



**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

**Institute of Criminology**

# **CRIM 416**

*Sociology of Punishment*

## **Course Outline**

**CRN 6306 : 30 POINTS : 1+2, 2009**

(2 March – 16 October)

**COURSE COORDINATOR: PROFESSOR JOHN PRATT**

*Room 1116, Murphy Building*

*Tel: (04) 463 5327*

*Email: [John.Pratt@vuw.ac.nz](mailto:John.Pratt@vuw.ac.nz)*

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**LECTURES : WEDNESDAY 4 – 6PM : KIRK 103**

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# **Institute of Criminology**

## **CRIM 416 - 2009**

### *Sociology of Punishment*

**COORDINATOR:** Professor John Pratt  
Murphy building, MY 1116  
Tel: 463-5327  
Email: [John.Pratt@vuw.ac.nz](mailto:John.Pratt@vuw.ac.nz)

**SEMINAR TIME:** Wednesday 4.00 – 6.00pm; Kirk 103

**OFFICE HOUR:** Wednesday 3 – 4pm  
If you are unable to see John Pratt during this time please arrange an alternative time by e-mail or phone 463 5327 (office) or 473 7299 (home).

The School is generally open from 9.00am to 4.00pm. If you wish to see any of the teaching staff about any matter relating to the course, please try to make an appointment before coming to make sure someone is available.

**NOTICE BOARD:** There are notice boards on levels 9 and 11 of the Murphy building where general information, which may be of interest to you, is displayed.

#### **COURSE OUTLINE**

CRIM 416 begins by developing an understanding of the main institutions and process of modern penal systems. While New Zealand will be the main focus, we will regularly draw on developments in other jurisdictions (particularly Britain, the United States of America and Australia) to gain insight into the fundamental issues of modern punishment (rather than focussing upon all the penal minutiae of any particular jurisdiction). After an examination of general views on how criminals should be punished, we look at how these have been refocused around particular themes and interests in the post 1970 period, through an examination of key

texts of this period, while moving towards an explanation of these developments. This section of the course concludes with an examination of non-punitive OECD countries.

A prison visit, subject to the permission of the Department of Corrections, will be made early in the first trimester.

This will be followed by a focus upon the sociology and history of punishment. We will examine the theoretical accounts of writers such as Foucault, Durkheim and others which try to explain why penal practice has changed over time and why particular societies adopt particular stages and levels of punishment. At the close of this stage of the course, students should be moving to towards an outline of their long essay, which they will be able to work on in depth from May to early September. In August, there will be successive student presentations of their research projects with a view to successfully developing these through collegial support and constructive criticism.

NB: attendance at these presentations is compulsory. Students who do not attend without satisfactory reason will be penalised.

## **LEARNING OBJECTIVES**

1. To develop a sound understanding of contemporary themes and issues that have been influential in the development of modern punishment.
2. To develop a critical understanding of how these have been developed and have come to prominence.
3. To explore a range of theoretical perspectives which seek to explain "punishment today".

## **COURSE STRUCTURE**

The course structure combines seminars and student presentations in a format that aims to guide students through the major topic areas, introduce them to a range of explanatory perspectives and allow them to present and discuss their own research projects.

The teaching of this course will be seminar based: to ensure its success, students are expected to actively participate in class discussions, as well as preparing from the appropriate reading material in advance.

All students are required to deliver one class presentation on a chosen topic and to lead the discussion during this class. It is expected that this presentation will address the area selected by each student for examination in the research essay.

## **WORKLOAD**

Taking into account class attendance, reading, preparation for assignments and so on, students should spend around 12 hours per week working for CRIM 416.

## **SEMINAR OUTLINE**

### ***Week beginning:***

#### **SECTION I**

#### **Punishing Criminals**

- 2 March How should we punish Criminals?
- 9 March Towards Gulags Western Style?

