

# Module Guide

## Behind Bars: Prisons and Society

DSS\_5\_BBP



Division of Social Sciences

Level 5,

## [Table of Contents](#)

1.	Module Details .....	3
2.	Short Description .....	3
3.	Aims of the Module .....	3
4.	Learning Outcomes.....	4
<b>4.1</b>	<b>Knowledge and Understanding .....</b>	<b>4</b>
<b>4.2</b>	<b>Intellectual Skills .....</b>	<b>4</b>
<b>4.3</b>	<b>Practical Skills .....</b>	<b>4</b>
<b>4.4</b>	<b>Transferable Skills .....</b>	<b>4</b>
5.	Assessment of the Module .....	5
6.	Feedback.....	7
7.	Student Evaluation .....	7
8.	Introduction to Studying the Module.....	8
<b>8.1</b>	<b>Overview of the Main Content .....</b>	<b>8</b>
<b>8.2</b>	<b>Overview of Types of Classes .....</b>	<b>8</b>
<b>8.3</b>	<b>Importance of Student Self-Managed Learning Time.....</b>	<b>8</b>
<b>8.4</b>	<b>Employability.....</b>	<b>9</b>
<b>8.5</b>	<b>Some tips for success .....</b>	<b>9</b>
9.	The Programme of Teaching, Learning and Assessment .....	10
10.	Learning Resources.....	18
10.1	Core Materials.....	18
10.2	Optional Materials .....	18
10.3	Relevant journals.....	18

## [Overview of lecture programme](#)

Week 1	Introduction – From the birth of the modern prison to mass incarceration
Week 2	Prison experiences 1: Space, time, pains and community
Week 3	Prison experiences 2: Violence, dis-order and control in prison
Week 4	Prison experiences 3: Drugs, self-harm and mental health in prison
Week 5	Trip to Southbank centre for the Koestler trust exhibition
Week 6	Prison experiences 4: Differential experiences: gender, age, race and class in prison
Week 7	Prison and Society 1: Citizenship, rights and rehabilitation
Week 8	Prison and Society 2: Families of prisoners and the “collateral damage”
Week 9	Prison and Society 3: Foreign nationals in prison and immigration removal centres
Week 10	Prison and Society 4: Political imprisonment
Week 11	Conclusion: Decarceration and abolitionism
Week 12	Oral Presentations

## 1. MODULE DETAILS

<b>Module Title:</b>	Behind Bars: Prisons and Society
<b>Module Level:</b>	5
<b>Module Reference Number:</b>	DSS_5_BBP
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BSc Hons Criminology; BSc Criminology with Law; BSc Criminology with Psychology, BSc Criminology with Politics
<b>Year and Semester</b>	Year two, semester one
<b>Module Coordinator:</b>	Tracey Davanna
<b>MC Contact Details (Tel, Email, Room)</b>	
<b>Teaching Team &amp; Contact Details (If applicable):</b>	
<b>Summary of Assessment Method:</b>	CW1: 1,000-word film review (40%) to be submitted by 31/10/2019 at 17:00 CW2: Group oral presentation, each student to present for c.5 minutes (60%). Presentations will take place in week 12.
<b>The Library Information Officer for DSS:</b>	Rebecca Fong: <a href="mailto:fongr@lsbu.ac.uk">fongr@lsbu.ac.uk</a>

## 2. SHORT DESCRIPTION

Imprisonment is one of the most common forms of punishment in Western liberal democracies, and it is one of the most controversial, especially as prison populations continue to grow at unprecedented levels. This module introduces students to contemporary issues and debates about imprisonment, such as prison conditions, overcrowding, staffing, prisoners' rights. The module also explores the broader historical, social, political, and economic context of the modern prison and the ideology of imprisonment, including its representation in popular media

## 3. AIMS OF THE MODULE

The module aims to introduce students to current trends and debates on prison policy in Britain and in other Western countries. It encourages students to think critically about the role, the extent and the limits of imprisonment in modern society. It aims to provide students with critical understanding of key social issues arising from imprisonment, theoretical perspectives on the changing use and functions of prisons, as well as the effectiveness of imprisonment and challenges of prison reform.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

On successful completion of the module students will have:

- Knowledge of the extent of the use of imprisonment and problems that arise from its use
- Critical understanding of role of imprisonment in modern society
- Familiarity with contemporary debates about prison conditions and prisoners' rights.

