

# Module Guide

## Understanding Punishment, Penal Theory and Practice

DSS\_5\_UPT



Division of Social Sciences

Level 5

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## Overview of lecture programme

Week 1	Introduction to the module – Justifying punishment
Week 2	The political economy of punishment
Week 3	Punishing the poor
Week 4	Race and punishment
<b>Week 5</b>	<b>Private study week</b>
Week 6	Gender and punishment
Week 7	Prisons and the penal crisis
Week 8	Privatising punishment
Week 9	Alternatives to custody
Week 10	Probation
Week 11	Restorative Justice
Week 12	Revision/Tutorials

## 1. [Module Details](#)

<b>Module Title:</b>	Understanding Penal Theory and Practice
<b>Module Level:</b>	5
<b>Module Reference Number:</b>	DSS_5_UPT
<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
<b>Year and Semester</b>	Year two, semester one
<b>Module Coordinator:</b>	Dr Esmorie Miller
<b>MC Contact Details (Tel, Email, Room)</b>	+44 (0) 207 928 8989 ext. 5724, <a href="mailto:millere6@lsbu.c.uk">millere6@lsbu.c.uk</a> , Room – BR-267b
<b>Teaching Team &amp; Contact Details:</b>	Lecturer and Seminar Tutor: Ms Becky Shepherd, <a href="mailto:shepher7@lsbu.ac.uk">shepher7@lsbu.ac.uk</a> , Room – BR-267b
<b>Summary of Assessment Method:</b>	<ul style="list-style-type: none"><li>• Assignment 1: Essay outline (600 words) to be submitted by <b>Monday</b> 11th November 2019, 11.55pm</li><li>• Assignment 2: 2000-word essay submitted by <b>Friday</b> 10th January 2020, 11.55pm</li></ul>
<b>The Library Information Officer for</b>	Rebecca Fong
<b>DSS:</b>	<a href="mailto:fongr@lsbu.ac.uk">fongr@lsbu.ac.uk</a>

## 2. [Short Description](#)

This module examines penal theory and practice in a theoretical, comparative and historical way, and engages critically with the theoretical justifications and policy proposals for punishment. The module presents the juridical perspectives and rationales of punishment, historical and sociological explanations of punishment. The course also reflects on the race, class and gender bias in the penal system and critically discusses the concept of 'crisis' of the penal system as well as the issue of the privatisation of punishment.

### 3. [Aims of the Module](#)

The aim of this module is to introduce the main ideas, concepts and perspectives that are found in modern Western penology and

- to develop an understanding of different theories of punishment
- to develop a familiarity with the different penal policies and practices
- to encourage students to think critically about the multiple purposes informing punishment
- to foster a critical discussion about the effectiveness of contemporary forms of punishment

### 4. [Learning Outcomes](#)

#### 1. **Knowledge and Understanding**

On successful completion of the module students will have an:

- Understanding of the different rationales for punishment and the ideas which inform them
- Understanding of the different types of sentences available to the courts and how they are used
- Understanding of the ideological and economic dimension of punishment in contemporary penal policies and practice

#### 2. **Intellectual Skills**

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

- Demonstrated familiarity with contemporary issues related to punishment and penal practices
- Critically identify and evaluate debates and policies about punishment

#### 3. **Employability Skills**

At the end of the module, students will have developed a number of transferrable skills that will enhance their employability:

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

## 5. [Assessment of the Module](#)

**Formative assessment:** Oral presentation on weekly essential readings

**Assignment 1:** An outline of your final essay (600 words max) with bibliography (at least 5 references) to be submitted by **Monday** 11th November 2019, 11.55pm. This assignment will be worth 20% of your final mark.

**Assignment 2:** 2000-word essay to be submitted by **Friday** 10th January 2020, 11.55pm. You will be expected to include the 5 references from your essay outline bibliography (assignment 1) and additional references (at least 10 references in total). Your final paper will be worth 80% of your final mark.

