

<b>Course</b>	Correctional Practice & Policy
<b>Program, semester, year</b>	Consortium for Transatlantic Studies and Scholarships (CTSS) , Spring 2026
<b>Credits ECTS</b>	3 Canadian
<b>Instructor's full name and email</b>	Dr. Alicia Horton
<b>Block dates (days and time)</b>	Third block
<b>Classroom</b>	TBA
<b>Class hours</b>	45
<b>Office Hours</b>	TBA
<b>Requirements</b>	
<b>Language of instruction</b>	English
<b>Type of teaching</b>	In person

## INTRODUCTION

- Skills or competences that the student is going to develop in this course.
  - Understand correctional practice and prison culture in the Canadian context
  - Critique correctional policies and practices
  - Assess power dynamics within Canadian Correctional Institutions
  - Evaluate the relationship between ideology, public perception and the prison system
  - Understand challenges studying and researching prisons
  - Compare correctional philosophies and policies
- How is this course related to events which are interesting for the student to know about.
  - Learn about the Canadian prison system and prison culture and policy
  - Learn about the relationship between social structure and personal trouble
  - Learn about the relationship between public discourse and correctional practice
  - Learn from an instructor with expertise in prison culture and prison violence
  - Opportunity to hear from a Canadian Guest Speaker who will discuss their lived experience with incarceration
- Why is this course interesting for the student now and in the future
  - Students will gain an in-depth knowledge of the Canadian correctional system, public rhetoric about crime and justice, correctional policies and prison culture. This will be interesting now because students can make comparisons between the Canadian system and other international systems and develop critical interpretive skills that will be valuable in any career in the future.
- Why should the student take this course
  - Students should take this course to learn more about the relationship between social justice, power and incarceration. Students will learn about Canadian prison culture and correctional philosophies and policies as well as how prison is portrayed in Canadian popular culture and in public discourse. Students will have an opportunity to learn from an instructor who has expertise in prison culture and qualitative work with people who have been incarcerated in Canada and America (lectures will include data

from the instructor's research). Students will also have an opportunity to hear from Canadian guest speakers and attend a field trip. I will also share my experiences visiting prisons in Iceland to enhance the students inter-cultural experience.

**Course Description:** This course examines a series of contentious topics in transatlantic/Canadian correctional practice and prison systems. Students will learn about the relationship between prison culture, correctional practice/policy and broader social structures in Canadian society. The course will address a number of topics including: Canadian political climate and philosophies of punishment and corrections; pains of imprisonment and challenges working in and researching prisons; special issues in Indigenous populations in Canadian prisons; Canadian correctional policies and the portrayal of prison in North American popular culture, among other issues. The course will include a diversity of teaching techniques including visual materials and documentaries, group discussion activities, guest speakers and field trips.

## COMPETENCES

Explanation of competences to develop in the course. They can be divided into general and specific. Three or four are enough.

### General Competences (GC):

GC1: Analyze North American prison culture and corrections policy in relation to your own culture.

GC2: Recognize the relationship between carceral policies, correctional practice and broader social patterns.

GC3: Increase awareness of social justice issues in prison practice and culture as they relate to your personal and professional lives.

### Specific Competences (CE):

SC1: Develop written and oral communication skills.

SC2: Share ideas about justice and prison culture and corrections with colleagues from around the world.

## METHODOLOGY

Explanation of the methods used in the course. There should be practice and theory.

This course will engage students with a combination of academic articles, powerpoint and lecture material, videos and social media content, weekly discussions, group activities and presentations. I will also attempt to organize a field trip to a local prison or locate a guest speaker, if possible. I will invite a Canadian guest speaker with lived experience with incarceration to speak with the students. I will develop the transatlantic focus and present my work in Canada and experiences in Iceland.

## PREPARATION FOR CLASS

A text like this can be included:

- *Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, student should show preparation of the readings by asking relevant questions and making comments related to the topic.*
- *Student should think about questions and relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Student takes notes during class presentation and discussions.*

## EVALUATION

The Evaluation criteria is dependent on your course. This is an idea to plan and evaluate your course. The total percentage of this section is .....