### 4.2 Intellectual Skills

On successful completion of this module students will be able to:

- the ability to undertake critical evaluation of some of the more common theories of prisons
- the ability to engage competently with the arguments for and against different approaches to the use of imprisonment
- the ability to critically reflect on the role of film and popular culture to shape the public perception of prison life

### 4.3 Practical Skills

On successful completion of this module students should be able to demonstrate skills in:

- The ability to work with others, and have respect for others' reasoned views and contribute effectively to the achievement of common goals

### 4.4 Transferable Skills

On successful completion of the module students should be able to demonstrate skills in:

- Presenting effectively in front of a group.
- Ability to participate co-operatively and effectively in team activities
- Ability to write clearly and logically
- Ability to identify and interpret different sources of information
- Ability to manage time and meet deadlines

## 5. ASSESSMENT OF THE MODULE

**Assignment 1:** A 1,000-word film review with bibliography (at least 3 references)

You will need to choose one film among the ones on the list that will be given to you and write an academic film review that makes references to criminological theories on the topic.

This assignment will be worth 40% of your final mark for this module.

Submission deadline: 31<sup>st</sup> October at 17:00pm.

**Assignment 2:** A group oral presentation

You will need to choose a topic among the ones that we will discuss in this module and organize a group presentation that discusses various aspects of the topic. You will need to make references to criminological theories and use examples to illustrate your arguments. You will be expected to include at least 6 references.

The presentation should be 15-20 minutes in length, each student will speak for about 5mins. The group will be presented a collective mark. You are also expected to hand in your printed slides and your notes. This should illustrate your contribution to the presentation. Powerpoint presentations are recommended.

This assignment will be worth 60% of your final mark for this module

Presentations will take place during the last session in week 12.

**Specific guidance on both assignments will be provided in due course by the lecturer during lectures and will be available on the module Moodle site.**

Please note that to pass the module a mark of 40% is required.

All written coursework must be submitted electronically via the module Moodle site.

### **Marking Criteria – how your work is assessed**

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

You must keep within +/- 10% of the word limit set for each coursework.

Marks will be deducted for late submission or for exceeding/not meeting the word limit. Please note that all coursework must have a word count clearly presented at the end of the essay. Penalties for essays going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

For a more general outline of assessment issues and marking criteria please see the 2019-20 DSS Course Guide

## Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the LSBU *Assessment and Examinations Handbook* ([https://www.lsbu.ac.uk/\\_\\_data/assets/pdf\\_file/0010/84349/assessment-and-examination-handbook.pdf](https://www.lsbu.ac.uk/__data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf)) and in your *Course Guide*. Please read these carefully.

## Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

[https://my.lsbu.ac.uk/my/wcm/myconnect/7f0a7e1d-efd6-49b1-9c6d-3566d3f97094/Harvard\\_updated+Jan+2018.pdf?MOD=AJPERES](https://my.lsbu.ac.uk/my/wcm/myconnect/7f0a7e1d-efd6-49b1-9c6d-3566d3f97094/Harvard_updated+Jan+2018.pdf?MOD=AJPERES)

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H. Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

## **Learner Support Material**

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

## **6. [FEEDBACK](#)**

Marked coursework is usually returned to students within 20 working days of submission. Generic feedback may also be provided.

Please note that assignments are initially marked by a first marker; all firsts, fails and a sample are then moderated by a second marker, and these are finally checked by an external examiner. This process is to ensure fairness and consistency in marking.

## **7. [STUDENT EVALUATION](#)**

This module ran for the first time last year and students were very happy with both the content and the workshop based structure of the classes, as they said it allows more time for discussions and sharing ideas. This year we will make sure there is a break between the lecture and the first seminar to avoid having very long sessions.

All student feedback assists with evaluating the module and making any amendments needed for future years. All students will be given the opportunity to provide feedback during and at the end of the module.



## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

The module is divided into two main parts: the first one explores life and experiences of those behind the prison walls; the second one discusses prison issues in relation to wider implications in society.

#### Part I: Prison experiences

- Space, time, pains and community
- Violence, dis-order and control in prison
- Drugs, self-harm and mental health in prison
- Gender, age, race

#### Part II: Prison and society

- Citizenship, rights and rehabilitation
- Families of prisoners and the “collateral damage”
- Foreign nationals in prison and immigration removal centres
- Political imprisonment

### 8.2 Overview of Types of Classes

Each week students will attend the 1-hour lecture and a 2-hour seminar/workshop.

