

SOC 4490 A01: Advanced Seminar in Criminology

Law and Crises in the Post-Truth Era

Department of Sociology and Criminology ■ University of Manitoba

Fall 2025 (3 cr. hrs.)

Professor:	Dr. Jeremy Patzer	Email:	jeremy.patzer@umanitoba.ca
Time:	Wed 11:30am-2:15pm	Office:	309 Isbister
Location:	335 Isbister	Office Hours:	Before and after class. We can also meet other days by appointment.

COMMUNICATION

Please be brave and consider asking your course-based questions during class time: this is the most appropriate time, and your questions will help other students who need to know the same thing.

If you need to discuss something with me in private, the next option is to come see me during office hours. Five minutes of conversation can often be more productive (and offer more clarity) than 25 minutes of typing.

Please use email only in exceptional circumstances, for questions and information not found in the course syllabus or handouts.

REQUIRED READING

There is no required textbook. Readings will be posted on UM Learn. Other resources of interest may be distributed or viewed in class or sent via email.

CALENDAR DESCRIPTION

A critical examination of the field of criminology and the work of criminologists in shaping modern sensibilities about crime, law, and social justice. Topics include the origins of modern criminology, the development of competing knowledge frameworks in criminology (including the impact of feminist, post-modern, and post-colonial criminologies), and trajectories of 21st century criminology (including scientific, global, and public criminology. Prerequisite: written consent of department head.

COURSE OBJECTIVES FOR THIS ITERATION OF SOC 4490

For the past couple years, the Faculty of Arts has cross-listed this seminar with SOC 7450, Selected Topics in Criminology, which requires a theme to be chosen as the “selected topic.” This offering of SOC 4490/7450 will therefore offer a survey of a variety of criminological, sociolegal, and social scientific topics, concepts, and analytical frameworks pertinent to the contemporary era and coalesced under the theme of “Law and Crises in the Post-Truth Era.” While the sub-topics covered do not represent an exhaustive coverage of all the work done within criminology and/or sociology today, they are meant to be timely. After the 20th century saw the rise of liberal democracies, internationalism, globalization, cosmopolitanism, and multiculturalism, recent years have witnessed growing anxieties focused on democratic erosion, authoritarianism, illiberalism, isolationism, anti-migrant politics,

politicization of the courts, and disrespect for the rule of law—among a multitude of other related issues. This course is therefore an opportunity for us to read, reflect on, and discuss a variety of scholarly engagements with these issues from criminology, the sociology of law, and adjacent disciplines.

COURSE FORMAT

The course will be organized around a seminar format. Participants are expected to attend each class and to be willing to engage in respectful discussion and debate. To this end, it is necessary that students come prepared for each class *by having read and reflected upon the assigned materials*. The seminars are an opportunity for students to discuss the assigned readings, in depth and critically, and to develop their own ideas.

Generally, I will open each weekly seminar to regroup us and/or to engage in course-related tasks and mini-lessons. My primary goal as instructor, however, will be to help facilitate *student discussion and engagement* with the readings and topics. Like most other seminars, you will see in the assessment section that students will be responsible for facilitating the seminars. After my opening, we will dedicate the rest of the seminar to the student-led coverage of the readings. Inevitably, some students are more comfortable with speaking in class than others, but my goal is to create a safe, welcoming environment that invites you to participate freely in an ongoing discussion about these readings and about criminological and socio-legal issues in general.

IMPORTANT DATES

Sep 3: First day of classes	Nov 18: VW deadline for fall courses
Sep 16: Last day to drop without financ. penalty	Dec 3: Last seminar for this course
Sep 17: Last day to add fall & fall/winter classes	Dec 8: Last day of term
Nov 10-14: Fall term break	

GRADE DISTRIBUTION

A+	90 – 100%	C+	66 – 69%
A	80 – 89%	C	60 – 65%
B+	76 – 79%	D	50 – 59%
B	70 – 75%	F	0 – 49%

ASSESSMENT

Seminar Facilitation	10% (SOC 4490 students facilitate <u>one</u> seminar.)
Class Participation	10%
Article Anatomies	15 x 2 = 30% Oct 8 (Wednesday) & Nov 7 (<u>Friday!</u>)
Essay Outline	20% Nov 17 (<u>Monday</u>)
Final Essay	30% Dec 3 (Last class)

GENERATIVE AI

The use of generative artificial intelligence (genAI) tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes Open AI's ChatGPT, Google Gemini, Microsoft Copilot, Claude, and any other AI services which can aid in summarizing, analyzing, writing, or coding. Use of writing aids such as Grammarly is permitted so long as it is restricted to aiding with grammar, spelling, and punctuation. Use of genAI in this course may be considered use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Explanation of Assessments

Please note that failure to submit any of the following course assignments will result in a grade of zero for that assignment.

