." <i>Dialectical anthropology</i> 34, no. 4 (2010): 453-457.</p>
<p>4</p>	<p>Jan. 30</p>	<p><b>Autoethnographic Exemplars</b> - Criminalization of activism?</p> <p><b>Film:</b> <a href="#">How an FBI Poster Became a Black Power Symbol (15 mins.)</a></p> <p><b>Podcast:</b> <a href="#">Whose Police? (27 mins.)</a></p> <p><b>Preview:</b> <i>Gilmore, Prologue</i></p>	<p>Cacho, Lisa Marie. 2007. 'You Just Don't Know How Much He Meant': Deviancy, Death, and Devaluation." <i>Latino Studies</i> 5 (2): 182–208.</p> <p>Ogden, Stormy. 2006. Pomo Woman, Ex-Prisoner, Speaks Out. <i>Color of Violence: The Incite! Anthology</i>: 164-70. - 2005. The prison-industrial complex in Indigenous California. <i>Global lockdown: Race, gender, and the prison-industrial complex</i>: 57-65.</p> <p>TedxUTSC: <a href="#">Desmond Cole - Public Safety is Anti-Black (18 mins.)</a></p> <p>Kushner, Rachel. "Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind." <i>The New York Times</i>. 17/04/2019.</p>
<p><b>January 31 Last day to withdraw from full winter courses with a full fee adjustment.</b></p>			

5	Feb. 6	<p><b>The Political Economy of Punishment: The U.S. (Part 1)</b></p> <ul style="list-style-type: none"> <li>- Hyper-incarceration</li> <li>- Uneven Carceral Expansion</li> <li>- Racialized Incarceration</li> <li>- Collective Struggle</li> </ul> <p><b>Guest Speaker:</b> From <a href="#">CAPP*</a></p> <p><i>*Knowledge Translation (Part 1)</i></p> 	<p>Gilmore, Ruth Wilson. <i>Golden Gulag: Prisons, surplus, crisis, and opposition in globalizing California</i>, 5-127. Univ of California Press, 2007.</p> <p><b>Recommended:</b> Davidson Buck, Pem. <i>The Punishment Monopoly: Tales of My Ancestors, Dispossession, and the Building of the United States</i>. Monthly Review Press, 2019.</p> <p>Davidson Buck, P. “With Our Heads in the Sand: The Racist Right, Concentration Camps, and The Incarceration of People of Color.” <i>Transforming Anthropology</i> 3 (1992): 13-18.</p>
6	Feb. 13	<p><b>The Political Economy of Punishment: The U.S. (Part 2)</b></p> <ul style="list-style-type: none"> <li>- Critical Resistance</li> </ul> <p><i>*Knowledge Translation (Part 2)</i></p> <p><b>Summary:</b> Gilmore – “What is to be done?” and “Epilogue.”</p>	<p>Gilmore, Ruth Wilson. <i>Golden Gulag: Prisons, surplus, crisis, and opposition in globalizing California</i>, 128-240. Univ of California Press, 2007.</p>
<p><b>February 19 – 23, Winter Break, No Classes</b></p>			
7	Feb. 27	<p><b>Ethnographers Within Prisons</b></p> <ul style="list-style-type: none"> <li>- Access, Approaches, and Implications</li> <li>- Representation</li> </ul>	<p>Waldram, J.B. Anthropology in Prison: Negotiating Consent and Accountability with a "Captured" Population. <i>Human Organization</i> 57, no. 2 (1998): 238-244.</p> <p>Rhodes, L.A. “Ethnography in Sites of Total Confinement.” <i>Anthropology News</i> 50 (2009): 6-6.</p> <p>Bandyopadhyay, M. “Deviation and Limitations of (Prison) Ethnography: Postscript to Fieldwork in an Indian Prison.” In <i>The Palgrave Handbook of Prison Ethnography</i>, 442-462. London: Palgrave Macmillan, 2015.</p> <p>Waldram, J.B. “Writing Bad: Prison Ethnography and the Problem of ‘Tone.’” In <i>The Palgrave Handbook of Prison Ethnography</i>, 214-229. London: Palgrave Macmillan, 2015.</p>