Participation	20%
Activities and Field Trips	15%
Presentation	10%
Media Assignment	15%
Major Paper	40%

## EVALUATION (arial 12)

The evaluation of this course is as follows:

PARTICIPATION	20 %
ACTIVITIES AND FIELD TRIPS	15 %
MEDIA SHARE PRESENTATION	10 %
MEDIA ASSIGNMENT	15 %
MAJOR PAPER	40 %

### **Participation (20%) – Ongoing**

Engaging with the key course themes and sharing your thoughts with your colleagues in the class is an essential part of this course. Being an active learner means not only completing assignments and required readings, but generating and building ideas with others. Participation is evaluated on an ongoing bases in this course and includes but is not limited to critical comments and contributions, group discussions, quality of posts, critical reflection on material presented by the course instructor, and reflection on any cinematic presentations or presentations by guest speakers. Your posts should show that you have read the readings, reflected on your colleagues comments and engaged in dialogue and generally engaged with the course material.

### **Activities & Field Trips (15%)**

Participation in class activities and field trips is mandatory. You will be expected to attend any field trips, engage with critical questions relevant to the tour and produce a one page reflection sharing your experiences and its relevance to the course themes.

### **Media Share Presentation (10%)**

\*See your presentation date on the schedule\* For this assignment you will develop a presentation and lead a class discussion on our assigned topic that engages with a piece of media. You can use powerpoint to create a slideshow and create threads for your questions to the class. You should be prepared to introduce your piece of media/presentation and pose two questions for class discussion. You should facilitate the discussion in the sense that you reply to your colleagues' posts about your questions.

The media share should include a one page personal reflection regarding your media share to submit to me (at the icon). You can work with a partner if you like.

The media share is intended to generate discussion about the course themes. The piece of media that you present should speak to the topic of the day and should be relevant to the course themes. You might choose to present an advertisement, youtube clip, newspaper article, or any other piece of media that you think will spark discussion about prisonization/correctional practice and the topic for that week. Ideally you will connect your piece of media to theoretical and substantive content for the topic.

### **Media Assignment (15%)**

For this assignment you will choose a piece of media and assess it against the relevant scholarly literature. You might pick a newspaper article that discusses a certain policy relevant to incarceration, or a television show or movie that depicts some aspect of incarceration (ie, violence, food, health, family visits, access to education et cetera).

Your paper must integrate a minimum of **three scholarly sources**. The articles that you select must be scholarly, peer-reviewed articles that report on a piece of empirical research. If you are unsure as to the appropriateness of your article please check with me. Examples of scholarly journals in criminology include *Deviant Behavior*, *Criminology*, *British Journal of Criminology*, and *Crime & Delinquency*, *Crime & Punishment*, among many others. The paper should be **three double spaced pages**. You may wish to use subheadings to break up your work. In addition, the paper should include a title page and a reference page that has correct ASA citations for each of the articles selected.

### **Major Paper (40%)**

Your second written assignment is a major paper with a topic of your choosing. You can write a research paper on any of the course topics – or a topic approved by the course instructor. For example, you might choose to write about prison crowding, use of force, solitary confinement, pains of imprisonment, incarcerated mothers or fathers, conjugal visits, rehabilitation programs in prison, animals in prison, capital punishment, Indigenous people in prison, prison programs, correctional staff cultures or burnout, mental health in prison or any other topic relevant to incarceration. Papers should be approximately **6-8 pages** in length and include a minimum of **8 academic sources** (books or research articles published in scholarly journals).

### **Plagiarism:**

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

### **ATTENDANCE (Instituto Franklin-UAH Policy)**

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

### **STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)**

Students with special needs should contact Antonio Fernández:

[antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

### **USE OF TECHNOLOGY IN CLASS**

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

Technology in the classroom is permitted to take notes. You can also use technology in small group discussions (for example, looking up relevant newspaper articles to discuss). You are not permitted to text or use social media unrelated to the course while class is in session.

### **USE OF BLACKBOARD**

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don't teach the class virtually. For more information about using it contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

\*Course materials will be posted on the blackboard. Students will have the option to engage in discussion posts on blackboard as well. If this application is successful – I am more than happy to teach the course virtually or in person depending on what is needed. I have designed this course for in person sessions but I am fully prepared to adjust the outline to teach it virtually as well.