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

**All coursework must be submitted to 'Turn-it-in' before submission.**

Coursework must be submitted electronically via the module Moodle site.

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 2017-18 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/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.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.

## 7. [Student Evaluation](#)

This module received excellent feedback from the students last year. Following students' feedback, we have introduced another shorter assignment intended to help students prepare for their final essay.

## 8. [Introduction to Studying the Module](#)

### 1. **Overview of the Main Content**

The emergence of prison as a modern form of punishment  
Theoretical justifications and policy proposals for punishment  
The growth of prison population and the 'new punitiveness'  
The 'penal crisis'  
Gender, race and class in relation to imprisonment  
Privatisation of punishment  
Decarceration and alternatives to custody  
The future of imprisonment

### 2. **Overview of Types of Classes**

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

**Lectures will take place from 9am to 11am every Wednesday in the Keyworth Centre, Lecture Theatre A.**

Students are expected to read from core texts, from a bibliography provided for each topic and to prepare the seminar questions. 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 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.

### 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.

#### **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.

#### **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> <b>25/09/2019</b>	<b>Introduction to the module</b> <b>Justifying punishment</b> Esmorie Miller	Organisation of the module, seminars and assignments
<b>2</b> <b>02/10/2019</b>	<b>The political economy of punishment</b> Esmorie Miller	Seminar questions, readings & discussion
<b>3</b> <b>09/10/2019</b>	<b>Punishing the poor</b> Esmorie Miller	Seminar questions, readings & discussion
<b>4</b> <b>16/10/2019</b>	<b>Race and punishment</b> Esmorie Miller	Seminar questions, readings & discussion
<b>5</b> <b>23/10/2019</b>	<b>Private Study Week</b>	<b>Private Study Week</b>
<b>6</b> <b>30/10/2019</b>	<b>Gender and punishment</b> Becky Shepherd	Seminar questions, readings & discussion
<b>7</b> <b>06/11/2019</b>	<b>Prisons and the penal crisis</b> Becky Shepherd	Seminar questions, readings & discussion
<b>8</b> <b>13/11/2019</b>	<b>Privatising punishment</b> Esmorie Miller	Seminar questions, readings & discussion
<b>ASSIGNMENT 1 to be submitted by Monday 11th November 2019</b>		
<b>9</b> <b>20/11/2019</b>	<b>Alternatives to custody</b> Becky Shepherd	Seminar questions, readings & discussion
<b>10</b> <b>27/11/2019</b>	<b>Probation</b> Becky Shepherd	Seminar questions, readings & discussion
<b>11</b> <b>04/12/2019</b>	<b>Restorative Justice</b> Esmorie Miller	Seminar questions, readings & discussion
<b>12</b> <b>11/12/2019</b>	<b>Revision/Tutorials</b> Esmorie & Becky	1-2-1 Drop in Tutorials in preparation for final essay
<b>ASSIGNMENT 2 to be submitted by Friday 10th January 2020</b>		

## **Week 1**

### **Lecture            Introduction to the Module –Justifying Punishment**

The lecture will give an overview of the topics covered by the module, assessment and expectations. We will also look at the discussion on the aims and purposes of punishment.

**Seminar**            Work allocation, discussion of expectations, formative and summative assessments.

Discussion: How can we justify the infliction of punishment?

### **Essential reading:**

Cavadino, M., Dignan, J., Mair, G. (2013) *The penal system. An introduction*. London: Sage, pp. 32-49.

## **Week 2**

### **Lecture            The political economy of punishment**

This session will look at how economic forces and systems of productive relations have influenced the form of punishment and penal policies since the birth of prison.

**Seminar**            Discussion: Are punishment and penal policies shaped by the economy and productive relations?

### **Essential reading:**

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, Ch. 4.