**Please be aware that due to limited room availability on campus, lectures and seminar rooms may change. Make sure you check your timetable before coming to classes.**

Students are expected to read from core texts, from a bibliography provided for each topic and to prepare for the session. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars through presentations and group discussions that may need to be prepared in advance. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars. It is essential to your own success and the effectiveness of the module that you come prepared every week.

### 8.3 Importance of Student Self-Managed Learning Time

Students must make effective use of their private study time if they are to succeed in their studies.

The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop knowledge and understanding. It is to be expected that questions raised and difficulties encountered will be brought to seminars for discussion. Participation in seminars requires considerable background reading and students wishing to contribute to seminar discussion should understand that it is their responsibility to locate the material and read it in advance of the seminar.

Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups, oral presentations.



## 8.4 Employability

This module develops skills that you should find very useful in your future employment by embedding them into the teaching and seminars. In particular, it will demonstrate your ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to write in an academic style and to prepare a presentation. Employers look for skills such as group work, written work, ICT skills, presentation and verbal skills, which are transferable from the academic world to employment. Students will develop an ability to find, analyse and synthesise empirical data and theoretical positions to understand complicated and controversial problems, and to draw evidence-based conclusions in emotionally charged arenas. Such skills will be appropriate to a wide range of career pathways.

## 8.5 Some tips for success

- plan your work schedules in advance, use the module guide and the Moodle site to help with this
- attend all sessions
- make effective and careful notes
- work with the other members of the seminar group, they are a useful resource
- establish a consistent pattern of reading
- do not be afraid to ask questions or seek clarification particularly in the seminars
- give yourself sufficient time to complete the assignment, including time to proof read the essay before submission
- ensure your essay meets the format requirements listed below-i.e. (a) the essay is properly and comprehensively referenced and (b) contains an accurate bibliography set out in the required format
- when completing the essay avoid lengthy quotations or answers that simply link together quotations from your sources; put points succinctly in your own words and cite the source of the argument or evidence
- finally... if in doubt **ask for help** (don't be afraid to ask or contact staff by e-mail).
- Good luck.

## 9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	LECTURE	SEMINAR
<b>1</b> 23/09/2019	<b>Introduction to the module</b> <b>From the birth of the modern prison to mass incarceration</b>	Organisation of the module. Assignments, seminar activities
<b>2</b> 30/09/2019	<b>Space, time, pains and community</b>	Seminar activities.
<b>3</b> 07/10/2019	<b>Violence, dis-order and control in prison</b>	Seminar activities. Organisation of assessed group presentations. Guidance on academic film review
<b>4</b> 14/10/2019	<b>Drugs, self-harm and mental health in prison</b>	Seminar activities, readings & discussion Formative assignment
<b>5</b> 21/10/2019	<b>Off campus teaching and learning</b>	Trip to Southbank centre to visit the Koestler Trust annual exhibition
<b>6</b> 28/10/2019	<b>Differential experiences: gender, age, race and class in prison</b>	Seminar activities. Feedback on formative assignment and preparation for assignment 1
<b>ASSIGNMENT 1 to be submitted by 1<sup>st</sup> November 2019</b>		
<b>7</b> 04/10/2019	<b>Citizenship, rights and rehabilitation</b>	Seminar activities, readings & discussion
<b>8</b> 11/11/2019	<b>Families of prisoners and the “collateral damage”</b>	Seminar activities, readings & discussion
<b>9</b> 18/11/2019	<b>Foreign nationals in prison and immigration removal centres</b>	Seminar activities, readings & discussion
<b>10</b> 25/11/2019	<b>Political imprisonment</b>	Seminar questions, readings & discussion
<b>11</b> 02/12/2019	<b>Conclusion - Decarceration and abolitionism</b>	Seminar questions, readings & discussion Preparing your assignment
<b>12</b> 09/12/2019	<b>ORAL PRESENTATIONS</b>	

## **Week 1**

<b>Lecture</b>	<b>Introduction to the Module – From the birth of the modern prison to mass incarceration</b>  The lecture will give an overview of the topics covered by the module, assessment and expectations. This session will also look at the emergence and development of the modern prison as a form of punishment since the 18 <sup>th</sup> century. Finally, we will briefly introduce the concept of mass incarceration
<b>Seminar</b>	Work allocation, discussion of expectations, formative and summative assessments.  Discussion: <ul style="list-style-type: none"><li>• What factors shaped the creation and development of the modern prison?</li><li>• What insights can bring the study of the historical emergence of the modern prison?</li><li>• What is meant by 'mass incarceration'?</li></ul>

### **Essential reading:**

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, Ch 1.