#### **SECTION II**

#### **Contemporary Patterns of Punishment and Penal Control**

- 16 March Penal Populism
- 23 March Prison Visit
- 30 March Non-Punitive Societies
- 6 April Informalism and the Rise of Restorative Justice

### ***10 April – 26 April Mid-Trimester Break***

- 27 April Some new Visions of Social Control

#### **SECTION III**

#### **Theories of Punishment and Society**

- 4 May Durkheim: Punishment and Social Solidarity
- 11 May Marx: The Political Economy of Punishment
- 18 May Foucault: Punishment and Power
- 25 May Elias: Punishment and Sensitivities
- 1 June Howe: The Penal Control of Women

#### **SECTION IV**

#### **Long Essay Preparation**

#### **SECTION V**

#### **Student Presentations (August)**

## COURSE ASSESSMENT

The course is entirely internally assessed:

### (1) Book Review

Maximum word length: 2000 words

Percentage of final grade: 20%

**Due date: 4pm, Friday 10 April 2009**

#### *Book Review Requirements*

The book you choose to review must be approved in advance by John Pratt.

It must be submitted in the following format:

- On A4 paper. Please use **one** side of the paper only.
- Text to be either **typed** (preferably) or **written by hand in BLACK INK**.
- If you have drawn on other literature in the course of your review, it must be included in a bibliography.

#### *Book Review Guidelines*

You should attempt to address the following issues in your review;

- What is the book about?
- What is the book attempting to achieve; does it achieve this?
- What is the theoretical/policy/political context of the book?
- What is new or significant about it?
- To what extent have the book's objectives been met?
- What, if any, are the book's shortcomings?
- How could the book be improved?
- What is your overall impression of it?
- To what extent does it contribute to/expand criminological knowledge?

#### *Choosing Your Book*

Subject to library availability your book should be of both interest to you and of relevance to the general themes of CRIM 416. It should thus be a book which has a strong empirical content (i.e., its central concern is with particular aspects of crime problems) but at the same time should approach this from a particular theoretical perspective (implicit or explicit). For example, a good book on the growth of imprisonment in the United States is Nils Christie's (2000) Crime Control as Industry. John Braithwaite's (1989) Crime, Shame and Reintegration has become one of the most important theoretical contributions to the development of crime policy in recent years

Please note, as well, that it is preferable to choose a **book** to review rather than an edited

collection of readings (as in Rubington and Weinberg's Deviance: The Interactionist Perspective).

**A final point.** You are expected to provide a critical review. That is, *you must try to summarise the book's strengths and weaknesses*. It is not sufficient to simply tell me what the book is about – and nothing more than this.

## **(2) Research Essay**

Maximum word length: 8000 words

Percentage of final grade: 70%

**Due date: 4pm, Friday 11 September 2009**

Details of and other issues relating to the essay will be discussed in class. However, students should aim to have an outline of their essay prepared for the end of the first trimester.

## **(3) Student Presentation**

Percentage of final grade: 10%

**Due date: To be arranged.**

Assessment in this tripartite fashion has been designed and weighted to reflect the balance of this honours course and its objectives: to allow students to conduct a research project of their own; to undertake a literature search as a preliminary to this; and to engage colleagues in constructive and supportive discussions in the form of an oral presentation of their research programme.

The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, and that references are accurately cited. Careful proof-reading of assignments is essential. Failure to meet these standards will result in the deduction of marks.

## **EXTENSIONS**

The coursework must be handed in by the due date. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from John Pratt prior to the deadline. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not “good reasons”. Late submissions of work without permission will be penalised by the following deductions:

One grade = period up to 24 hours past due date.

Two Grades = period more than 24 hours up to 72 hours past due date.