Generally, students can expect to receive the evaluation and feedback on their assignments within approximately two weeks. Students may also be called in to meet with me after assignment submission to discuss the content, their research, and/or their writing process for an assignment.

Students may see compositional differences in the assessment plans for SOC 4490 and SOC 7450. (For instance, SOC 7450 students will facilitate two seminars and will write a longer final paper.) Beyond this, however, SOC 4490 students can also be reassured that assessment will be differentiated *normatively*. In other words, the two categories of students will be assessed according to expectations appropriate to their respective level of study.

SEMINAR FACILITATION (10%)

Each weekly seminar will cover several readings, as laid out in the reading schedule. SOC 4490 students will be asked to sign up for and help facilitate one seminar during the term. Your SOC 7450 colleagues will sign up for two seminars each. This means that each of a dozen seminars will likely be co-facilitated by two to three students. Offer collegial and mutual support to all your colleagues, some of whom may have limited experience with seminar facilitation! Here are some points to think about as you prepare for facilitating a seminar:

- A portion of the seminar time may be spent summarizing the readings to aid your classmates with comprehension, *but certainly not all of it*. (Not even most of it!) Try to go beyond comprehension and facilitate discussion and activities that engage other modes of thinking, such as analysis, application, and evaluation/critique. (Look up Bloom's Taxonomy!)
- Are there any foundational concepts, theories, histories, thinkers, etc., that could give context and help deepen your classmates' understanding of the readings for your seminar? Does the topic overlap with another discipline and merit some cross-disciplinary context?
- Are there any contemporary news stories, political issues, events, etc., that can relate to any of or all the readings for your seminar?
- Are there any interesting, illuminating, or conceptual connections between your seminar's readings and readings from other weeks?
- Prepare at least several discussion topics and/or questions which can help spur discussion among your classmates.

CLASS PARTICIPATION (10%)

Since the success of the seminar will depend on the willingness and ability of everyone to participate in the discussions, part of the grade for the course will be devoted to seminar participation. When not facilitating, students will be evaluated throughout the term on their apparent readiness for seminars (i.e. completing the assigned readings) and their willingness to engage in meaningful discussion of the issues considered. Don't leave your seminar-facilitating classmates high and dry!

ARTICLE ANATOMIES (2 x 15 = 30%)

To help students deepen their understanding of, and hone their skills for, academic writing, I would like to go beyond the traditional reading response assignment. In addition to the typical summary and evaluative elements, these article anatomies will also require identifying and assessing certain elements of academic writing. I will give specific guidelines for this assignment during the term.

ESSAY OUTLINE (20%)

In preparation for the final paper, students will prepare an essay outline detailing the tentative main thesis of their final paper as well as the supporting arguments and some of the research sources which will be used to advance the thesis. We will take the time in class to discuss essays, the pre-writing and research process, and preparing outlines for essays. I will give guidelines and expectations for this assignment during the term.

FINAL ESSAY (30%)

SOC 4490 students will write a 12 to 15-page argumentative essay (not including title page or bibliography). Essay(s) will be on a topic selected by the student but must relate to themes studied in the course. Essays should reference a combination of assigned readings and outside academic sources (i.e. scholarly journal articles or book chapters which were not on the reading list for the course.) Essays must be typed and formatted according to the ASA, APA, or Chicago style guide.

Note: the assignments for this course are conceived to build toward and contribute to the crafting of the final research paper. At the same time, the assignments are not intended to forcibly commit students to stick with the same topic no matter what. A student may find late inspiration or experience a change of heart at some point in the term. However, if, after submitting their essay outline, a student *does* wish to write their final paper on a new topic, the student should discuss it with me first.