## CLASS SCHEDULE

**\*subject to change\***

DAY 1	<b>INTRODUCTIONS</b> <ul style="list-style-type: none"> <li>- Introduction to the course</li> <li>- Welcome activities</li> <li>- Assign presentation dates</li> <li>- Review course outline and course site</li> </ul>
DAY 2	<b>PHILOSOPHIES OF PUNISHMENT &amp; CORRECTIONS</b> <p>Required Readings:</p> <p>Welch, M. 2011. Chapter Two: A Social history of Punishment and Prisons. Pages 22-48 in <i>Corrections: A Critical Approach</i>. 3<sup>rd</sup> Edition.</p> <p>Zinger, I. (2016). Human rights and federal corrections: A commentary on a decade of tough on crime policies in Canada. <i>Canadian Journal of Criminology and Criminal Justice</i>, 58(4), 609-627.</p>
DAY 3	<b>PRISON SUBCULTURES: Researching, Working and Living in Canadian Prisons</b> <p>Required Reading:</p> <p>Sykes: Pains of Imprisonment – Chapter Four from <i>Society of Captives</i></p> <p>Ricciardelli, R. (2016). Canadian prisoners' perceptions of correctional officer orientations to their occupational responsibilities. <i>Journal of Crime and Justice</i>, 39(2), 324-343.</p>



Day 4	<p><b>HEALTH &amp; CONDITIONS OF CONFINEMENT</b></p> <p>Required Reading:</p> <p>Annual Report of the Correctional Investigator of Canada – Healthcare</p> <p>Liauw, J., Jurgutis, J., Nouvet, E., Dineley, B., Kearney, H., Reaka, N., ... &amp; Kouyoumdjian, F. (2021). Reproductive healthcare in prison: A qualitative study of women's experiences and perspectives in Ontario, Canada. <i>PloS one</i>, 16(5), e0251853.</p>
Day 5	<p><b>FAMILIES &amp; PRISONS</b></p> <p>Required Reading:</p> <p>McKendy, L., &amp; Ricciardelli, R. (2021). The pains of imprisonment and contemporary prisoner culture in Canada. <i>The Prison Journal</i>, 101(5), 528-552.</p> <p>Paynter, M., Heggie, C., Matheson, L., Rillie, C., Beals, D., &amp; Bray, M. (2022). Maternal incarceration in a provincial prison in Canada: A qualitative study. <i>Journal of Advanced Nursing</i>, 78(7), 2123-2138.</p>
Day 6	<p><b>RACIALIZATION, INDIGENOUS PEOPLE &amp; PRISONS</b></p> <p>Required Readings:</p> <p>Report of the Correctional Investigator of Canada – Indigenous Corrections</p> <p>Documentary: The 13<sup>th</sup></p>
Day 7	<p><b>GENDER &amp; PRISONING</b></p> <p>Required Readings:</p> <p>Symkovych, A. (2023). The toll of totalising masculinities in prison. In <i>Prison Masculinities</i>. Taylor &amp; Francis.</p> <p>Morse, S. J., &amp; Wright, K. A. (2022). Imprisoned men: Masculinity variability and implications for correctional programming. <i>Corrections</i>, 7(1), 23-45.</p>
Day 8	<p><b>VIOLENCE: SEGREGATION, PRISON FIGHTS &amp; PROTEST</b></p>