**Work that is handed in more than 72 hours late without permission will not be accepted.**

## **MANDATORY COURSE REQUIREMENTS**

To pass the course students:

- are to attend all seminars
- are required to make an oral presentation on the topic of their research paper
- are required to submit the two pieces of written work described above

**Please note it is very important for all students to attend all the student presentations. Failure to attend without legitimate excuse will lead to students being penalised (two marks will be deducted from the presentation score out of 15).**

## **ASSIGNMENT COVER SHEETS**

All written work submitted for assessment must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

## **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet



- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: <a href="mailto:Jenny.Neale@vuw.ac.nz">Jenny.Neale@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison:	Jan- June: Dr David Pearson, MY1020 Tel: 463 6131 E-m: <a href="mailto:Deavid/Pearson@vuw.ac.nz">Deavid/Pearson@vuw.ac.nz</a> Jul-Dec: Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: <a href="mailto:Trevor.Bradley@vuw.ac.nz">Trevor.Bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:Russil.Durrant@vuw.ac.nz">Russil.Durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Alison Melling MY921, Tel: 463 5317, 463 5258 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## COURSE MATERIALS READING LIST

The following indicates the general topics which will be covered in the course, and sets out the reading material relevant to those topics. The reading is divided into two parts - essential reading and supplementary reading. We will be using David Garland (1990) Punishment and Modern Society as the set text (available from the student bookshop), supplemented by a range of other readings. These should all be available in the library. You will also find John Pratt's (2002) Punishment and Civilisation and (2007) Penal Populism, important texts for this course. At this level you are expected to read widely and seek out additional material which is not provided in course guidelines or seminars. *It is also important that students read these three introductory texts at the beginning of the course.*

You are expected to read the essential material in advance of the seminars in which it will be discussed, and to be familiar with it. The supplementary reading is additional material that will aid in the preparation of work to be assessed and provide students with a broader understanding of a specific topic. It is, therefore, not necessary that it be read before the relevant class. The "perfect" reading is not always available and some readings present information which will overlap with others.

*Unless you are advised otherwise, the topics will be dealt with in the order shown below:*

### FIRST TRIMESTER

#### Week beginning 2 March

##### *How Should we Punish Criminals?*

In this seminar we examine the range of philosophies, aims and objectives that are called upon to justify the punishment of particular offenders.

##### **Essential Reading**

M. Cavadino and J. Dignan (1992), The Penal System: An Introduction, pp 32-57.

##### **Supplementary Readings**

B. Hudson. (1993). Penal Policy and Social Justice, pp 17-54

J. Roberts (2002) "Sentencing Reform in New Zealand: an analysis of the Sentencing Act 2002"  
(to be published in the Australian and New Zealand Journal of Criminology, copy available at closed reserve)

A Ashworth. (1994). "Sentencing" in Maguire, M et al (eds). The Oxford Handbook of Criminology

J. Pratt. (2002) Punishment and Civilization, Ch.8

## **Week beginning: 9 March**

### ***Towards Gulags Western Style?***

In this seminar we examine another key text in understanding modern penal development – Christie’s Crime control as industry: towards gulags western style. Here, the expanding prison populations of Western societies, particularly the extraordinary increases in the United States are seen as attributable to the tendency towards the bureaucratization of social control in modern societies, which helps to turn Western society into a Russian style gulag, or penal colony. In these respects, the growth of imprisonment is seen as a natural outcome of the social conditions in these societies and not an aberration to it. Christie’s position will be examined in the light of the critique of it offered by Pratt (2001) who sees the tendency towards bureaucratization as preventing even more unpleasant penal possibilities – mob rule and vigilantism.

### **Essential Readings**

N. Christie. (1993). Crime Control as Industry, pp 93-140

J. Pratt. (2001). “Beyond gulags western style? A reconsideration of Nils Christie’s ‘Crime control as industry.’” Theoretical Criminology. 5, pp 283-314

### **Supplementary Readings**

J. Pratt. (2002). Punishment and Civilization, Ch. 9

J. Pratt. (2000). "Sex Crime and the New Punitiveness", Behavioural Sciences and Law, (copy available on closed reserve)

J. Simon and M Feeley. (1992). "The new penology: Reformulating penal objectives." Criminology, 30 (4), pp 449-474.

P. O'Malley. (1992), "Risk, Power and Crime Prevention", Economy and Society 21, pp 252-275

## **Week beginning: 16 March**

### ***Penal Populism***

In complete contrast to the views set out by Nils Christie, penal populism sees the influence of punitive public sentiments on being responsible for the growth of imprisonment in societies such as New Zealand. The seminar examines how and why this has happened.