Other Things You Should Know

MISSING DEADLINES AND TESTS

Assignment deadlines and tests can be missed for legitimate medical reasons or family emergencies. If you are in a situation where you are likely to miss a deadline or test for a compelling reason, ***contact me beforehand*** (if possible) so that we can discuss it and make the necessary plans. I will evaluate on a case-by-case basis, and students may be required to write an alternative assessment upon return.

Self-Declaration Form for Brief or Temporary Absence: Students unable to write the midterm or complete an assignment due to unexpected valid reasons must complete a self-declaration form as soon as possible, but no later than 48 hours following the missed assessment. Medical notes are not

typically required. However, further documentation/explanation may be required for certain circumstances including multiple uses.

Find the form here: <https://umanitoba.ca/sites/default/files/2022-09/Self%20Declaration%20Fillable%20Form-%20FINAL%20for%20Website.pdf>

Learn about the policy, procedures, and commonly asked questions here: <https://umanitoba.ca/student-supports/academic-supports/student-advocacy/self-declaration-policy-students>

Common valid reasons for use of the self-declaration form include: Sudden illness or injury, unexpected compassionate circumstances, known conflicts of religious observance, bereavement or loss of a loved one, and participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event. Non-valid reasons include: attending a personal or family event (e.g., vacation, wedding), optional travel, technological difficulties, competitions or events, related to personal interests (choir, acting, pageants, exhibitions), employment-related commitments.

All self-declarations received will be sent to the office of the Associate Dean of Arts (Undergrad).

Please be aware of the limited extension that the self-declaration form offers: you will be obliged to fulfil any missed course requirements (test, assignment, etc.) within 120 hours, or five days. Also, this form is not sufficient if one requires a deferred final exam. Students must apply for a deferred exam through their faculty's Academic Advising Office.)

Students having SAS accommodations including extensions for assignments are not required to complete a self-declaration form. These students should contact me directly via email if an extension is needed.

INSTRUCTOR ILLNESS

Should I be ill and need to miss more than one class, I will work with my home department to find a substitute to continue teaching the class in-person. In the event a suitable instructor cannot be found, I may give the lecture synchronously *or* provide asynchronous content through Zoom or UMLearn for up to 5 days. An email will be sent to students' UM email and a posting will be made on UM Learn the night before class if this is the case.

COPYRIGHTED MATERIAL & RECORDING CLASS LECTURES

No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from Jeremy Patzer. Copyrighted works, including those created by me (i.e. course materials), are for private study and research and must not be distributed in any format without permission.

ACADEMIC INTEGRITY/MISCONDUCT

Academic integrity is the commitment to upholding the values of honesty, trust, fairness, respect, responsibility and courage in all scholarly activities (International Center for Academic Integrity (ICAI), 2013). Academic misconduct is any violation of the principles of academic integrity.

Students should acquaint themselves with the University's [Student Discipline Bylaw and related Procedures](#) on academic misconduct (see Section 2.2.1) found in the [Academic Calendar](#). Ignorance of the regulations and policies relating to academic misconduct is not a valid excuse for violating them.

The Faculty of Arts and The University of Manitoba regard acts of academic misconduct in course work and final exams as serious offences and may assess a variety of penalties depending on the nature of the infraction.

Acts of academic misconduct include, but are not limited to:

- Plagiarism
- Duplicate submission
- Cheating on quizzes, tests, and exams, including possession of unauthorized materials such as cell phones, smart watches, PDAs, MP3 units, or electronic translators
- Inappropriate Collaboration
- Academic Fraud
- Personation
- Unauthorized content generation, including the use of automated text generators such as ChatGPT and paraphrase tools such as Grammarly, where these are prohibited by the instructor of a course

The following is a list of common penalties that may be applied in accordance with the University of Manitoba's Student Discipline By-Law, depending on the nature of the infraction:

- Requirement to resubmit the assessment
- A grade of zero on the assignment or quiz/test/exam
- Disciplinary notation attached to final grade
- Comment on student record
- Failure in the course
- Suspension from taking courses offered by a particular faculty or school for a period of one year
- Expulsion from the university

The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

The minimum penalty for plagiarism on a written assignment is F on the paper and may result in an F-DISC (discipline) in the course. This notation appears on the student's transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for up to 1 year.