### **Additional reading:**

Beckett, K. Western, B. (2001) Governing social marginality. Welfare, Incarceration and the transformation of state policy, *Punishment and Society*, 3 (1), pp. 43-59.

Box, S. (1987) *Recession, crime and punishment*. London: Macmillan

Cavadino, M. and Dignan, J. (2006) Penal policy and political economy, *Criminology and criminal justice*, 6 (4): 435:456.

Cavadino, M., Dignan, J., Mair, G. (2013) *The penal system. An introduction*. London: Sage, pp. 61-70.

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

- Hall, S. et al. (1978) *Policing the crisis. Mugging, the state, and law and order*. London: Macmillan.
- Hudson. B. (2007) *Understanding Justice*. London. McGraw-hill. (Chapter 7 and Chapter 10: p. 180-184)
- Melossi, D. Pavarini, M. (1981) *The prison and the factory: the origins of the penitentiary system*. London: Macmillan.
- Parenti, C. (1999) *Lockdown America: police and prisons in the age of the crisis*. London: Verso
- Rusche G and Kirchheimer O. (2003) *Punishment and Social Structure*. New Brunswick: Transaction Publishers
- Wacquant, L. (2001) The penalisation of poverty and the rise of neoliberalism, *European journal of criminal policy and research*, 9, 401:412.

### **Week 3**

#### **Lecture                      Punishing the poor**

This session examines the relation between class and imprisonment and discuss the class bias in the criminal justice system. It looks at reasons why working class, unskilled, unemployed and low-income people are over-represented in the penal population.

**Seminar**                      Discussion: why do disadvantaged groups in society tend to be arrested and incarcerated more than people from middle and higher classes?

#### **Essential reading**

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage, Ch. 9, pp. 282-287.

#### **Addition reading**

Beckett, K. Western, B. (2001) Governing social marginality. Welfare, Incarceration and the transformation of state policy, *Punishment and Society*, 3 (1), pp. 43-59.

Bennett, T. (1979) The social distribution of criminal labels. *British Journal of criminology*, 19, 134-45.

Hudson. B. (2007) *Understanding Justice*. London. McGraw-hill. (Chapter 10)

Reiman, J. Leighton, P. (2017) *The Rich Get Richer and the Poor Get Prison. Ideology, Class, and Criminal Justice* (11th Edition). London: Routledge

Wacquant, L. (2001) Deadly symbiosis. When ghetto and prison meet and mesh, *Punishment and Society*, 3 (1), pp. 95-133

Wacquant, L. (2001) The penalisation of poverty and the rise of neoliberalism, *European journal of criminal policy and research*, 9, 401:412.

Wacquant, L. (2009) *Punishing the poor. The neoliberal government of social insecurity*. Duke University Press

#### **Week 4**

##### **Lecture            Race and punishment**

The lecture will discuss the racial bias and the "over-representation" of minorities within the criminal justice system. The discussion will focus on the British and American cases.

**Seminar**            Discussion: Is the criminal justice system racially biased?

##### **Essential reading:**

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

##### **Additional reading:**

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage, ch. 9, pp. 287-295.

Hood, R. (1992) *Race and Sentencing*. Oxford: Clarendon Press

Hudson. B. (2007) *Understanding Justice*. London. Mcgraw-hill, ch. 10.

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

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

Mauer, M (1999) *Race to Incarcerate*. Washington DC: The Sentencing Project.

Tonry, M. (1995) *Malign Neglect: Race Crime and punishment in America*. Oxford: Oxford University Press.

Wacquant, L. (2000) The new 'peculiar institution': on the prison as surrogate ghetto, *Theoretical criminology*, 4 (3), 377-389.

Webster, C. (2007) *Understanding Race and Crime*. Buckingham: Open University Press.

#### **Week 5            Independent Study Week**

***There will be no lectures or seminars this week. This is an independent study week. Students are encouraged to take the opportunity to catch up on their assignments and projects during this week long period.***

## **Week 6**

### **Lecture            Gender and punishment**

The lecture will look at punishment in relation to gender and discuss the gender bias in the penal system. It will examine the development of women's imprisonment and its trends, as well as explore the specific problems encountered by women in prison.