### **Essential Readings**

J Pratt (2007), Penal Populism, Ch.1

### **Supplementary Reading**

J. Pratt and M. Clark (2005) Penal Populism in New Zealand, Punishment and Society , pp 303-322

J. Pratt (2008) When Penal Populism stops – Legitimacy, Scandal and the Power to Punish in New Zealand (in press)

A. E. Bottoms (2005) The Philosophy and Politics of Punishment and Sentencing (copy available on closed reserve)

### **Week beginning: 23 March - Prison Visit (to be confirmed)**

### **Week beginning: 30 March**

#### *Non-Punitive Societies*

Imprisonment rates are one of the main indicators of levels of punitiveness to crime. Some OECD countries have maintained non-punitive responses to crime over the last decade or so, as characterised by their low imprisonment rates. This is despite the impact of what is now known as ‘the new punitiveness’ elsewhere in the OECD. Here, the USA leads the way with a rate of imprisonment of 730 per 1000000 of population (up from a rate of 110 in the 1970s), at great human and economic cost. New Zealand has the second highest rate. In contrast, eight non-punitive societies – Iceland, Japan, Slovenia, Finland, Norway, Denmark, Switzerland, Sweden – have imprisonment rates ranging from 37 to 73 per 100000 of population. Three other OECD countries are now moving from low to much higher rates of imprisonment (Holland, from 55 to 100 per 100000 in this period; similarly Greece and Ireland). Since research to date indicates that divergences in imprisonment rates do not simply reflect differential crime trends, this seminar will assess the role that complex social, cultural, political and economic forces play in determining the low levels of punitiveness in some societies and the way in which this is being challenged in others at present.

#### **Essential Reading**

J. Pratt (2008). “Scandinavian exceptionalism in an era of penal excess Part I: The nature and roots of Scandinavian exceptionalism”. British Journal of Criminology, 2008, 48, 119-137

J. Pratt (2008). “Scandinavian exceptionalism in an era of penal excess Part II: Does Scandinavian exceptionalism have a future?”. British Journal of Criminology, 2008, 48, 275-292

D. Downes (1982). “The origins and consequences of Dutch penal policy since 1945”. British Journal of Criminology, 22, pp 325-357

#### **Supplementary Readings**

E. Baldursson (2000). “Prisoners, prisons and punishments in small societies”. Journal of Scandinavian Studies in Criminology, 1, pp 6-15

I. O’Donnell and E. O’Sullivan (2003). “The politics of intolerance – Irish Style”. British Journal of Criminology, 43, pp 41-62

- U. Bondeson (2005) "Levels of punitiveness in Scandinavia", in J. Pratt et al (eds) The New Punitiveness
- H. Tham (2001). "Law and order as a leftist project? The case of Sweden". Punishment and Society 3, pp 409-426
- W. Young and M. Brown (1993). " Cross-national comparisons of imprisonment". Crime and Justice, 17, pp1-49

### **Week beginning: 6 April**

#### ***Informalism and the Rise of Restorative Justice***

One of the consequences of the changes in the post 1970 period has been the rise of "informal justice" - a bid to take "conflicts" out of the criminal justice system altogether and have them dealt with by informal mechanisms, such as diversion and reparation. In countries like New Zealand this concept also has associations with the demands for the (re) development of indigenous justice. We examine here their development and range of possibilities.

#### **Essential Readings**

- H. Blagg, (1997), "A Just Measure of Shame", British Journal of Criminology 37, pp 481-501.
- K. Daly (2002), "Restorative Justice. The real story", Punishment and Society 4,p. 55-79 (On closed reserve in library)

