

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 312

Punishment and Modern Society

Course Outline

CRN 1107: 20 POINTS: TRIMESTER 2, 2010

Teaching dates: 12 July – 15 October 2010

Study week: 18 – 22 October 2010

Examination period: 22 October – 13 November 2010

COURSE COORDINATOR: DR CHARLES SEDGWICK

Room 922, Murphy Building

Tel (04) 463 5233, ext 8876

Email: charles.sedgwick@vuw.ac.nz

LECTURES: MONDAY & FRIDAY 10am-12noon: HULT 220

Institute of Criminology

CRIM 312

Punishment and Modern Society

TEACHING PROGRAMME

	Date	Monday (Lectures) 10am-12pm in HULT 220	Friday (Tutorials) 10-11am & 11am-12noon in HULT 220
1	12 July	The Spectacle of Punishment and its Decline (CS)	No Tutorials
2	19 July	The Birth of the Prison (CS)	Tutorials (23 July)
3	26 July	Imprisonment Today (CS)	Tutorials (30 July)
4	2 August	Prison Culture (CS)	Tutorials (6 August)
5	9 August	Dangerousness (CS)	Tutorials (13 August)
6	16 August	Parole (CS)	Tutorials (20 August)
MID-TRIMESTER BREAK 23 August – 5 September			
7	6 September	Punishment in the Community (CS)	Tutorials (10 September)
8	13 September	The reintegration of prisoners (KW)	Tutorials (17 September)
9	20 September	Restorative Justice (MoJ)	Tutorials (24 September)
10	27 September	Penal Populism (CS)	Tutorials (1 October)
11	4 October	Sentencing Commissions (WY)	Tutorials (8 October)
12	11 October	Public Opinion and Punishment (CS)	Tutorials (15 October)

MoJ= to be announced
CS = Charles Sedgwick
KW = Kim Workman
WY = Warren Young

COURSE COORDINATOR: Charles Sedgwick
Murphy building, MY 922
Tel: 463 5233, ext. 8876
E-mail: charles.sedgwick@vuw.ac.nz

OFFICE HOURS: Tuesdays 9-10am
Wednesdays 12-1pm
If you are not able to make these times please contact Charles to arrange an alternative time.

TUTOR: Charles Sedgwick
Murphy building, MY922
Tel: 463 5233 ext 8876
Office hours are as above.

COURSE CONTENT

The historical development of modern punishment, with particular reference to New Zealand, and its relationship to broader social and political change. The course examines the place of such punishments as the death penalty, prison and electronic monitoring of offenders in a modern penal system.

LEARNING OBJECTIVES

The learning objectives of this course are:

- To provide students with an understanding of the historical development of modern punishment systems.
- To provide an examination of important contemporary issues relating to penal policy.
- To provide students with insights into the dynamics of penal change.
- To provide students with an overview of important new developments in penal policy.

To assist students to meet these objectives it is anticipated that a class visit to a local prison will be made in July or August, subject to gaining consent from the Department of Corrections.

COMMUNICATION OF ADDITIONAL INFORMATION

CRIM 312 has information on Blackboard at: <http://www.blackboard.vuw.ac.nz>.
There is a student noticeboard outside the lifts on level 11 of Murphy building where

general information, which may be of interest to you, is displayed. There is also a School student noticeboard on level 9 of the Murphy building.

COURSE MATERIALS AND READINGS

Student Notes, with readings for all lectures, are available from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from VicBooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Students will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

John Pratt's Punishment and Civilization (2002), on sale at the University Bookshop (approx. \$80), and Penal Populism (2006) (approx \$60) are recommended texts.

EXPECTED WORKLOAD

Taking into account class attendance, reading for seminars, preparation of the outline, extended essay and so on, students are expected to spend approximately 13 hours per week working for CRIM 312. The reading list and other course requirements have been devised with this workload in mind.

TUTORIALS

Tutorials are optional for students, although students are advised to attend as many as possible. **The tutorials begin in the second week of the trimester.** Students are free to choose which group they want to attend to in a particular week. There will be an opportunity for students to discuss this arrangement on the first day of the course. All students are expected to participate in the seminars and to be in a position to discuss the reading material.