	<p><b>Required Readings:</b></p> <p>Day, A., Newton, D., Cooke, D., &amp; Tamatea, A. (2022). Interventions to prevent prison violence: A scoping review of the available research evidence. <i>The Prison Journal</i>, 102(6), 745-769.</p> <p>Barrile, L. G. (2015). I forgive you, but you must die: murder victim family members, the death penalty, and restorative justice. <i>Victims &amp; Offenders</i>, 10(3), 239-269.</p> <p>Pages 293-298 on Prison Riots in Corrections: A Critical Approach</p>
Day 9	<p><b>PRISON ABOLITIONISM &amp; ACTIVISM</b></p> <p><b>Required Reading:</b></p> <p>Documentary – Herman’s House</p>
Day 10	<p><b>PRISON EDUCATIONAL POLICIES &amp; PROGRAMS</b></p> <p>Guest speaker TBA (required readings TBA). *I have numerous contacts of people who have lived experience of incarceration; as well as contacts who work in the area of prison education that I can invite to give a guest talk*</p>
Day 11	<p><b>PRIVATIZATION &amp; EMERGING ISSUES</b></p> <p><b>Required Readings:</b></p> <p>Kim, D. Y. (2022). Prison privatization: An empirical literature review and path forward. <i>International Criminal Justice Review</i>, 32(1), 24-47.</p> <p>Burkhardt, B. (2019). Contesting market rationality: Discursive struggles over prison privatization. <i>Punishment &amp; Society</i>, 21(2), 162-186.</p>
Day 12	<p><b>CORRECTIONS IN NORTH AMERICAN POP CULTURE</b></p> <p><b>Required Readings:</b></p> <p>Rafter, N. Chapter 6 – Prison and Execution Films</p>
Day 13	<p><b>FIELD TRIP</b></p>

	<p><b>*subject to change*</b></p> <p>Field trip TBA. I would like to take the students to a local prison if possible or a nearby crime tourist attraction. In 2022, I took some students to visit the remains of a defunct prison in Spain and they found it very interesting.</p>
Day 14	<p><b>TOPIC TBA</b></p> <p>I like to ask the students at the start of the semester if there is a topic they would like to discuss. Sometimes we use this time to have a writing workshop or address emerging issues in correctional policy and prisons.</p>
Day 15	<p><b>COURSE REVIEW</b></p>

Note:

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

## BIBLIOGRAPHY

Suggested and Additional Readings:

Shook, J., & McInnis, B. (2017). More Stormy Weather or Sunny Ways? A Forecast for Change by Prisoners of the Canadian Carceral State. *Journal of Prisoners on Prisons*, 26, 1-2.

Foucault – *Discipline and Punish*

Ricciardelli, R. (2014). An examination of the inmate code in Canadian penitentiaries. *Journal of crime and justice*, 37(2), 234-255.

Burdett, F., Gouliquer, L., & Poulin, C. (2018). Culture of Corrections: The Experiences of Women Correctional Officers. *Feminist Criminology*, 13(3), 329-349.

Godderis, R. (2006). Food for thought: An analysis of power and identity in prison food narratives. *Berkeley Journal of Sociology*, 61-75.

Kelsall, D. (2014). Cruel and usual punishment: solitary confinement in Canadian prisons.

Simpson, A. I., McMaster, J. J., & Cohen, S. N. (2013). Challenges for Canada in meeting the needs of persons with serious mental illness in prison. *Journal of the American Academy of Psychiatry and the Law Online*, 41(4), 501-509.

Montford, K. S., & Hannah-Moffat, K. (2017). "Too wicked to die": The enduring legacy of humane reforms to solitary confinement. In *Legal Violence and the Limits of the Law* (pp. 155-177). Routledge.

Balfour, G. (2017). It's Your Job to Save Me: The Union of Canadian Correctional Officers and the Death of Ashley Smith. *Canadian Journal of Law & Society/La Revue Canadienne Droit et Société*, 32(2), 209-228.

Kouyoumdjian, F. G., Schuler, A., Hwang, S. W., & Matheson, F. I. (2015). Research on the health of people who experience detention or incarceration in Canada: a scoping review. *BMC public health*, 15(1), 419.

UCCO. 2011. A Critical Review of the Practice of Double-bunking within Corrections: <http://ucco-sacc-csn.ca/wp-content/uploads/2015/05/Double-Bunking-Research-Paper-08-03-201111.pdf>

Hansen, G. V. (2018). Does Fatherhood Training in Prison Improve Fathering Skills and Reduce Family Challenges?. *Child Care in Practice*, 24(2), 198-211.

Wismont, J. M. (2000). The lived pregnancy experience of women in prison. *The Journal of Midwifery & Women's Health*, 45(4), 292-300.

