

Penology and Prison Administration

This course has been developed to enable the student to understand and critically evaluate the Pakistani penal system after developing an insight into the science of penology and the comparative penal systems. The course will introduce students to the various theories and perspectives that explain punishment and its role in societies. The main focus of the course will be on the prisons, both as a social institution and as society of captives. Students will also be introduced to models of prison management, administration and reform, and will analyze case studies from different countries that highlight specific issues. The course will survey the legal and institutional framework of prisons in Pakistan and introduce students to the scant scholarly literature that analyzes the present conditions of prisons in Pakistan.

Learning Objectives

- Develop a basic understanding of the discipline of penology, the concept of punishment and its overall significance in the field of criminology.
- Provide a comparative overview of the history and development of the institution of Prison in the West. Functional aspects of the modern penitentiary with special emphasis of prison management, rehabilitation program and control technology will also be analyzed. Lastly, in the backdrop of globalization the perceivable future developmental trends in the western prison institution and their impact on globally marginalized groups and countries will be discussed.
- Understand the legal and structural framework of the Pakistani penal system from a comparative perspective.
- Understand the dynamics and determinants of the 'Prison Society' and its impact on the incarcerated. Apply this understanding in a critical analysis of the present conditions in the Pakistani prisons and their impact on the prisoners' physical and mental health and re-entry into the mainstream society.

COURSE REQUIREMENTS AND GRADING

Reflection Papers: Students are required to write a reflection paper of no more than 500 words on each of the assigned readings. In this paper, students will critically reflect on the day's readings. Reflection papers must be **submitted during the class time**. Cumulative percentage of all reflection papers will be 20% of the final grade.

Research Paper:Students are required to write a 15-20 page research paper. Topic of the paper should fall within the framework of the concepts covered in the class. At the minimum, **paper should include at least six articles from academic journals (or two books and two**

academic articles). This is a minimum requirement and by no means should be taken as a limit. Those students who wish to get a better grade would consider more in-depth study of their topics. Students may also cite materials covered in the class or sources like newspaper articles and other non-academic journals to boost their arguments in the paper. This paper will count for 15% of the student's final grade. Students are encouraged to start working on the paper at their earliest, and consult teacher of the course along the way to make sure that they are on the right track. **Research papers should be submitted three weeks before the final term exams.**

Presentation (Research Paper): Students are required to present their research papers during allotted times. Presentation time is 15 minutes, followed by a question-answer session. Students will be graded based on content, organization, and manner of presentation, as well as their participation in question-answer sessions, both as presenters and audience. This assignment will be worth 5% of the final grade.

Book Report: Students are required to write a critical book report on a classical text and discuss it in the classroom (**Books for report must be approved by the instructor**). Specific instructions for this assignment will be distributed during the fifth week of the classes. On average, length of this report should be anywhere between 9-12 pages. Total worth of this book report is 10 %. **Book report should be submitted one week before the midterm exams**

Exams: There will be two exams in this class, a midterm and a final. These exams will be closed book and conducted in the class room. Exams will be based on assigned readings, class discussions, lectures and any other learning activities done in the class room by the exam date. Midterm exam will be worth 20% and final exam will be worth 25% of the final grade.

Attendance & Class Participation: Students are required to come to class regularly. Attendance will be taken in each class. University policy on attendance will be followed. Class participation is also a vital part of this class. Students are required to read the assigned material prior to the class meetings and come prepared to take part in the discussion and learning activities related to that material. Participation includes, but not limited, reading the assigned material for the class, asking questions about the day's readings, answering questions raised by the instructor, spontaneously responding to the on-going discussion in the class, and taking part in the in-class activities. Overall, combined grade for attendance and participation is 5% of the student's final grade.

Grade Evaluation Criteria

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

Marks Evaluation Marks in percentage

Reflection Papers	20%
Research Paper	15%
Presentation (Research Paper)	5%
Book Report	10%
Midterm Exam	20%
Final Term	25%
Attendance & Class Participation	5%
<hr/>	
Total	100%

COURSE POLICIES

A Note on Academic Honesty: It must be emphasized that university policies on academic dishonesty will be strictly followed. These policies prohibit acts of cheating, lying and deceit in their diverse forms. Since this class includes research component, students must also be fully aware of plagiarism. Plagiarism involves presenting someone else's ideas or written work as your own, without giving proper citation and credit to the original source. If you still have any question or confusion about academic dishonesty, please do not hesitate to discuss with the teacher.

Make-up Exams and Late Assignments: There will be no make-up exams, unless there is a valid (documented) reason for not taking the scheduled exams, or prior arrangements have been made with the instructor. As of late assignments, ten per cent of the grade will be deducted for each day an assignment is late. Students will also lose percentage of assignment grades if incomplete assignments are turned in.

Course outline

- **Week 1: The contemporary conceptualization of criminology and its critique**
 - *Chelitos, L.K. (2006). How iron is the iron cage of new penology? The role of human agency in the implementation of CJ Policy. Punishment and Society 8(3): 313 – 340.*

- **Week 2: Punishment**

(a) Theories of punishment

- *Farse, R.S. (2006). Punishment purposes. Stanford Law Review, 58: 67 – 84.*
- *Garland, D. (1991) Sociological perspective on punishment. Crime and Justice 14(1): 115 – 165.*

➤ **Week 3 and Week 4: Prisons**

(a) A general history of prisons

- *Johnston, N. (2009). Evolving function. Early use of imprisonment as punishment. The Prison Journal, 89 (1): 10 – 34.*