MANDATORY COURSE REQUIREMENTS

To successfully complete this course, students must:

- submit an outline of the topic for your extended essay,
- submit the extended essay
- receive a mark of at least 40% for the extended essay.
- receive a mark of at least 40% in the final examination

ASSESSMENT

The assessment requirements for this course, including grade weighting, are as follows:

- | | |
|---|------------------------------------|
| 1. Essay Outline
Due: 4pm, Tuesday 17 August 2010 | Weighting: 10% |
| 2. Extended Essay
Due: 4pm, Tuesday 12 October 2010 | Weighting: 50%
Word count: 4000 |
| 3. Final Examination
Due: during the examination period 22 October – 13 November 2010 | Weighting: 40% |

These methods of assessment are designed:

- to assess students' ability to develop a research proposal on a topic of specific interest to them and to then complete this task in the form of an extended essay and
- to assess students' broad knowledge of the course in the form of a final examination.

Essay Outline

You are required to submit an extended essay outline which is worth **10% of your final grade**. **Due date: 4pm, 17 August 2010**. The written outline should be **no more than two A4 pages in length** outlining the proposed topic for your extended essay. It should be on a topic of your choice, but obviously one which is related to the broad theme of the course. It should indicate the title and proposed structure of the paper and the main issues which will be canvassed. In your proposal you should also identify the principal books, journal articles and other sources of information on which your essay will be based.

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.

You should discuss your proposed topic with the lecturer/tutor as soon as possible. If you are unable to think of a suitable topic which interests you, please do not hesitate to come and discuss the matter with the Course Coordinator.

Extended Essay

The essay is worth **50% of your final grade**. Your essay should not exceed **4,000 words** in length. **Due date: 4pm, 12 October 2010**. It is most important that you do not exceed the word limit. Students are advised that failure to keep to the word limits set for each assignment can result in examiners refusing to read that part of the essay which is in excess of the word limit. Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on draft essays. It is possible, however, for students to discuss assignments in general terms.

Because of time limitations, it is highly unlikely that you will be able to undertake any detailed empirical research, (aside from issues of getting permission from the University Ethics Committee which is needed before such research can be undertaken) and we therefore require that you base the essay on secondary sources/ library readings.

In assessing your extended essay, we will be looking for evidence of your ability to:

1. select an essay topic related to the course;
2. identify appropriate information sources;
3. utilise these sources to obtain relevant data;
4. structure an argument based on your findings;
5. present an extended essay which is:
 - I. coherent in argument;
 - II. well-articulated;
 - III. well-presented;
 - IV. adequately referenced; and which
 - V. demonstrates your ability to:
 - (i) locate your particular research findings within a wider context;
 - (ii) critically evaluate relevant literature;
 - (iii) summarise and analyse data;
 - (iv) present a suitable conclusion which, depending on your topic, either summarises the principal argument, makes policy recommendations, suggests directions for future research, or concludes your essay in some other appropriate way.

The 2-hour final examination will be held during the examination period 22 October – 13 November 2010. More details will be available closer to the date.

IDENTIFYING YOUR ESSAY OR ASSIGNMENT - FRONT SHEET

Please include the School's Assignment Cover Sheet (a sample is attached at the back of this Outline) when submitting your assignments. This ensures that you have provided essential information. You may wish to have a front page of your own on your assignment, but the top sheet must be the School's Assignment Cover Sheet. Further copies can be found at the School's Administration office and also on the School's assignment box, on level 9 of Murphy building.

EXTENSIONS

Assignments 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 Charles Sedgwick (course co-ordinator). 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 submission of work without permission will be penalised by the following deductions:

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

Two grades = period from 24 hours up to and including 72 hours past due date.

Work that is handed in later than 72 hours without permission will not be accepted.

SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question, which may result in the student failing terms.