Hutton, M. A. (2017). Prison visits and desistance: A human rights perspective. In *New Perspectives on Desistance* (pp. 187-209). Palgrave Macmillan, London.

Hensley, C., & Tewksbury, R. (2005). Wardens' perceptions of prison sex. *The Prison Journal*, 85(2), 186-197.

Chui, W. H. (2010). 'Pains of imprisonment': narratives of the women partners and children of the incarcerated. *Child & Family Social Work*, 15(2), 196-205.

Einat, T. (2017). Conjugal Visits. *The Encyclopedia of Corrections*, 1-5.

Christian, J. (2005). Riding the bus: Barriers to prison visitation and family management strategies. *Journal of Contemporary Criminal Justice*, 21(1), 31-48.

Razack, S. (2015). *Dying from improvement: Inquests and inquiries into Indigenous deaths in custody*. University of Toronto Press.

Martel, J., Brassard, R., & Jaccoud, M. (2011). When two worlds collide: Aboriginal risk management in Canadian corrections. *The British Journal of Criminology*, 51(2), 235-255.

Jones, R., Masters, M., Griffiths, A., & Moulday, N. (2002). Culturally relevant assessment of Indigenous offenders: A literature review. *Australian psychologist*, 37(3), 187-197.

Moore, J. P. (2003). *First Nations, Métis, Inuit and non-Aboriginal federal offenders: A comparative profile*. Research Branch, Correctional Service of Canada.

Crete, J. P. (2013). *A disciplined healing: The new language of Indigenous imprisonment in Canada* (Doctoral dissertation, Carleton University).

Comack, E. (2008). *Out there/in here: Masculinity, violence, and prisoning*. Fernwood Pub..

Bauer, G., & Scheim, A. (2016). *Transgender people in Ontario, Canada: statistics from the Trans PULSE Project to inform human rights policy*. University of Western Ontario.

Gooch, K. (2018). Kidulthood': Ethnography, juvenile prison violence and the transition from 'boys' to 'men. *Criminology & Criminal Justice*, 1748895817741519.

Howell, A. W. (2009). A comparison of the treatment of transgender persons in the criminal justice systems of Ontario, Canada, New York, and California. *Buff. Pub. Int. LJ*, 28, 133.

Erni, J. N. (2013). Legitimizing transphobia: The legal disavowal of transgender rights in prison. *Cultural Studies*, 27(1), 136-159.

Worley, R., Marquart, J. W., & Mullings, J. L. (2003). Prison guard predators: An analysis of inmates who established inappropriate relationships with prison staff, 1995-1998. *Deviant Behavior*, 24(2), 175-194.

Goldstone, J. A., & Useem, B. (1999). Prison riots as microrevolutions: An extension of state-centered theories of revolution. *American Journal of Sociology*, 104(4), 985-1029.

Goldstone, J. A., & Useem, B. (1999). Prison riots as microrevolutions: An extension of state-centered theories of revolution. *American Journal of Sociology*, 104(4), 985-1029.

Chandler, D. B. (1976). *Capital punishment in Canada: a sociological study of repressive law* (No. 94). McGill-Queen's Press-MQUP.

Bandes, S. A. (2018). All Bathwater, No Baby: Expressive Theories of Punishment and the Death Penalty.

Ryan, M., & Sim, J. (2012). Campaigning for and campaigning against prisons: excavating and reaffirming the case for prison abolition. In *Handbook on prisons* (pp. 726-748). Routledge.

Davis, A. Y., & Rodriguez, D. (2000). The challenge of prison abolition: A conversation. *Social Justice*, 27(3 (81), 212-218.

James, J. (1998). The Angela Y. Davis Reader.

Hartnett, S. J., Wood, J. K., & McCann, B. J. (2011). Turning silence into speech and action: Prison activism and the pedagogy of empowered citizenship. *Communication and Critical/Cultural Studies*, 8(4), 331-352.

Bissonette, J. (2008). *When the prisoners ran Walpole: A true story in the movement for prison abolition*. Cambridge, MA: South End Press.

Acey, C. E. (2000). This is an Illogical statement: Dangerous trends in anti-prison activism. *Social Justice*, 27(3 (81), 206-211.