Seminar            Discussion: Should the use of punishment for women be different than the way it is used for men? Why?

### **Essential reading:**

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

### **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.

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage, ch. 9, pp. 295-305.

Chigwada, R. (1997) *Black Women's Experiences of Criminal Justice: a discourse on disadvantage* Waterside Press.

Hudson. B. (2007) *Understanding Justice*. London. Mcgraw-hill, ch. 10.

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

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 14, 15, 29.

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

## **Week 7**

### **Lecture            Prisons and the penal crisis**

The lecture will offer a critical review of the idea of a "crisis of imprisonment". It will consider some historical examples, but will mainly focus on core issues in relation to imprisonment in the UK after 1950.

**Seminar**            How useful is the concept of 'crisis' in explaining the current situation of imprisonment?

**Essential Reading:**

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage. Ch. 1.

**Additional Reading:**

Bottoms. A. and Preston R. (1980) *The Coming Penal Crisis*. Edinburgh: Scottish Academic Press.

Cavadino and Dignan J. (2003) *The Penal System: An Introduction*: Sage, ch. 1 and 6.

Fitzgerald M. and Sim J. (1979) *British Prisons*. Oxford: Blackwell.

Hudson. B. (2007) *Understanding Justice*. London. Mcgraw-hill. (Chapter 10)

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 8.

King R. and McDermott K. (1989) British Prisons 1970- 19887: The Ever-Deepening Crisis. *British Journal of Criminology*. Vol. 29 No. 2 :107-128.

Sparks R. (1994) 'Can Prisons be Legitimate?' in R. King and M. Maguire (eds) *Prisons in Context*. Oxford: Clarendon Press

**Week 8**

**Lecture            Privatising Punishment**

The lecture will examine the development of penal privatisation and problems associated with it. It will mainly focus on the UK case.

**Seminar**            Discussion: What factors have underpinned prison privatisation? Did prison privatisation bring the expected positive outcomes? What are the issues to consider while discussing prison privatisation?

**Essential Reading:**

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage. Ch. 6, pp. 175-190.

**Additional Reading:**

Erikson, R et al (1987) Punishing for Profit: Reflection on the Revival of Privatisation in Corrections. *Canadian Journal of Criminology*, 29/4.

Farrell, M. (ed) (1989) *Punishment for Profit?* London: Institute for the Study and Treatment of Delinquency.



- Harding R. (1997) *Private Prisons and Public Accountability*. Milton Keynes: Open University Press.
- James et al (1997) *Privatizing Prisons: Rhetoric and Reality*. London: Sage.
- Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 15
- Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 7 and 8.
- Lilly, J. & Knepper, P. (1992) An International Perspective on the Privatisation of Corrections. *The Howard Journal* 31 (3), 174-91.
- Logan, C. (1992) *Private Prisons: Cons and Pros* Oxford University Press.
- Newman, J & Clarke, J. (1994) The Managerialisation of Public Services. In Clarke, J., Cochrane, A & McLaughlin, E. (eds) *Managing Social Policy*. London: Sage.
- Ryan, M & Ward, T. (1989) *Privatisation and the Penal System*. Milton Keynes: Open University Press.
- Schichor, D. (1999) Privatising Correctional Institutions; An Organisational Perspective. *Prison Journal*, Vol. 79, 2, 226- 249.

## **Week 9**

### **Lecture                      Alternatives to custody**

The lecture will review some of the main alternatives to custody in the UK and debates around them.

**Seminar**                      Discussion: has the introduction of alternatives to custody led to an expansion of the penal system? Why?

### **Essential Reading:**

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, pp. 138-43.

### **Additional Reading:**

Brownlee, I. (1998) *Community Punishments: A Critical Introduction*. Harlow: Longman.