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>

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from CRIM 312 (or any other course) please see the Faculty of Humanities and Social Sciences office on the 4th floor of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly. Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.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>

The AVC(Academic) 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. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

SCHOOL CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: sacs@vuw.ac.nz

The Institute, which is located on level 11 of the Murphy Building, Kelburn Parade, is generally open from 9am to 4pm.

REFERENCING GUIDELINES

The following format for referencing is from the *Publication Manual* of the American Psychological Association (1990). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library.

1. Periodicals

(a) One author publication

Henderson, L.N. (1985), "The wrongs of victim's rights", Stanford Law Review, 38, 937- 1021.

- In text, use the following each time the work is cited: (Henderson, 1985).

(b) Two author publication

Hawkins, J. D., & Weis, J.G. (1985), "The social development model: An integrated approach to delinquency prevention", Journal of Primary Prevention, 6_(2), 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985).

(c) Three or more author publication

Lang, A.R., Goeckner, D.J., Adesso, V.J., & Marlatt, G.A. (1975), "Effects of alcohol on aggression in male social drinkers", Journal of Abnormal Psychology, 84 (5), 508-518.

- In text, use the following the *first* time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and everytime *after* this first citation as: (Lang et al., 1975).

(d) Journal article in press

Corcoran, D.L., & Williamson, E.M. (in press), "Unlearning learned helplessness", Journal of Personality and Social Psychology.

- In text, use the following each time the work is cited: (Corcoran & Williamson, in press).

(e) Magazine article

Reid, B. (1993, September 20), "Looking into a child's future", Time, pp. 34-40.

- In text, use the following each time the work is cited: (Reid, 1993).

(f) Newspaper article, no author

"Jail terms vary for bank robbers" (1992, November 7). Dominion, p. 3.

- In text, use a short title following each time the work is cited: For example ("Jail Terms," 1992) or (Dominion, 7.11.92).

2. Books

(a) Reference to a one author book

Pratt, J. (1992), Punishment in a Perfect Society, Wellington: Victoria University Press.

- In text, use the following each time the work is cited: (Pratt, 1992).

(b) Reference to a two author book, second edition

Downes, D. & Rock, P. (1982), Understanding Deviance (2nd ed), Oxford: Clarendon Press.

- In text, use the following each time the work is cited: (Downes & Rock, 1982).

(c) Reference to a chapter in an edited book

Ford, D.A. & Regoli, M.J. (1993), "The criminal prosecution of wife assaulters: Process, problems, and effects." in N.Z. Hilton (Ed.), Legal Responses to Wife Assault: Current Trends and Evaluation (pp. 127-164), California: Sage.

- In text, use the following each time the work is cited: (Ford & Regoli, 1993).

3. Research Reports

(a) Government reports

Ministerial Committee of Inquiry into Pornography (1989), Pornography, Wellington: Government Print.

- In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

(b) Government Report, corporate author

Victims Task Force. (1993), Towards equality in criminal justice, Wellington: Victims Task Force.

- In text, use the following each time the work is cited: (Victims Task Force, 1993).

(c) Report available from Government Department, private author

Brown, M.M. (1992), Decision making in district prison boards, Wellington: Policy and Research Division, Department of Justice.

- In text, use the following each time the work is cited: (Brown, 1992).

(d) University research report

Deane, H. (1988), The social effects of imprisonment on male prisoners and their families (Study Series No. 2), Wellington: Victoria University of Wellington, Institute of Criminology.

- In text, use the following each time the work is cited: (Deane, 1988).

STUDENT NOTES

The student notes contain a full reading list for CRIM 312. They should be brought to the seminars where they are being discussed. The student notes also indicate the supplementary readings for the course, most of which are available on either three day loan or closed reserve in the main library.

WEEK 1 – THE SPECTACLE OF PUNISHMENT AND ITS DECLINE

Essential Reading

Laqueur, T. (1989), Student Notes Reading 1.

Pratt, J. (2002), Punishment and Civilization, Ch 2.

Supplementary Reading

Hood, R. (1989), The Death Penalty, pp. 117-158.

