Course Information

Semester | Course Number and Title | Lecture Times | Building & Room Number
---|---|---|---
W2012 | SOC 368 Custodial and Rehabilitative Institutions | Th. 4:30-6:20pm | PAS 1241

Instructor | Office Location | Phone | Email
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Dr. Daniel O’Connor | PAS 2044 | 31366 | daniel.oconnor@uwaterloo.ca

Office Hours
1:00 – 3:00 Thursday (or by appointment)

Description
A critical criminological analysis of punishment. The course will examine current research on the forms and transformations of penal theory, management, and practice and their implications for social policy.

Course Objectives
By successfully completing this course, students will be able to:
- recognize, describe, and discuss a range of perspectives on punishment
- debate issues on penal theory, research, and practice from different points of view
- critically compare and contrast the research of different scholars in the field and identify the central limitations of penological approaches
- participate in intellectual debates and discussions
- identify, adapt, and apply analytical arguments to complex penal processes
- effectively communicate an understanding of the research on punishment and society, both orally and in writing
- understand all the research examined in the course and effectively present the perspective, key concepts, and major arguments of one piece of research
- apply knowledge of penal research to a particular issue, problem, or case study by identifying and developing a focused argument, and writing it up as an effective and persuasive essay
- engage in further intellectual inquiry with general background knowledge of the issues and research on punishment and society

Readings
Required readings available at UWLearn (under Resources)

Course Requirements

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<tr>
<th>Course Requirement</th>
<th>Percent of total</th>
<th>Due date</th>
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<tr>
<td>1) Group Presentation</td>
<td>20 %</td>
<td>see schedule</td>
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<tr>
<td>2) Midterm Test</td>
<td>25 %</td>
<td>February 09</td>
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<td>3) Research Paper</td>
<td>30 %</td>
<td>March 15</td>
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<td>4) Final Exam</td>
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Group Presentation
The Group Presentation involves introducing to the class the major issues and themes on a selected reading of the day. Each group presentation involves two to three participants (depending on class size). Presentations should be organized to facilitate class discussion (the use of visual aids is required). Presenters should be prepared to talk for no more than 15 minutes and to facilitate class discussion (an additional 10 minutes) by asking questions and engaging in debates;

Evaluation Criteria:
- Identify the thesis. Discuss the central argument and its implications.
- Identify 3 central points or concepts. Discuss at least 3 points or concepts central to the main argument.
- Be clear (so that the audience understands), concise (within the allocated time), and interesting (to hold the attention of the audience).
- Work together with other members of the presentation team in the development and delivery of the presentation;
- Integrate visual aids to illustrate key points or issues. Care should be taken to explain how or why the visual material is relevant (don’t assume that visual material is self-evident)
- Facilitate class discussion. Pose questions to the audience to provoke discussion of the issues (rather than testing the audience’s knowledge or competence).
- Prepare a package. The presentation package must include copies of all materials, notes, outlines, and slides. It must have a summary title sheet with the title of the presentation, date, names and student numbers of all presenters. This is due immediately before the presentation.

Feel free to meet with me or the TA during office hours to discuss presentation strategies

Midterm Test
For the midterm test students are expected to choose a question from a list of questions handed out before the midterm and to develop sufficient familiarity with the topic to write a concise in-class essay of no more than 750 words. Books, notes, or other study aids are not permitted during the writing of the midterm.

Research Paper
For this assignment, students are required to research and write a paper on a subject suitable to the course. For this paper, it is required that some of the ideas, arguments, and concepts presented in class and in the required readings are incorporated in a substantive manner. Overall, the research paper is to discuss and assess (not simply describe or summarize) the specific literature and to develop a conceptual analysis of the topic chosen. The main body of the paper (excluding title page and bibliography) must be no more than five (7) pages.

In addition to course materials (and excluding introductory texts), the paper must include a minimum of seven (7) references to scholarly books or journal articles related to the topic of investigation.

Criteria of evaluation: clarity, logic and conciseness; knowledge of facts and relevant literature; ability to formulate insights of your own; conceptual analysis. The emphasis in marking this paper will be the student’s ability to incorporate secondary material and to express these ideas clearly, logically and in her/his own words.

The paper must be typed and double-spaced and all citations must be referenced in an attached bibliography.

In fairness to others, late papers will be penalized (2.0% for each day late)
If you have questions or concerns about your topic, you should see me during my office hours at
least two weeks before the paper is due.

**Research Paper Composition**

Essays are not descriptive as they employ relevant concepts and explanatory arguments. They have an introduction, a main body, a conclusion, and a bibliography. Essays start with a statement of objectives (e.g., the purpose is ...), followed by a clearly defined thesis statement (e.g., I will argue that ...), then, by an analysis of supporting and illustrative literature on the topic.

You should be able to summarize the major argument and thesis in a short introductory paragraph. The Introduction identifies the issue to be explored in the essay. It outlines your approach to the topic, the major ideas and argument(s) you will advance to support your thesis (claim).

The Main body develops argument(s) in support of the thesis. This main body should review and assess the appropriate literature, while providing an exposition of the central points. The research theme, together with ideas relating to the central thesis, should be clearly presented and substantiated. Internal headings are useful to mark shifts in discussion. Make direct reference to appropriate course readings and secondary research on your specialized topic. Every in-text reference must include the author’s surname, year of publication, and page number(s), like this: O’Connor (2011: 2); or like this: According to O’Connor (2011:2).

Conclusions provides a brief summary of the essay’s major argument(s) advanced to support its claim.

Bibliographies should look like this:


**Final Exam**

For the final exam students are expected to write a concise essay of no more than 750 words. Books, notes, or other study aids are not permitted during the exam.
# Class Schedule and Content

## Jan 5 - Introduction to the Course

*Jan 12 - The Transformation of Punishment*

## Jan 19 - Historical Perspectives on Penal Institutions and Gender Relations

**Supplementary Readings:**

## Jan 26 - Objects and Subjects of Punishment

**Supplementary Readings:**

## Feb 2 - New Punishment Realities

**Supplementary Readings:**
Feb 9 - Midterm Test

Feb 16 - New Punishment Rationalities

Supplementary Readings:

Feb 23 - Reading Week

Mar 1 - Dangerousness, Risk, and Morality

Supplementary Readings:

Mar 8 - Managing Bodies and Populations

Supplementary Readings:

Mar 15 - Intermediate Sanctions & Intensive Supervision

Supplementary Readings:

RESEARCH PAPER DUE TODAY
### Mar 22 - Doing Time: Inmates and Officers


**Supplementary Readings:**


### Mar 29 - Privatizing and Publicizing Punishment


**Supplementary Readings:**

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<th>Date</th>
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<th>Presenter 1</th>
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Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.