8	Mar. 5	<p><b>Adapting and Challenging Classic Concepts (Part 1)</b></p> <ul style="list-style-type: none"> <li>- Prisonization</li> <li>- The Society of Captives</li> <li>- Total Institutions</li> <li>- Rethinking prison worlds</li> </ul> <p><b>Film:</b> <a href="#">The Visitors</a> (2009, 1h 5 mins).</p>	<p>Comfort, Megan. 2003. "In the Tube at San Quentin: The 'secondary prisonization' of women visiting inmates." <i>Journal of Contemporary Ethnography</i> 32 (1): 77-107.</p> <p>Cunha, Manuela Ivone P. da. 2008. "Closed Circuits: Kinship, Neighborhood and Incarceration in Urban Portugal." <i>Ethnography</i> 9 (3): 325–50.</p> <p>Moore, Hollis. 2020. "Extralegal Agency and the Search for Safety in Northeast Brazil." <i>The Cambridge Journal of Anthropology</i> 38 (1): 33–51.</p> <p><b>Recommended:</b> Cunha, Manuela. 2014. "The Ethnography of Prisons and Penal Confinement." <i>Annual Review of Anthropology</i> 43 (1): 217–33. Cunha 2014</p> <p>Crewe, Ben. 2005. "Prisoner Society in the Era of Hard Drugs." <i>Punishment &amp; Society</i> 7 (4): 457–81.</p>
9	Mar. 12	<p><b>Adapting and Challenging Classic Concepts (Part 2)</b></p> <ul style="list-style-type: none"> <li>- Discipline</li> <li>- Panopticon</li> <li>- Embodiment</li> <li>- Gender</li> </ul> <p><b>Film:</b> <a href="#">The Blind Panopticon</a> (2019, 52 mins.)</p>	<p>Foucault, Michel. "Discipline and Punish." In <i>Classics of Criminology</i>, 397-411. 2nd edition. Edited by Joseph Jacoby. Long Grove: Waveland Press, 1994 [1977].</p> <ul style="list-style-type: none"> <li>- OPTIONAL (recommended podcasts): <ul style="list-style-type: none"> <li>o Zora's Daughters – "<a href="#">Abolition is not a metaphor</a>" (early on, they discuss <i>Discipline and Punish</i>)</li> <li>o Philosophize This – Episode 122: Michel Foucault (<a href="#">Discipline and Punish</a> – 35 mins.)</li> </ul> </li> </ul> <p>McCorkel, J. "Embodied surveillance and the gendering of punishment." <i>Journal of Contemporary Ethnography</i> 32, no. 1 (2003): 41-76.</p> <p>Núñez, J. and Fleetwood, J., 2017. The Blind Panopticon: Prisoners' subversion of the prison in Ecuador 1845-2014. <i>Prison Service Journal</i>, 229, pp.35-40.</p> <p><b>Recommended:</b> Reed, Adam. 2003. <i>Papua New Guinea's Last Place: Experiences of Constraint in a Postcolonial Prison</i>. New York: Berghahn Books.</p>

			<p>- Chapter 1: Dark Place (20-58).</p> <p>Britton, Dana M. 1997. "Gendered Organizational Logic: Policy and Practice in Men's and Women's Prisons." <i>Gender &amp; Society</i> 11 (6): 796–818.</p> <p>Jean, Martine. 2017. "'A Storehouse of Prisoners': Rio de Janeiro's Correction House (Casa de Correção) and the Birth of the Penitentiary in Brazil, 1830–1906." <i>Atlantic Studies</i> 14 (2): 216–42.</p> <p>Darke, Sacha, and Omar Phoenix Khan. 2021. "Coloniality, Just War &amp; Carceral Injustice in Brazil." <i>Punishment &amp; Society</i> 23 (5): 723–40.</p>
<b>March 15, Last day for academic withdrawal from full winter, late winter, and fall/winter courses.</b>			
10	Mar. 19	<p><b>Prison and Family</b></p> <p><b>Film:</b> <a href="#"><i>Prison Moms (43:22)</i></a> OR <i>Apart</i>.</p> <p><b>Exhibit:</b> Children's Books &amp; Television Shows</p>	<p>Sufrin, C. 2018. "Making mothers in jail: Carceral reproduction of normative motherhood." <i>Reproductive biomedicine &amp; society online</i> 7: 55-65.</p> <p>Waltorp, Karen and Steffen Jensen. 2019. "Awkward Entanglements: Kinship, Morality and Survival in Cape Town's Prison–township Circuit." <i>Ethnos</i> 84, no. 1: 41-55.</p> <p>Garneau, Brianna, and Sandra Lehalle. 2021. "Carceral Experiences and Custodial Lifeworld of Prisoners' Families: The Impacts of Ion Scan Technology in Canadian Prisons." <i>Incarceration</i> 2 (1):1-18.</p>
11	Mar. 26	<p><b>The Prison-Society Relation</b></p> <ul style="list-style-type: none"> <li>- The Prison-Neighborhood Nexus</li> <li>- Ivan Zinger's Report(s)</li> </ul> <p><b>Film:</b> <i>The Prison in 12 Landscapes</i>. (Excerpt)</p>	<p>Wacquant, Loïc. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh." <i>Punishment and Society</i> 3, no.1 (95-134).</p> <p>Chartrand, Vicki. 2019. "Unsettled times: indigenous incarceration and the links between colonialism and the penitentiary in Canada." <i>Canadian Journal of Criminology and Criminal Justice</i> 61, no. 3 (67-89).</p> <p>Moore, Hollis. 2021. "The Mata Escura Penal Compound: An Analysis of the Prison-Neighbourhood Nexus in Northeast Brazil." In <i>Carceral Communities in Latin America: Troubling Prison Worlds in the 21st Century</i>. Sacha Darke, Chris Garces, Luis Duno-Gottberg &amp; Andrés Antillano Eds. Palgrave Studies in Prisons and Penology, Palgrave Macmillan, Cham, Switzerland (171-194).</p> <p><b>Recommended:</b></p> <p><i>Ethnographic Insights on Latin America and the</i></p>