Gatrell, V. (1994), The Hanging Tree, Ch 3.

Newbold, G. (2007) The Problem of Prisons, Ch 11.

WEEK 2 – THE BIRTH OF THE PRISON

Essential Reading

McGowen, R. (1998), Student Notes Reading 2.

Pratt, J. (2002), Punishment and Civilization, Ch 3.

Supplementary Reading

Ignatieff, M. (1978), A Just Measure of Pain, Ch 3.

Brodie, A. et al (1999), The Prison Experience, Ch 1 & 2.

- King, R. (1999), "The rise and rise of supermax", Punishment and Society 1, pp. 163-186
- Kurki, L. and Morris, N. (2001), "The Purpose, Practices and Problems of Supermax Prisons", Crime and Justice, 21, pp. 385-424.

WEEK 3 – IMPRISONMENT TODAY

Essential Reading

- Christie, N. (2002), Student Notes Reading 3.
- Department of Corrections (2000) Student Notes Reading 4.
- Elias, The Rt Hon Dame Sian (2009). Student Notes Reading 5.
- Assorted newspaper articles (2005), Student Notes Reading 6.
- Rimutaka and Arohata prison sample menus, Student Notes Reading 7.
- Tanczos, N, (2004). Student Notes Reading 8.
- Corrections Association of New Zealand (2009). Student Notes Reading 9.
- Collins, J, (2003). Student Notes Reading 10.

Supplementary Reading

- Cavadino, M. & Dignan, J. (2006). Penal Systems, Ch 16.
- Harding, R. (1997). Private Prisons and Public Accountability, pp. 1-15, 150-157.
- McConville, S. (1987). 'Aid from Industry? Private Corrections and Prison Crowding': In S. Gottfredson & S. McConville (eds), America's Correctional Crisis, pp. 221-242.

WEEK 4 – PRISON CULTURE

Essential Reading

- Sparks, R. et al (1996), Student Notes Reading 11.

Supplementary Reading

- Goffman, E. (1984), Asylum, pp. 23-72. (Note: this is the Inmate World section and page numbers will differ from edition to edition).
- Sykes, G. (1958), The Society of Captives.

For Prisoner Biographies, see, for example:

- Boyle, J. (1977), A Sense of Freedom.
- Probyn, W. (1977), Angel Face.

WEEK 5 – DANGEROUSNESS

Essential Reading

- Pratt, J. (2001) Student Notes Reading 12.

Supplementary Reading

- Pratt, J. (1995), "Dangerousness, Risk and Technologies of Power", Australian and New Zealand Journal of Criminology, 28, pp. 1-31.
- Pratt, J. (1998), Governing the Dangerous, Ch 9.
- Bottoms, A.E. (1977), "Reflections on the Renaissance of Dangerousness", Howard Journal of Penology and Crime Prevention, 16, pp. 70-96.
- Meek, S. (1995), "The Revival of Prevention Detention in New Zealand 1986-93", Australian and New Zealand Journal of Criminology, pp. 225-258.

WEEK 6 – PAROLE

Essential Reading

- Newspaper Articles on Graham Burton, Student Notes Reading 13.
- Law Commission (2006) Student Notes Reading 15.

Supplementary Reading

- Department of Corrections (2005) Parole Fact Sheet
- Hood, R and Shute, S (2002) "The Parole System at Work" Home Office.
- Hood, R and Shute, S (2002) "Sex Offenders Emerging from Long Term Imprisonment" British Journal of Criminology 42 pp. 371-394
- Shute, S (2003) "The Development of Parole and the Role of Research in its Reform." in Ashworth, A and Zedner, L. (eds). The Criminological Foundation of Penal Policy pp. 377-439
- Simon, J (1993) Poor Discipline: Parole and the Social Control of the Underclass pp 138-168
- Petersilia, J. (2003) When Prisoners Come Home: Parole and Prisoner Re-entry.

WEEK 7 – PRISONER REINTEGRATION

Essential Reading

- Uggen, C., Manza, J. & Behrens, A. (2006), Course Materials Reading 14.