Byrne, J et al (1992) *Smart Sentencing: The Emergence of Intermediate Sanctions*. Thousand Oak, Calif.: Sage.

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

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage. Ch. 5.

Cohen. S. (1985) *Visions of Social Control*. Cambridge: Polity Press.

Jewkes, Y. (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 26, 27 & 30.

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

Lowman, J et al (1987) *Transcarceration: Essays in the study of Social Control*. Aldershot: Gower.

McMahon M. (1990) 'Net Widening: vagaries and the use of a concept. *British Journal of Criminology*, Vol. 30 (2), 121-150.

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

Worrall, A. (1997) *Punishment in the Community*. Harlow: Longman.

## **Week 10**

### **Lecture                  Probation**

The lecture will use the sequential changes to the driving ethos of the probation service throughout its history to examine how the service has changed and discuss the theoretical trends which have influenced its development. It will also examine the modern probation service since the partial privatisation of the service in 2015 and consider how effective the service is at meeting its stated aims.

**Seminar**                  Activity: what should the probation service of the future look like?

### **Essential reading:**

Raynor, P (2018) 'Back to the future? The long view of probation and sentencing' in *Probation Journal*, Issue 3, Special edition: Punishment, Sentencing and Probation, pp. 249–371

Raynor, P., (2012). 31. 'Community Penalties, Probation, and Offender Management' in Maguire, M., Morgan, R. & Reiner, R eds *The Oxford Handbook of Criminology 5<sup>th</sup> ed.* Oxford: OUP

### **Additional reading:**

Mair, G. and Burke, L., 2013. *Redemption, rehabilitation and risk management: A history of probation*. Willan.

Statham, R. (2014) 'Probation — The Beginning or End?' in *The Golden Age of Probation: Mission v Market*. Waterside Press.

Deering, J. and Feilzer, M., (2015). *Privatising probation: Is Transforming Rehabilitation the end of the probation ideal?*. Bristol: Policy Press.

Worrall, A., (2014). *Punishment in the community: The future of criminal justice*. London: Routledge.

## **Week 11**

### **Lecture      Restorative justice**

The lecture will examine the philosophy, practice and effectiveness of restorative justice, within the context of youth justice. Northern Ireland will be used as a unique case example of a youth justice context which prioritises the principles and practice of restorative justice. The case example will focus mainly on youth conferencing, exploring how this works in practice and drawing on young people's experiences of conferencing.

**Seminar**      Discuss: What are the strengths/weaknesses of restorative justice?  
(Think about the offender, victim, community, aims of RJ).

### **Essential Reading:**

Cunneen, C. and Goldson, B. (2015) 'Restorative justice? A critical analysis' in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*. London: Sage, pp. 137-156.

Doak, J. and O'Mahony, D. (2011) In search of legitimacy: Restorative youth conferencing in Northern Ireland. *Legal Studies*, 31(2): 305-325.

### **Additional Reading:**

Campbell, C., Devlin, R., O'Mahony, D., Doak, J., Jackson, J., Corrigan, T. and McEvoy, K. (2005) *Evaluation of the Northern Ireland Youth Conference Service*. Belfast: Northern Ireland Office. Available at:

<https://www.restorativejustice.org.uk/sites/default/files/resources/files/Evaluation%20of%20the%20Northern%20Ireland%20Youth%20Conference%20Service.pdf>

Daly, K. (2002) Restorative justice: The real story. *Punishment & Society*, 4(1): 55-79.

Braithwaite, J. (1999). Restorative Justice: Assessing Optimistic and Pessimistic Accounts. *Crime and Justice: A Review of Research*, 25, 1-127.

Choi, J.J., Bazemore, G. and Gilbert, M.J (2012) Review of research on victims' experiences in restorative justice: Implications for youth justice. *Children and Youth Services Review*, 34, 1, 35-42.