Hartnett, S. J., Novek, E., & Wood, J. K. (Eds.). (2013). *Working for justice: A handbook of prison education and activism*. University of Illinois Press.

Burkhardt, B. (2018). Contesting market rationality: Discursive struggles over prison privatization. *Punishment & Society*, 1462474517751665.

Lundahl, B. W., Kunz, C., Brownell, C., Harris, N., & Van Vleet, R. (2009). Prison privatization: A meta-analysis of cost and quality of confinement indicators. *Research on Social Work Practice*, 19(4), 383-394.

Jewkes, Y. Chapter 7 – Crime Films and Prison Films

Kohm, S., Bookman, S., & Greenhill, P. (2016). Screening Justice: Canadian Crime Films, Culture and Society. *Halifax: Fernwood*.

Hayward, K. (Ed.). (2010). *Framing crime: Cultural criminology and the image*. Routledge.

Surette, R. (2014). *Media, crime, and criminal justice*. Nelson Education.

## INSTRUCTOR

Passport size picture and brief cv and ways of contact.

### Contact Information

Dr. Alicia Horton

Email: [ahorton1@douglascollege.ca](mailto:ahorton1@douglascollege.ca)

Phone: 613-483-0909

## Alicia Horton

### Academic Credentials

- |      |                                     |  |
|------|-------------------------------------|--|
| 2016 | PhD                                 | Queen's University – Department of Sociology<br><i>Dissertation: Clashes in Confinement: Men's Experiences with Conflict in Canadian Prisons</i> |
| 2010 | M.A.                                | Queen's University – Department of Sociology<br><i>Thesis: Pulling Together: Making Meaning of Extreme Flesh Practices</i>                       |
| 2008 | B.A. 1 <sup>st</sup> Class Honours, | Simon Fraser University – Department of Criminology<br><i>Thesis: Sin Cinema: Images of Prostitution in Popular Film</i>                         |
| 2004 | Diploma,                            | Kwantlen Polytechnic University – Department of Criminology  |

### Additional Training

- |      |  |
|------|--|
| 2018 | American Sign Language Prep 1 – UFV<br>American Sign Language Prep 2 – UFV   |
| 2017 | Certificate of Completion: Inside-Out Prison Exchange Program (47 <sup>th</sup> training session; 1 <sup>st</sup> international training session) <ul style="list-style-type: none"><li>• Training to facilitate courses in a prison setting with incarcerated and non-incarcerated students. The educational model is based on social change through transformative dialogue.</li></ul> |

### Academic Employment

#### Faculty Positions

- |                |   |
|----------------|---|
| 2019 - Present | Faculty, Department of Criminology, Douglas College |
|----------------|---|

### ***Limited Term Appointment - Faculty***

2018 Faculty, Limited Term Appointment (one year) in the department of Social, Cultural and Media Studies at University of the Fraser Valley.

2017 Faculty, Limited Term Appointment (one year) in the department of Social, Cultural and Media Studies at University of the Fraser Valley.

***Sessional Work*** Sessional instruction at Douglas College (Crim 2014-2018), KPU (Sociology & Criminology), UFV (SCMS Sociology) Royal Roads (Justice Studies), SFU (Criminology)

### ***List of Courses Taught***

#### **Criminology**

- Intro to Criminology
- Intro to the Criminal Justice System
- Research Methods in Criminology
- Sociological Explanations of Crime
- Women and Crime
  
- Qualitative Research Methods
- Advanced Correctional Practice
- Advanced Theory in Criminology
- Crime, Media and Popular Culture
- Masculinities & Crime
- Supervised Advanced Independent Studies Projects & Honours Students

#### **Sociology (Lower Level – multiple times, at several schools)**

- Introduction to Sociology (including high school students)
- Social Problems
- Social Research Methods
- Key Ideas in Sociology (theory)
- Sociology of Animals in Western Society
- Deviant Behaviour
- Sociology of Law
- Special Topics: Alcohol & Culture



- Special Topics: Body Modifications & Cultures
- Special Topics: Media Images & The Body
- Social Movements
- Qualitative Research Methods
- Gender & Social Issues

## **Publications & Conferences**

### ***Books***

2023                      *Connecting Criminology and Criminal Justice: People, Places and Processes* (First Edition) with Michael Young. Cambridge Scholars Publishing.