Supplementary Reading

- Padfield, N. & Maruna, S. (2006). 'The Revolving Door. Exploring the rise in recalls to prison,' Criminology and Criminal Justice 6, 329-352.
- Burnett, R. & Maruna, S. (2004), 'So "Prison Works" – does it? The criminal careers of 130 men released from prison under Home Secretary Michael Howard', Howard Journal of Criminal Justice 43, 390-404.
- Farrall, S. & Maruna, S. (2004). 'Desistance – focussed criminal justice policy research', Howard Journal of Criminal Justice 43, 358-367.

WEEK 8 - PUNISHMENT IN THE COMMUNITY

Essential Reading

- Gibbs, A. and King, D. (2002) Student Notes Reading 16.

Supplementary Reading

- Nellis, M. (2005), "Electronic Monitoring, Satellite Tracking and the new Punitiveness", in Pratt, J. et al (eds), The New Punitiveness, pp. 167-188.
- Lilly, R. and Nellis, M. (2001), "Home Detention Curfew and the Future of Electronic Monitoring", Prison Service Journal, 135, p. 59-69. (Copy available in library on closed reserve.)
- Mainprize, S. (1992), "Electric Monitoring in Corrections: Assessing Cost Effectiveness and the Potential for Widening the Net of Social Control", Canadian Journal of Criminology, pp. 161-180.

WEEK 9 – RESTORATIVE JUSTICE

Essential Reading

- Daly, K. (2002), Student Notes Reading 17.
- Ministry of Justice, (2009). Student Notes Reading 18.

Supplementary Reading

- Ashworth, A. (2002), "Responsibilities, Rights and Restorative Justice", British Journal of Criminology, 42, pp. 578-595.
- Morris, A. and Maxwell, G. (1993) "Juvenile Justice in New Zealand: A new paradigm", Australia and New Zealand Journal of Criminology, 26, pp. 72-90.
- Braithwaite, J. (1999), "Restorative Justice: Assessing optimistic and pessimistic accounts". In M. Tonry (ed.), Crime and Justice: A review of research, 25, pp.1-127.

WEEK 10 – PENAL POPULISM

Essential Reading

- Pratt, J. and Clark, M. (2005) Student Notes Reading 19.
- Pratt, J. (2006), Penal Populism Ch1

Supplementary Reading

- Garland, D. (1996), "The Limits of the Sovereign State", British Journal of Criminology, 36, pp. 445-471.
- Garland, D. (2001), The Culture of Control, Ch 8.

WEEK 11 – SENTENCING COMMISSIONS

Essential Reading

- Law Commission (2006) Student Notes Reading 20.

Supplementary Reading

- M. Tonry (1995) "Sentencing Reform Across National Boundaries." In R. Morgan and C. Clarkson (eds), The Politics of Sentencing, pp 267-282.
- A. Doob (1995) "The US Sentencing Commission Guideline: If You Don't Know Where You're Going You Might Not Get There." In R. Morgan and C. Clarkson (eds), The Politics of Sentencing pp.199-250.
- A. Freiberg (2007) "The Victorian Sentencing Advisory Council: Incorporating Community Views onto the Sentencing Process." In K. Gelb and A. Freiberg (eds), Penal Populism, Sentencing Councils and Sentencing Policy. (Manuscript form).

WEEK 12 – PUBLIC OPINION AND PUNISHMENT

Essential Reading

Paulin, J, Searle, W. and Knaggs, T, Ministry of Justice (2003). Student Notes Reading 21.

Supplementary Reading

Roberts, J. [et al.] (2002) Penal Populism and Public Opinion. pp. 93-106.

Hough, M. (1996) "People Talking About Punishment" Howard Journal of Criminal Justice 35, pp. 191-214.

Cullen, F. [et al.] (2000) "Public Opinion About Punishment and Correction" Law and Society Review 34, pp. 1-79.

Maruna, S. and King, A. (2004) "Public Opinion and Community Penalties." In Bottoms, A. E. [et al.] (eds) Alternatives to Prisons. pp. 83-112.