			<p><i>Caribbean</i>. 2023. University of Toronto Press.</p> <ul style="list-style-type: none"> <li>- Renero-Hannan: Ethnography as Solidarity with Indigenous Political Prisoners in Oaxaca, Mexico.</li> </ul>
12	April 2	<p><b>Prisons and Governance</b></p> <ul style="list-style-type: none"> <li>- Southernizing Prison Studies</li> </ul> <p><b>Film:</b> <i>Carandiru</i> (2003, 2h 28 min) (Excerpt)</p> 	<p>Sozzo, Máximo, ed. 2022. <i>Prisons, Inmates and Governance in Latin America</i>. Palgrave Studies in Prisons and Penology. Cham: Springer International Publishing.</p> <ul style="list-style-type: none"> <li>- Nunes Dias, Salla, and Alvarez: Governance and Legitimacy in Brazilian Prison: From Solidarity Committees to the Primeiro Comando Da Capital (PCC) in São Paulo. (35-62)</li> </ul> <p>Biondi, Karina, and John F. Collins. 2016. <i>Sharing This Walk: An Ethnography of Prison Life in Brazil</i>. Latin America in Translation/En Traducción/Em Tradução. The University of North Carolina Press.</p> <ul style="list-style-type: none"> <li>- Introduction</li> </ul> <p>Moore, Hollis. <i>The Gender of Inmate Governance</i>.</p>
13	April 9	<p><b>New Prisons?</b></p> <p><b>Film:</b> <a href="#">The Prison Within</a> (23:50)</p> <ul style="list-style-type: none"> <li>- <b>Optional:</b> <i>Background Lecture Video</i></li> </ul>	<p>Sozzo, Máximo, ed. 2022. <i>Prisons, Inmates and Governance in Latin America</i>. Palgrave Studies in Prisons and Penology. Cham: Springer International Publishing.</p> <ul style="list-style-type: none"> <li>- Darke: Radical Alternatives to Punitive Detention. (329-366).</li> </ul> <p>Biondi, Karina, and John F. Collins. 2016. <i>Sharing This Walk: An Ethnography of Prison Life in Brazil</i>. Latin America in Translation/En Traducción/Em Tradução. The University of North Carolina Press.</p> <ul style="list-style-type: none"> <li>- Chapter 1: The PCC</li> </ul> <p>Reiter, Keramet, Lori Sexton, and Jennifer Sumner. 2018. “Theoretical and Empirical Limits of Scandinavian Exceptionalism: Isolation and Normalization in Danish Prisons.” <i>Punishment &amp; Society</i> 20 (1): 92–112.</p>
<b>Take-Home Exam – Range During Exam Period (April 13-25)</b>			

## COURSE POLICIES

### COMMUNICATION POLICY

- ☞ I am happy to discuss any aspect of the course materials and requirements with you. Please feel welcome to attend office hours or stick around after class. Talking to students is an important way for me to get feedback on the course and learn about events in the community. It is something I truly enjoy doing.
  
- ☞ **Email should be used to request/make appointments, not to discuss course content or complex scenarios.**
  - All emails must contain the course code (LAWS 4306-B) in the subject line and be sent from your official Carleton email account.
  - I strive to respond to your emails within 48 hours, *excluding weekends*; if you have not received a reply within 48 working hours, **PLEASE RESEND IT**.
  
- ☞ **Virtual Office** (on Brightspace): This is the spot for your impersonal and quick questions, for example: “I’m having difficulty finding the article assigned for week 4...” “Where can I find my grade for the Knowledge Translation?” I’ll monitor this discussion and provide timely replies. Students are also encouraged to respond to their peers’ questions. You should get in the habit of consulting Virtual Office whenever you encounter an uncertainty. If your issue has not already been addressed, please post your question.

## UNIVERSITY and DEPARTMENTAL POLICIES

### DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department’s expectations, particularly regarding standard departmental protocols and academic integrity requirements:  
<https://carleton.ca/law/student-experience-resources/>.

### 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.

### **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.

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>

### **ACADEMIC ACCOMMODATIONS**

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

### **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, please go to:

<https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

### **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](mailto:pmc@carleton.ca) for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit:

<https://students.carleton.ca/services/accommodation/>.