### ***Book Chapters***

2018                      Body Modification Frames & Claims. *Routledge Handbook of Deviance*. (First Edition) Steven Brown and Ophir Sefiha (Eds).

2017                      Chapter 7: Contested Communities: Nathaniel Geary's On the Corner and the Social Construction of Deviant Places. In *Screening Justice: Canadian Crime Films, Culture and Society* by Kohm, Bookman & Greenhill (Eds.)

2018/2014              "Deviance" in Tepperman, L. & P. Albanese. *Principles of Sociology: Canadian Perspectives*. Fourth Edition. (with Vincent F. Sacco). Oxford University Press.

2015/2012              • Revised 2014, 2018  
"Deviance" in Tepperman, L. & P. Albanese. *Sociology: A Canadian Perspective*. Fourth Edition. (with Vincent F. Sacco)  
• Revised 2012

### ***Book Reviews***

2013    Trammell, Rebecca, "Enforcing the Convict Code: Violence and Prison Culture" *Canadian Review of Sociology*, 38(1): 108-111.

### ***Peer Reviewed Articles***

- 2013                      Flesh Hook Pulling: Motivations and Meaning-Making from the “Body Side” of Life. *Deviant Behavior*. 34: 115-134.
- 2013                      Crook’s Tour: Crime and Crime Scene Tourism. *Magazine Americana*, ISSN 1553-8923, February 2013 (with Vincent F. Sacco).
- 2010                      “Don’t ‘Axe’ Don’t Tell: A Critical Commentary on Axe’s ‘Chocolate Man’” *Stream: Culture/Politics/Technology*, 3(1): 11-14.

### ***Conferences & Presentations***

- 2025                      Panel Discussion “Water Justice is menstruation Justice” with Moontime Connections in St John College, Winnipeg.
- 2024                      2024 Reykjavik University & University of Iceland. Gave two guest lectures on my work on prison violence.
- 2024                      Centre for Interdisciplinary Justice Studies Annual Conference “Perverting Justice” – presented my work on menstruation and prisoning.
- 2024                      74<sup>th</sup> Annual Geography Conference – Memorial University. Presented my work on menstruation and prisoning.
- 2023                      *Spill It* Conference on Menstrual Equity. Presented initial work on menstruation in prison. Douglas College.
- 2021                      *First Annual BC/Yukon Prison Education Conference* – served on the organizing committee and hosted this virtual event across two days.
- 2018                      Panel workshop: “Inside-Out Prison Education in British Columbia: Reflections on instructor training, course development and course delivery” *Carceral Cultures Conference* 2018, at Simon Fraser University. With Michael Young and Wade Deisman.
- 2017                      *Gender and Power Dynamics in Qualitative Interviews with Formerly Imprisoned Men*. Scholarly Sharing Initiative, November 2017 at University of the Fraser Valley.
- 2010                      “Sin Cinema: Images of Prostitution in Popular Film” Presented at *The Second Annual International Crime, Media and Popular Culture Studies Conference: A Cross Disciplinary Exploration*, Indiana State University
- 2010                      “Crook’s Tour: A Preliminary Investigation of Crime Tourism” Presented at *The Second Annual International Crime, Media and Popular Culture Studies*

*Conference: A Cross Disciplinary Exploration*, Indiana State University. (with Vincent Sacco)

### **Professional Service/Professional Development at Current Position**

#### ***Douglas College***

- 2024/25 CIJS Conference Planning Committee – Transforming Justice
- 2024/25 Carceral Geography Working Group
- 2024 Visited 3 prisons in Iceland; Presented work at two Icelandic Universities
- 2023 Taught at University D’Alcala /Franklin Institute
- 2021 Developed a pilot project for paper-based courses for currently incarcerated students
- 2021 Organized and hosted a presentation from Howard Sapers (former Correctional Investigator of Canada)
- 2021-2022 Selection Committee
- 2021-Current Peer Reviews for Probationary Faculty
- 2019-Current Prison Justice Committee
- 2020- Current Academic Integrity Committee