#### **Supplementary Readings**

- N. Christie. (2002). Answers to Atrocities (Copy on reserve in library)
- J. Dignan. (1992). "Repairing the damage: Can reparation be made to work in the service of diversion." British Journal of Criminology. 31, 4
- N. Christie. (1981). Limits to Pain, pp 92-116.
- N. Christie. (1978). "Conflicts as property." British Journal of Criminology.17, pp 1-15
- R. Matthews. (1989). "The rise and rise of informalism." In R Matthews. (ed). Informal Justice, Ch 1.
- A.E. Bottoms. (2003) "Some sociological reflections on restorative justice", in A. von Hirsch et al (eds) Restorative Justice and Criminal Justice

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***Mid trimester break 10 April – 26 April 2008***

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### **Week beginning: 27 April**

#### ***Some New 'Visions of Social Control'***

Here we examine the way in which Stan Cohen (1985) Visions of Social Control provided the basis for some new visions of social control for penal development in modern societies in the mid 1980s. For Cohen, this was to be based around a decisive shift from control in the

institution to control in the community. To what extent have these 'predictions' proved to be well founded? How, if at all, does the subsequent massive growth of imprisonment in these societies since that time sit with this perspective? Can it be that we are now entering a new era of social control which marks the end of the visions that Cohen had for this in 1985?

### **Essential Readings**

S. Cohen (1985). Visions of Social Control, Ch 2

J. Pratt (2002). "Critical criminology and the punitive society: some new 'Visions of Social Control'". K. Carrington and R. Hogg (eds). Critical Criminology pp 168-184

### **Supplementary Readings**

M Nellis (2005) Electronic Monitoring, Satellite Tracking and the new Punitiveness in England and Wales, in Pratt, J. et al (eds), The New Punitiveness, Ch 10.

### **Week beginning: 4 May**

#### ***Durkheim: Punishment, Moral Authority, Social Solidarity***

Durkheim's view of punishment as a moral institution, expressing and reinforcing social solidarities. The social necessity of sanctions. The social roots and functions of punishment. Collective involvement in the sanctioning process. The symbols and ceremonies of punishment and their psychological impact. Criticism and reworkings of Durkheim's perspective. Questions of representation, ideology, and audience. Punishment and social divisions. The symbolic dimensions of modern criminal justice. Garland's book provides a critical overview of Durkheimian writings on punishment. Hay's study of eighteenth century criminal justice provides a more critical, Marxist view of punishment's symbolic functions.

### **Essential Reading**

D Garland. (1990). Punishment and Modern Society, Ch 2 and 3

P Smith, (2008), Punishment and Culture, Ch 1

### **Supplementary Readings**

D Garland. (1983). "Durkheim's theory of punishment: A critique." In D Garland and P Young. (eds). The Power to Punish

D Hay. (1975). "Property, authority and the criminal law." In D Hay et al (eds). Albion's Fatal Tree, pp 17-63.

H Garfinkel. (1956). "Conditions of successful degradation ceremonies." In E Rubingeon and M Weinberg. (eds). Deviance: The Interactionalist Perspective.

J. Pratt. (2006). The Dark Side of Paradise: Explaining New Zealand's History of High Imprisonment, British Journal of Criminology 46, 541 -560

## **Week beginning: 11 May**

### ***Marxism and The Political Economy of Punishment***

The Marxist analysis of punishment. Modes of production and modes of punishment. Economic influences on the development of early prisons, transportation, fines, decarceration, etc. The political economy of imprisonment. Penal sanctions and labour markets. The role of criminal law and punishment in disciplining the lower classes. The political and ideological functions of punishment. Punishment and the social policies of the welfare state. The emergence of an underclass and the consequences for penal and social controls. Garland provides a critical overview of the various Marxist analyses of punishment. Box's study tries to show how economic and political factors affect the decisions of criminal justice decision makers such as sentencers.