TUTORIAL QUESTIONS

Tutorials begin in the second week of the trimester.

1. The Spectacle of Punishment and its Decline

1. How would you differentiate between punishment in modern and pre-modern societies?
2. Why did the old system of punishment begin to change around the beginning of the 19th century?
3. Why did the death penalty disappear from the punishment system of most modern societies?
4. With what kind of society is the presence of the death penalty now associated?

2. The Appearance and Disappearance of the Prison

1. Where are prisons built today?
2. How do you explain the shifts in the location of prison buildings that took place during the 19th and 20th centuries?
3. Why were the gothic and classical prison architecture of the early 19th century replaced by the functional austerity design associated with later prison building?
4. Why are great pains now taken to hide prisoners from public view? Do you think they should be hidden?
5. If public opposition to prison building begins to decline, what is this telling us about the kind of society in which we are living?
6. Do you agree that the public is “morally indifferent” to what happens in prisons? Explain.
7. Are supermax prisons in any way justifiable?

3. Imprisonment Today

1. If prisons are so expensive and do not rehabilitate criminals, why have they come to be such an important sanction in modern democratic societies?
2. What is meant by ‘private prisons’?
3. What are the main advantages and disadvantages of private prisons?
4. What does make the public interested in prisons and prisoners?

4. Prisoner Culture

1. How does most of the public think prisoners spend their time?
2. What is meant by 'the pains of imprisonment'?
3. Do all prisoners experience these?
4. How do prisoners go about surviving prison?
5. What are the advantages and disadvantages of the existence of prisoner culture for prisoners and the prison authorities?

5. Dangerous Offenders

1. What do you understand by the term "dangerousness" as it relates to penal affairs?
2. What is "preventive detention"?
3. Until recently, judges had been very reluctant to use sentences of preventive detention. Why was this?
4. What is meant by the concept "the renaissance of dangerousness"?
5. What are the dilemmas involved in assessing dangerous offenders for parole?

6. Parole

1. What are the various ways of obtaining early release from prison?
2. Do you think prisoners should be allowed parole?
3. What are the criteria for assessing parole eligibility?
4. What are the rules governing eligibility for parole as set out in the Parole Act 2002?
5. What are the Law Commissions proposals for parole reform and what are the reasons for this?

7. The reintegration of prisoners

1. This tutorial will discuss the visiting speaker's seminar.

8. Punishment in the Community

1. How do you explain the growth of interest in community-based sanctions in the last two decades?
2. What are the advantages and disadvantages of electronic monitoring of offenders?
3. Why do prison populations continue to grow despite the availability of a large number of sanctions designed to act as alternatives to custody?
4. What does Cohen mean when he refers to the 'net-widening' potential of many community-based sanctions?

9. Restorative Justice

1. What do you understand by the term 'restorative justice'?
2. How would you summarise its strengths and weaknesses?
3. To what extent is it now being used for adult offenders in New Zealand?
4. Are there some criminals for whom restorative justice should never be offered as a way of resolving their 'conflicts'?

10. Penal Populism

1. What is meant by the concept 'Penal Populism'?
2. What do you understand by the term 'Axis of penal power'?
3. Why has New Zealand been particularly vulnerable to its influence?
4. What effect does the media have on people's attitudes to crime and punishment issues?
5. What impact has penal populism had on penal policy in New Zealand and elsewhere?

11. Sentencing Commissions

1. How do sentencing commissions work?
2. Why is sentencing not left to judges to decide?
3. What are the reasons for the proposals for a sentencing commission in New Zealand?
4. What sort of people should serve on sentencing commissions and why?
5. Do you see any disadvantages to sentencing commissions?

12. Public Opinion and Punishments

1. What opinion do the general public have about punishing the offenders?
2. What distinctions are there between their general views about punishment and their opinion regarding the punishments of individual offenders?
3. Are the general public as punitive as some politicians think they are?
4. How does the public opinion differ from public mood or sentiment?
5. To what extent should public opinion influence the development of penal policy?

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

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: _____