(b) Penal heritage of Pakistan: Prisons in colonial India

i. Prisons

- *Arnold, D. (1994) The colonial prison: Power knowledge and penology in Nineteenth century India. In A. David and D. Hardiman (Eds.) Sublantar Studies VII (pp. 148 – 184).*

ii. Women prisons

- *Satardu, S. (2002). The female jails in colonial India. Indian Economic & Social History Review, 39(4): 417 – 438.*

iii. Juvenile detention

- *Satardu. S. (2004). A separate punishment for juvenile offenders in colonial India. Journal of Asian Studies, 6 (1): 84 – 104.*

➤ **Week 5: Prison reform: Case study of the US prison reform movement**

- *Engel K. and Rothman S. (1984). The paradox of Prison reform: Rehabilitation, prisoner rights and violence. Harvard Journal of Law and Policy, 7: 413 – 442.*
- *Dikotter, F. (2002). The promise of repentance. Prison reform in modern china. British Journal of Criminology, 42 (2): 240 – 249.*

➤ **Week 6: The dynamics of the modern prison institution**

(a) Management model

- *Bark-Gantz, I. L.(1981). Towards a conceptual schema of prison management. The Prison Journal 61(1): 42 – 62.*

(b) Prison architecture

- *Avofeso, A. (2011). Disciplinary architecture: Prison design and prisoner's health.*

(i) Use of technology in the modern prisons: Case study of the impact of CCTV in Australian prisons

- *Allard, T. A., Wortley, R. K. and Stewart, A. L. (2008). The Effect of CCTV on Prisoner Misbehavior. The Prison Journal,88 (4): 404 – 422.*

(c) Prisons programs: Educational and vocational programs: Case study of the impact of prison programs in the US

- *Lawrence, S., Mears, D. P., Dubin, G, and Travis, J. (2002). The Practice and Promise of Prison Programming. Report submitted by the Urban Institute Policy Center.*

➤ **Week 7: Mid Term**

➤ **Week 8: Prisons system in Pakistan and the rights of prisoners**

- *Khan, M. M. (2010). The Prison System in Pakistan. Pakistan Journal of Criminology, 2(3): 35 – 50.*
- *Prison and jail Reform in Pakistan (1996). Report submitted by the Pakistan Law Commission.*

➤ **Week 9: Juvenile detention in Pakistan and the rights of juvenile detainees**

- *Malik, M.A., and Shirazi, R.A. (2010). An Analytical Review of Juvenile Delinquents In Jails Of Sindh Province: Some Problems And Suggestions to Over Come.Journal of Management & Social Sciences, 4(1):43-54.*
- *Saeed, M. (2009). A Critical Review of Juvenile Justice Law in Pakistan. Pakistan Journal of Criminology, 1 (3): 97 – 104.*

➤ **Week 10: Women prisoners in Pakistan**

- Bagri K. A. (2006) .*Women Prisoners in Pakistan: A case study of Rawalpindi Central Jail.*

➤ **Week 11: Society of captives: A comparative look at some issues in prison life**

(a) Prison society

- Einat, T., and Einat, I. (2000) *Inmate Argot as an Expression of Prison Subculture: The Israeli Case.**The Prison Journal*, 80 (3): 309 – 317.

(b) Prison violence

- Bottoms, A. E. (1999). *Interpersonal Violence and Social Order in Prisons.* *Crime and Justice*, Vol. 26 (2): 205-281.

(c) Corruption in prisons

- Souryal, S. S. (2009). *Deterring Corruption by Prison Personnel: A Principle-Based Perspective,**The Prison Journal*, 89 (1): 21 – 45.

➤ **Week 12: Conditions in Pakistani prisons**

(a) Prison condition

- *A penal system long overdue for change. Report by Human Rights Commission of Pakistan.*

(b) Prison Life

- *A narrative on life in a Lahore Jail by an ex-inmate.*

(c) Health care issues

- Manzoor, S., Tahir, Z., AND Anjum, A. (2009). *Prevalence of HIV and Tuberculosis among jail inmates in Lahore – Pakistan.* *Biomedica*, 25: 36 – 41
- Gorar, A. A., Zulfikar, I. (2010). *Seropositivity of hepatitis C in prison inmates of Pakistan — A cross sectional study in prisons of Sindh.* *Journal of Pakistan Medical Association*, 60 (6): 476 – 480.

- Yousaf, M., Batool, Z., and Anwar, H. N. (2009). *Determining Health Problems of Women Prisoners: A Case Study of District Jail Faisalabad, Pakistan*. *Pakistan Journal of Life and Social Sciences*, 7(1): 35 – 38.
- Altaf, A., Janjua, N.Z., Kristensen, S., Zaidi, N.A., Memon, A., Hook III, E.W., Vermund, S.H., and Shah, S.A. (2009). *High-risk behaviours among juvenile prison inmates in Pakistan*. *Public Health*, 123: 470 – 475.

➤ **Week 13: Future of prisons**

(a) Privatization of prisons

- Feeley, M. M. (2002). *Entrepreneurs of punishment : The legacy of privatization*. *Punishment & Society*, 4: 321- 344.

(b) The penology of terrorism

- Welch, M. (2009). *Guantanamo Bay as a Foucauldian Phenomenon. An Analysis of Penal Discourse, Technologies, and Resistance*. *The Prison Journal*, 89 (1): 3 – 20.

➤ **Week 14: Probation and parole in Pakistan**

Mazhar, H.B. (2010). *Community Based Rehabilitation of Offenders; an Overview of Probation and Parole System in Pakistan*. *Pakistan Journal of Criminology*, 2 (3): 51 – 68.

➤ **Week 15: Finals Week**