The minimum penalty for academic dishonesty in a test or final examination is F for the test/examination and an F-DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for up to 5 years.

SPECIAL LEARNING NEEDS & ACCESSIBILITY

Students with special learning needs (who for legitimate reasons require extra time to write a test, require aids or other supports, etc.) should identify themselves to the instructor at the beginning of the term in order to arrange suitable accommodation or contact Student Accessibility Services.

DISRUPTIONS

Disruptions due to excessive talking or early departures from the classroom are especially distracting to large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class. Students should also be aware that use of electronic devices for purposes other than taking notes and searching information/images related to the lecture is a distraction to them, other students, and potentially the professor. Disruptive use of electronic devices may result in a ban against their use or, in extreme cases, disbarment from the course.

UNCLAIMED TERM WORK DISPOSAL

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

NON-UM DISCUSSION GROUPS

It is the policy of the Department of Sociology and Criminology to block access to student emails in UM Learn. We do so because a student's email address is private and should only be available to other students when given with full consent. We encourage students to use the discussions option in UM Learn to communicate with fellow students. We discourage student use of external third-party instant-messaging software and apps for course-based discussions.

It has been our experience that too often non-University messaging and discussion groups have been used to misinform and misdirect students with respect to course materials and academic requirements. As well, incidents of bullying, racism, and harassment have been reported within these groups. If you do decide to engage with non-University messaging software related to this course, be advised that all University policies regarding [non-academic](#) and [academic](#) integrity apply in any setting where University of Manitoba courses are discussed.

Reading Schedule

**Reminder: Readings will be posted on UM Learn. Please have access to them (either hard copy or digital) during the seminar. Supplemental materials may be posted on UM Learn or distributed in class.*

MORAL PANIC THEORY AND MORAL ENTREPRENEURSHIP

SEPT. 10

Garland, D. (2008). On the Concept of Moral Panic. *Crime, Media, Culture*, 4(1), 9–30.
<https://doi.org/10.1177/1741659007087270>

Cohen, S. (2011). Whose side were we on? The undeclared politics of moral panic theory. *Crime, Media, Culture*, 7(3), 237–243. <https://doi.org/10.1177/1741659011417603>

Best, J. (2013). The Problems with Moral Panic: The Concept's Limitations. In C. Krinsky (Ed.), *The Ashgate Research Companion to Moral Panics* (pp. 67–78). Routledge.
<https://doi.org/10.4324/9781315613307-6>

Rohloff, A. (2013). Moral Panics over the Environment? “Climate Crisis” and the Moral Panics Model. In C. Krinsky (Ed.), *The Ashgate Research Companion to Moral Panics* (pp. 401–413). Routledge.

BEYOND MORAL PANICS TO MORAL REGULATION

SEPT. 17

Hier, S. P. (2008). Thinking beyond moral panic: Risk, responsibility, and the politics of moralization. *Theoretical Criminology*, 12(2), 173–190. <https://doi.org/10.1177/1362480608089239>

Critcher, C. (2009). Widening the Focus: Moral Panics as Moral Regulation. *British Journal of Criminology*, 49(1), 17–34. <https://doi.org/10.1093/bjc/azn040>

Hier, S. P. (2023). Narrating the crisis: Moral regulation, overlapping responsibilities and COVID-19 in Canada. *Current Sociology*, 71(6), 1082–1099. <https://doi.org/10.1177/00113921211055860>

RISK

SEPT. 24

Hunt, A. (2003). Risk and Moralization in Everyday Life. In R. V. Ericson & A. Doyle (Eds.), *Risk and Morality* (pp. 165–192). University of Toronto Press.

Hannah-Moffat, K. (1999). Moral Agent or Actuarial Subject: Risk and Canadian Women's Imprisonment. *Theoretical Criminology*, 3(1), 71–94.
<https://doi.org/10.1177/1362480699003001004>

Moore, D., & Valverde, M. (2000). Maidens at risk: 'date rape drugs' and the formation of hybrid risk knowledges. *Economy and society*, 29(4), 514 – 531.