### **Essential Reading**

D Garland. (1990). Op cit, ch 4 and 5

L Wacquant. (2005), "The Great Penal Leap Backwards", in Pratt, J. et al, The New Punitiveness, Ch. 1

### **Supplementary Readings**

S Box. (1987). Recession, Crime and Punishment, pp 107-132

D Melossi and M Pavarini. (1981). The Prison and the Factory, Ch 4 and 5

F Zimring and G Hawkins. (1991). The Scale of Imprisonment, Ch 9

A. Scull (1984), Decarceration, introduction to the new edition

## **Week beginning: 18 May**

### ***Foucault and Penal Power***

Foucault's analysis of the prison and penal history as a means of understanding modern techniques of exercising power. The changing forms of penal power; normalizing techniques; the logic of the panopticon; surveillance and the disciplinary society. The carceral archipelago and the policing of modern life. Criminological discourse and its relation to power and punishment. The limits of the power perspective. The consequences of bureaucratization and professionalization. Rationalization and its limits in the penal system. Foucault's Discipline and Punish is immensely influential and repays close reading. Garland's book provides an exposition and a critique of Foucault, but also extends his arguments to discuss the "rationalization" of modern penal systems.

### **Essential Reading**

D Garland. (1990). Op cit. Ch 6 and 7

### **Supplementary Readings**

- S Cohen. (1979). "The punitive city. Notes on the dispersal of social control". Contemporary Crises, pp 339-363.
- B. Hudson. (1998). "Punishment and Governance", Social and Legal Studies 7, pp 53-560.  
(copy held on reserve in library)
- M Ignatieff. (1981). "State, civil society and total institutions: A critique of recent social histories of punishment." In Tony M and N Morris. (eds). Crime and Justice, 3
- J Pratt. (1983). "Reflections on the approach of 1984. Recent developments in social control in the United Kingdom." International Journal of the Sociology of Law, 11, pp 309-60
- J Pratt. (1993). "This is not a prison." Social and Legal Studies, 2, pp 373-396 (copy available on closed reserve)

### **Week beginning: 25 May**

#### ***Elias: Punishment, Culture and Sensibilities***

Norbert Elias and the idea of civilisation as a specific, long-term transformation of human behaviour. The cultural process of conscience-formation (the inhibition of violence and the development of shame, embarrassment and distaste) and the privatization of key areas of social life (sex, bodily functions, illness and death). Their links to societal development and modern state-formation. The role of culture and sensibilities in the shaping of punishment. Penal history and the history of manners and sensibilities. Recent developments in the organisation of power and civility. Spierenburg applies Elias's theory to public executions and their historical decline. Garland develops Elias's work theory more broadly, using it to discuss the characteristics of modern punishment.

#### **Essential Reading**

- D Garland. (1990). Op cit, pp 213-247
- J. Pratt (2002), Punishment and Civilization, Ch 1, Ch 9

### **Supplementary Readings**

- P Spierenburg. (1984). The Spectacle of Suffering, pp 183-199
- J Pratt. (1999). "Norbert Elias and the Civilized Prison", British Journal of Sociology, 50, pp. 271-296
- J Pratt. (1998). "Towards the Decivilizing of Punishment?" Social and Legal Studies 7, pp 487-516 (copy held on closed reserve in library)



## **Week beginning: 1 June**

### **The Penal Control of Women**

Research has shown that female offenders are frequently treated by criminal justice institutions which reflect gender considerations or biases. This is true of sentencing patterns and of institutional regimes for women prisoners. It is also claimed that criminological theory operates with "gendered" categories which help bring about these practical results. We will examine studies which document these practices and consider how the theories we have discussed earlier this term help us to make sense of them. See particularly Howe's critique of Foucault and Garland.

### **Essential Reading**

A Howe. (1994). *Punish and Critique*, pp 123-164 (copy available on closed reserve)

### **Supplementary Readings**

P Carlen. (1983). Women's Imprisonment, pp 13-24, 89-115

P. Carlen. (1994). 'Why study women's imprisonment? Or anyone else's?', British Journal of Criminology 34 (special issue), p. 131-40

A Morris. (1981). Women, Crime and Criminal Justice, pp 79-103

## **Second Trimester**

Students work on extended essays in consultation with Professor Pratt; student presentation; and hand in of completed essays.

Office use only

Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

## Assignment Cover Sheet

*(please write legibly)*

Full Name: \_\_\_\_\_  
*(Last name)* *(First name)*

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

### CERTIFICATION OF AUTHENTICITY

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_