### **Additional reading:**

Foucault, M. (1977) *Discipline and Punish: the birth of the prison*. London: Penguin.

Godfrey, B., Lawrence, P. & Williams, C. (2008) *History and Crime*. London: Sage, Ch. 8

Ignatieff, M. (1978) *A Just Measure of Pain: The Penitentiary in the Industrial Revolution*. London: Macmillan

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 2

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, chs. 1-6

Rothman D., Morris, N. (Eds) (1997) *The Oxford History of the Prison: The Practice of Punishment in Western Society*. Oxford: OUP.

## **Week 2**

<b>Lecture</b>	<b>Space, time, pains and community</b>  This session will present aspects of the prison experience related to space, concept of time and community. It will discuss the notion of 'pains of imprisonment', strategies of adaptation and prison culture.
<b>Seminar</b>	Discussion: Is prison a holiday camp? Or is it a harsh form of punishment?

### **Essential reading:**

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, Ch. 15 and 19

**Additional reading:**

Cohen, S. and Taylor, L. (1972) *Psychological survival*. Harmondsworth: Penguin

Foucault, M. (1977) *Discipline and Punish*. Harmondsworth: Penguin

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, Ch. 21 and 25

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, Ch 2.

Sykes, G. M. (1971) *The society of captives*. Princeton: Princeton University Press

**Week 3****Lecture                      Violence, dis-order and control in Prisons**

This lecture will look at issue of order and control in modern prison, including discipline and coercion, violence, disorders and riots. Issues related to prison conditions (such as overcrowding, understaffing, safety) will also be discussed.

**Seminar**                      Discussion: What are the formal coercive and subtler informal processes through which order and control are maintained in prison? In which ways do prison conditions and resources affect order and safety in custody?

**Essential reading:**

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, Ch. 3.

**Additional reading:**

Adams, R. (1994) *Prison Riots in Britain and the USA*. London: Macmillan.

Bottoms, A (1999) 'Interpersonal Violence and social Order in Prisons' in M. Tonry and J. Petersilia (eds) *Crime and Justice: A Review of Research* Vol. 26. Chicago: University of Chicago Press.

Edgar, K, O'Donnell, I and Martin C. (2003) *Prison Violence: The Dynamics of Conflict, Fear and Power*. Devon: Willan.

Goffman E. (1968) *Asylums*. Harmondsworth: Penguin.

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 14, 20, 22

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 13, 15, 19-21.

King, R. and McDermott, K. (1995) *The State of Our Prisons*. Oxford: Clarendon

Sparks, Bottoms A, and Hay, W. (1996) *Prisons and the Problem of Order*. Oxford: Clarendon

## Week 4

### Lecture                      Drugs, self-harm and mental health in prison

This session will continue to discuss issues related to violence and safety in prison, and will particularly focus on self-harm, suicides and mental health in prisons.

**Seminar**                      Discussion: What are the pressing issues that the prison system in the UK is currently facing with? How can you explain high levels of self-harm and suicide in prisons?

### Essential reading:

Scott, D., Codd, H. (2015) *Controversial Issues in Prisons*. Maidenhead: Open University Press, Ch. 2 OR 6 OR 8

### Additional reading:

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 17, 18

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 26, 27

Leibling, A. (1992) *Suicides in Prison*. London: Routledge.

Scott, D., Codd, H. (2015) *Controversial Issues in Prisons*. Maidenhead: Open University Press, Ch. 2, 6 and 8.

## Week 5

### Directed Private Study Week

There are no taught classes during this week. You should use your time during this week to read and prepare for assignment 1.

A trip to the Southbank centre to visit the Koestler Trust annual exhibition *Another me* will be organised during this week.

“Another Me, this year’s UK exhibition at Southbank Centre will be curated by award-winning musician Soweto Kinch, one of the most exciting and versatile musicians in both the British jazz and hip-hop scenes.