PREDICTIVE, ACTUARIAL, & ALGORITHMIC JUSTICE

OCT. 1

Rothschild-Elyassi, G., Koehler, J., & Simon, J. (2018). Actuarial Justice. In M. Deflem (Ed.), *The Handbook of Social Control* (pp. 194–206).

<https://doi.org/https://doi.org/10.1002/9781119372394.ch14>

Hannah-Moffat, K. (2019). Algorithmic risk governance: Big data analytics, race and information activism in criminal justice debates. *Theoretical Criminology*, 23(4), 453–470.

<https://doi.org/10.1177/1362480618763582>

Howe, M., & Monaghan, J. (2018). Strategic Incapacitation of Indigenous Dissent: Crowd Theories, Risk Management, and Settler Colonial Policing. *Canadian Journal of Sociology*, 43(4), 325–348.

Ahmad, F., & Monaghan, J. (2020). From probabilities to possibilities: terrorism peace bonds, pre-emptive security, and modulations of criminal law. *Crime, Law and Social Change*, 74(3), 341–359. <https://doi.org/10.1007/s10611-020-09909-y>

STATES OF EXCEPTION AND THE LAW

OCT. 8

Neocleous, Mark. (2006). The Problem with Normality: Taking Exception to "Permanent Emergency". *Alternatives: Global, Local, Political*, 31(2), 191–213.

<https://doi.org/10.1177/030437540603100204>

Eaton, Piers, & Gaspard, Valere. (2024). A convoy, an emergencies act, and a state of exception: How Canada's Emergencies Act contradicts Carl Schmitt's critiques of deliberative democracy. *British Journal of Canadian Studies*, 36(2), 133–156. <https://doi.org/10.3828/bjcs.2024.10>

Garrett, T. M., & Sementelli, A. J. (2023). Revisiting the policy implications of COVID-19, asylum seekers, and migrants on the Mexico–U.S. border: Creating (and maintaining) states of exception in the Trump and Biden administrations. *Politics & Policy*, 51(3), 458–475.

<https://doi.org/https://doi.org/10.1111/polp.12537>

SECURITIZATION, CRIMINALIZATION, & THE OTHER

OCT. 15

Balzacq, T. (2015). The 'Essence' of securitization: Theory, ideal type, and a sociological science of security. *International Relations*, 29(1), 103–113.

<https://doi.org/doi:10.1177/0047117814526606b>

Bernstein, E. (2018). Tracing the "Traffic in Women". In *Brokered subjects: sex, trafficking, and the politics of freedom* (pp. 1–33). University of Chicago Press.

Soliman, F. (2021). States of exception, human rights, and social harm: Towards a border zemiology. *Theoretical Criminology*, 25(2), 228–248. <https://doi.org/10.1177/1362480619890069>

Dafnos, T. (2020). Energy futures and present threats: critical infrastructure resilience, accumulation, and dispossession. *Studies in Political Economy*, 101(2), 114–134.

<https://doi.org/10.1080/07078552.2020.1802832>

MASS INCARCERATION, PENAL POPULISM, CARCERAL LOGICS

OCT. 22

Garland, D. (2025). America's extraordinary penal state: A structural explanation. *Punishment & Society*, 27(3), 421–448. <https://doi.org/10.1177/14624745241302061>

Wacquant, L. (2010). Crafting the neoliberal state: Workfare, prisonfare, and social insecurity. *Sociological Forum*, 25(2), 197–220.

Chartrand, V. (2019). Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada. *Canadian Journal of Criminology and Criminal Justice*, 61(3), 67–89. <https://doi.org/10.3138/cjccj.2018-0029>

Phillips, N. D., & Chagnon, N. (2018). “Six Months Is a Joke”: Carceral Feminism and Penal Populism in the Wake of the Stanford Sexual Assault Case. *Feminist criminology*, 15(1), 47–69. <https://doi.org/10.1177/1557085118789782>

CONSPIRACISM

OCT. 29

Aupers, S. (2012). ‘Trust no one’: Modernization, paranoia and conspiracy culture. *European journal of Communication*, 27(1), 22–34. <https://doi.org/10.1177/02673231111433566>