Gal, T and Moyal, S. (2011) Juvenile victims in restorative justice: Findings from the reintegrative shaming experiments. *British Journal of Criminology*, 51, 6, 1014-1034.

Kim, H.J. and Gerber, J. (2012) The effectiveness of reintegrative shaming and restorative justice conferences. Focussing on juvenile offenders' perceptions in Australian reintegrative shaming experiences. *International of Journal of Offender Therapy and Comparative Criminology*, 56, 7, 1063-1079.

McLaughlin, E., Fergusson, R., Hughes, G. and Westmarland, L. (eds) (2003) *Restorative Justice: Critical Issues*. London: Sage.

Newburn, T. (Ed) (2009) *Key Readings in Criminology*. Cullompton: Willan. (Chapter 30, Sections 1, 2, 3 and 4).

NIO (2008) *Framework Document: Youth Justice Agency*. Belfast: Northern Ireland Office. Available at:  
[http://www.youthjusticeagencyni.gov.uk/document\\_uploads//NIO\\_YJA\\_Framework\\_Document\\_%28Jun08%29.pdf](http://www.youthjusticeagencyni.gov.uk/document_uploads//NIO_YJA_Framework_Document_%28Jun08%29.pdf)

Rossner, M. (2017) 'Restorative justice in the 21<sup>st</sup> century: Marking emotions mainstream' in Leibling, A., Maruna, S, and McAra, L. (eds) *Oxford Handbook of Criminology*. 6<sup>th</sup> Ed. Oxford: Oxford University Press, pp. 967-989

Special issue of the *British Journal of Criminology* on Restorative Justice, Volume 42 Issue 3, 2002, including McEvoy, K. & Mika, H. (2002) Restorative justice and the critiques of informalism in Northern Ireland. *British Journal of Criminology*, 42, 3, 534-562.

## **Week 12**

There will be no lectures or seminars this week. There will be a **1-2-1 drop in tutorial session** in preparation for the final essay. Students are encouraged to attend this session to discuss their essay plans and drafts with the tutor. **No drafts will be discussed via email.**

## 10. Learning Resources

### 1. 10.1. Core Materials

Cavadino, M., Dignan, J., Mair, G. (2013) *The penal system. An introduction*. London: Sage.

Jewkes, Y. (2012) *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.

### 2. 10.2. Optional Materials

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

Duff, A. and Garland D. (1999) *A Reader on Punishment*. Oxford: Oxford U P.

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

Garland D. (1996) *Punishment and Modern Society*. Oxford: Oxford UP.

Hudson, B. (2004) *Understanding Justice: An Introduction into Ideas, Perspectives and Controversies in Modern Penal Theory*. Milton Keynes: Open University Press.

Joyce, P. (2013) *Criminal Justice: An Introduction*. London: Routledge

King, R & Maguire, M (1994) *Prisons in Context*. Oxford: Oxford University Press

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

Matthews R. (2001) *Imprisonment*. Aldershot: Ashgate.

Matthews, R. & Francis, P. (eds) (1996) *Prisons 2000: An International Perspective on the Current State and Future of Imprisonment*. London: Macmillan.

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

Special issue of the *British Journal of Criminology* on Restorative Justice, Volume 42 Issue 3, 2002, including McEvoy, K. & Mika, H. (2002) Restorative justice and the critiques of informalism in Northern Ireland. *British Journal of Criminology*, 42, 3, 534-562.

### 3. Relevant journals

*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*

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 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.

<http://www.lsbu.ac.uk/library/html/guidesandworkshops.shtml>

DSS_5_UPT: Understanding Penal Theory	S1	CW1_20	11/11/2019	11/11/2019
DSS_5_UPT: Understanding Penal Theory	S1	CW2_80	03/01/2020	Change to 10/01/2020
DSS_5_YCD: Youth Crime and Delinquency	S2	CW1_100	12/05/2020	Change to 18/05/2020