Over 150 artworks will be on display, from music and poetry to paintings, drawings and sculpture. The title for the exhibition invites visitors to reassess their perceptions of people who have spent time inside.”

More information available here: <https://www.koestlerarts.org.uk/exhibitions/another-me/>

## Week 6

### Lecture                      **Differential experiences: gender, age, race class in prison**

The lecture will look at the different experiences that individuals may have according to their gender, age and ethnicity. It will explore the specific issues and difficulties faced by women, transgender, aging and BAME prisoners.

Seminar                      Discuss the ways in which imprisonment is experienced differently according to gender, age, class and ethnicity.

### **Essential reading:**

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 10 OR 11 OR 12

### **Additional Reading:**

Carlen, P. (1983) *Women's Imprisonment*. London: Routledge

Carlen, P. (1990) *Alternatives to Women's Imprisonment*. Milton Keynes: Open University Press.

Carlen, P. & Worrall, A. (2004) *Analysing Women's Imprisonment*. Devon: Willan Publishing.

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 14, 16, 29.

Lamble, S. (2012), "Rethinking gendered prison policies: impacts on transgender prisoners", *ECAN Bulletin* No, 16, pp. 7-12.

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, Ch. 8, 9

Scott, D., Codd, H. (2015) *Controversial Issues in Prisons*. Maidenhead: Open University Press, Ch. 3 and 5.

## Week 7

### Lecture                      **Citizenship, rights and rehabilitation**

The lecture will discuss the question of citizenship in prison and rights of prisoners. It will also lead to discuss the process of rehabilitation, educational and work programmes available in prison.

Seminar                      Discussion: What rights should prisoners have? To what extent prisoners' rights and participation will affect their ability to reintegrate the society after release?

### **Essential reading:**

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 24

### **Additional reading:**

Easton, S. (2018) *The politics of the Prison and the Prisoner*. Abingdon: Routledge, ch. 3 and 4

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 28

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 31.

Livingstone, S. (2000) Prisoners' rights in the context of the European Convention on Human Rights. *Punishment and Society* 2.

## **Week 8**

### **Lecture Families of prisoners and the “collateral damage”**

This lecture will examine the impacts of imprisonment on the families and communities of prisoners.

**Seminar** Discussion: what are the impacts of imprisonment beyond the prison walls?

### **Essential reading:**

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 29

### **Additional reading:**

Codd, H. (1998) Prisoner's families: the 'forgotten victims', *Probation Journal* 45 (3)

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 19

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 10.

Scott, D., Codd, H. (2015) *Controversial Issues in Prisons*. Maidenhead: Open University Press, Ch. 9

## **Week 9**

### **Lecture Foreign nationals in prison and immigration removal centres**

The session will discuss the specific case of foreign nationals in UK prisons. It will also critically look at the system of detention of undocumented migrants in immigration removal centres.

**Seminar** What are the specific 'pains of imprisonment' and disadvantages suffered by foreign nationals in prison? Critically assess the use of immigration removal centres in the UK.

### **Essential Reading:**

Turnbull, S. (2016) 'Stuck in the middle': waiting and uncertainty in immigration detention. *Time & Society* 25(1)

### **Additional Reading:**

Bhui, H. S. (2007) Alien experience: foreign national prisoners after the deportation crisis. *Probation Journal* 54.



- Gill, N. (2009) Governmental mobility: The power effects of the movement of detained asylum seekers around Britain's detention estate. *Political Geography*, 28(3)
- Symonds, S. (2008) The special immigration status, *Journal of Immigration Asylum and Nationality Law*, 22(4)
- Turnbull, S. (2017) Immigration detention and the racialized illegality in the UK. *Social Justice* 44(1)

## Week 10

### Lecture Political imprisonment

The lecture will examine the issue of political imprisonment and political protests in prison. It will look at the controversies around the definition of "political prisoners", forms and processes of politicization and radicalization in prison.

Seminar Discussion: Who are political prisoners? Can imprisonment be used as a tool to repress dissent?

### Essential Reading:

Jewkes, Y (2007) *Handbook on prisons*. Abingdon: Routledge, ch. 13.

### Additional Reading:

Carrabine, E. (2005) Prison riots, social order and the problem of legitimacy. *British Journal of Criminology*, 45.

Corcoran, M. (2006) *Out of order. The political imprisonment of women in Northern Ireland, 1972-1998*. Cullompton: Willan Publishing.