Rao, H., & Greve, H. R. (2024). The Plot Thickens: A Sociology of Conspiracy Theories. *Annual Review of Sociology*, 50, 191–207. <https://doi.org/10.1146/annurev-soc-030222-031142>

Birchall, C., & Knight, P. (2022). Do Your Own Research: Conspiracy Theories and the Internet. *Social Research: An International Quarterly*, 89(3), 579–605. <https://doi.org/10.1353/sor.2022.0049>

Baća, B. (2024). QAnon and the Epistemic Communities of the Unreal: A Conceptual Toolkit for a Sociology of Grassroots Conspiracism. *Theory, Culture & Society*, 41(4), 111–132. <https://doi.org/10.1177/02632764241258404>

MISINFORMATION, DISINFORMATION, & ‘FAKE NEWS’

Nov. 5

Bradshaw, S., & Howard, P. N. (2018). The Global Organization of Social Media Disinformation Campaigns. *Journal of International Affairs*, 71(1.5), 23–32.

Farkas, J., & Schou, J. (2018). Fake News as a Floating Signifier: Hegemony, Antagonism and the Politics of Falsehood. *Javnost-The Public*, 25(3), 298–314. <https://doi.org/10.1080/13183222.2018.1463047>

Serrano-Puche, J. (2021). Digital disinformation and emotions: exploring the social risks of affective polarization. *International Review of Sociology*, 31(2), 231–245. <https://doi.org/10.1080/03906701.2021.1947953>

Asmolov, G. (2018). The Disconnective Power of Disinformation Campaigns. *Journal of International Affairs*, 71(1.5), 69–76.

DEMOCRACY, ILLIBERALISM, AND NEW AUTHORITARIANISMS

Nov. 19

Scheppele, K. L. (2018). Autocratic Legalism. *The University of Chicago Law Review*, 85(2), 545–584.

de Sa e Silva, F. (2022). Law and Illiberalism: A Sociolegal Review and Research Road Map. *Annual Review of Law and Social Science*, 18 (2022), 193–209. <https://doi.org/10.1146/annurev-lawsocsci-110921-105921>

Pirro, A. L. P., & Stanley, B. (2022). Forging, Bending, and Breaking: Enacting the “Illiberal Playbook” in Hungary and Poland. *Perspectives on Politics*, 20(1), 86–101. <https://doi.org/10.1017/S1537592721001924>

POLITICIZATION OF JUDICIARIES AND JUDICIALIZATION OF POLITICS

Nov. 26

Klug, H. (2021). The Judicialization of Politics? In S. Talesh, E. Mertz, & H. Klug (Eds.), *Research Handbook on Modern Legal Realism* (pp. 295–308). Edward Elgar Publishing.

Volcansek, M. L. (2019). Judicialization of Politics or Politicization of the Courts in New Democracies? In C. Landfried (Ed.), *Judicial Power: How Constitutional Courts Affect Political Transformations* (pp. 66–81). Cambridge University Press.

Liptak, A. (2024). Donald Trump, Legal Realist. *The Annals of the American Academy of Political and Social Science*, 713(1), 57–65. <https://doi.org/10.1177/00027162251323329>

Weinshall, K. (2024). The Supreme Outlier: How SCOTUS Stands Out Among Global Apex Courts. *The Annals of the American Academy of Political and Social Science*, 713(1), 240–259. <https://doi.org/10.1177/00027162251335749>

GREEN CRIMINOLOGY, ENVIRONMENT, & SOCIAL HARM

DEC. 3

Lynch, M., J., Long, M., A., Stretesky, P., B., & Barrett, K., L. (2017). Environmental Justice and Green Criminology. In *Green Criminology: Crime, Justice, and the Environment* (pp. 189–206). University of California Press.

Brisman, A., & South, N. (2018). Green Criminology, Zemiology, and Comparative and Inter-Relational Justice in the Anthropocene Era. In A. Boukli & J. Kotzé (Eds.), *Zemiology: Reconnecting Crime and Social Harm* (pp. 203–221). Palgrave MacMillan.

Össbo, Å. (2023). Back to Square One. Green Sacrifice Zones in Sápmi and Swedish Policy Responses to Energy Emergencies. *Arctic Review on Law and Politics*, 14. <https://doi.org/10.23865/arctic.v14.5082>