Davis, A. Y. and other political prisoners (2016) *If they come in the morning...* London: Verso [first edition: 1971]

Easton, S. (2018) *The politics of the Prison and the Prisoner*. Abingdon: Routledge, ch. 5-6

Jackson, J. (1970) *Soledad brother: the prison letters of George Jackson*. Harmondsworth: Penguin Books

Law, V. (2012) *Resistance Behind Bars: The Struggles of Incarcerated Women*. Oakland, CA: PM Press

McEvoy, K. (2001) *Paramilitary imprisonment in Northern Ireland: Resistance, Management, and release*. Oxford: Oxford University Press.

Shakur, A. (2014) *Assata: an autobiography*. London: Zed Books [first edition: 1973]

Williams, J. (2001) Hunger strikes: a prisoner's right or a "wicked folly"? *Howard Journal of Criminal Justice*, 40.

X, Malcolm (1973) *The Autobiography of Malcolm X*. New York, NY: Springer Verlag.

## Week 11

### Lecture Conclusion - Decarceration and abolitionism

This session will conclude the module and will present the debate on prison abolition. It will introduce students to concepts such as abolitionism, community responses, transformative justice, accountability processes.

**Seminar** Discussion: Are prisons so harmful and counterproductive that they should be abolished? How would you imagine a society without prison? What would be the challenges and the benefits of abolishing prisons?

### Essential Reading:

Scott, D., Codd, H. (2015) *Controversial Issues in Prisons*. Maidenhead: Open University Press, Ch. 10

AND

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 12.

### Additional Reading:

Jewkes, Y (2007) *Handbook on prisons*. Abingdon: Routledge, ch. 30.

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 12.

Scull, A. (1984) *Decarceration: Community Treatment and the Deviant*. Cambridge: Polity Press.

## Week 12

Oral presentations will take place this week

## 10. [LEARNING RESOURCES](#)

### 10.1 Core Materials

Jewkes, Y. (2007) *Handbook on prisons*. Abingdon: Routledge

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave.

Scott, D., Codd, H. (2015) *Controversial Issues in Prisons*. Maidenhead: Open University Press.

### 10.2 Optional Materials

Easton, S. (2018) *The politics of the Prison and the Prisoner*. Abingdon: Routledge, ch. 3 and 4

Erwin, J. (2003) *A Life Inside: A Prisoner's Notebook*. London: Atlantic Books.

Foucault, M. (1977) *Discipline and Punish; the birth of the Prison*. Harmondsworth: Penguin.

Law, V. (2012) *Resistance behind bars*. Oakland, CA: PM Press.

Liebling, A & Maruna, S (Eds) (2005) *The Effects of Imprisonment*. Devon: Willan Publishing.

Morris, N. & Rothman, D. (1995) *The Oxford History of the Prison*. Oxford: Oxford University Press

Scott, D., Flynn, N. (2014) *Prisons and punishment: the essentials*. London: Sage.

Sim, J. (2009) *Punishment and Prisons: power and the carceral state*. London: Sage

### 10.3 Relevant journals and resources

*Howard Journal of Penal Reform*

*Probation Journal*

*Crime & Delinquency*

*Prison Journal*

*British Journal of Criminology*

*Punishment and Society – the International Journal of Penology*

*Prison Service Journal*

It is also useful to check reports and articles published by charities, organisations, etc. Here below you can find some examples.

Howard league for Penal Reform

Prison Reform Trust

Inquest

You will need to use both printed and electronic sources. As well as the recommended readings and references given in this module guide, you should use the Web site: Library and Learning Resources: <http://www.lsbu.ac.uk/library/>

Library and Learning Resources have created this site as your starting point for information searching. Use it to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use it to renew your books.

For help on using the library and accessing resources such as Box of Broadcasts [BoB], go to the library website.

**TV and Radio Programmes are available via BoB:** Box of Broadcasts allows all LSBU students and staff to record TV and radio programmes at the click of a mouse and watch them back via live streaming

You can find it via the Library Catalogue or just search for 'Box of Broadcasts' or click on the direct link available in the Advanced Search page.

### **Films on BOB – Behind bars public list**

I have prepared a list of films and documentaries on BOB associated with this module: once you have accessed BOB, search in public lists "Behind Bars: Prisons and Society LSBU".