



Harvard University Crime, Punishment, and Violence Course Guide: 2022-2023

This course guide primarily covers courses open for cross-registration to graduate students across Harvard. Courses restricted to small segments of students in particular schools are not included.

HARVARD KENNEDY SCHOOL

Creating Justice in Real Time: Vision, Strategies and Campaigns

MLD 375

Cornell Brooks

2023 Spring

M W 3:00pm - 4:15pm

Rubenstein 306

Amidst the end of the world as we've known it, envisioning the world we want to be. Angela Davis, the activist, philosopher, and academic, reminds us that, "sometimes we have to do the work even though we don't yet see a glimmer on the horizon that it's actually going to be possible." The COVID-19 pandemic has exposed and exacerbated longstanding inequities and injustices, called into question even more the perils of racial capitalism, and elevated the importance of advocacy in an age of unprecedented activism. In this class, we begin with, as a point of departure, the pandemic and the intersecting crises it exposed, among these being environmental and climate injustice, policing and public safety, the dire need to prison reform, the fragility and inaccessibility of the right to vote, the need for equitable economic development, and the long call for reparations for racial injustice in the United States. We'll use advocacy principles to address these issues, including the particular strategies of the arc of advocacy. Working with the William Monroe Trotter Collaborative for Social Justice, municipal governments, as well as national/state advocacy organizations, a select cohort of students will work to address current injustices in real time—with a focus on what is demonstrably effective. Students will develop visions, strategies and campaigns as well as legislative, policy, best practice, organizing, communication, and moral framing strategies to address injustices related to policing, voting, the environment, economic development, infrastructure, prison abolition, and reparations. Students will employ advocacy principles such as moral ambition, perfect/imperfect victims, concentric/consecutive coalitions, and scholarship as an organizing tool. Students should be willing to work often outside of class and to remain patient, flexible, and persistent as the course proceeds throughout the semester. This is a limited enrollment course that requires students to competitively apply. Students should demonstrate a deep passion for social justice. Application link and deadline to be posted.

Course Notes: Also offered by the Divinity School as HDS 3093.

Institutional & Community-Based Strategies to Support Children & Strengthen Families**SUP 211 / EDU H307****Julie Boatright Wilson****2022 Fall****T TH 12:00pm - 1:15pm****Wexner 332**

The Covid pandemic has taken a toll on families, disrupted our models of service provision and challenged us to think about new ways to better support children, youth, their families and, in many cases, the communities in which they live. Starting with a developmental framework, this course will examine the current design and implementation of programs focused on early childhood, adolescence and young adulthood. We will use last year's experience with Covid to identify specific challenges as well as opportunities for designing and implementing services. We will look closely at innovative programs to understand why they are effective and strategize on how to scale them in the context of the fragmented US governance system, focusing in particular on the US child welfare, juvenile justice and mental health systems as well as the issue of youth homelessness. This coming year we will also be looking closely at strategies to support LGBTQI+ children, youth and their families. The goal is to gain an understanding of how to design and implement more effective supports for these populations.

Course Notes: Also offered by the Graduate School of Education as H-307.

Law, Order and Algorithms**DPI 617****Sharad Goel****2023 Spring****M W 12:00pm - 1:15pm****Wexner 332**

Data and algorithms are rapidly transforming law enforcement and the criminal legal system, including how police officers are deployed, how discrimination is detected, and how sentencing, probation, and parole terms are set. Modern computational and statistical methods offer the promise of greater efficiency, equity, and transparency, but their use also raises complex legal, social, and ethical questions. In this course, we examine the often subtle relationship between law, public policy, and technology, drawing on recent court decisions, and applying methods from machine learning and game theory. We survey the legal and ethical principles for assessing the equity of algorithms, describe computational techniques for designing fairer systems, and consider how anti-discrimination law and the design of algorithms may need to evolve to account for machine bias. Concepts will be developed in part through guided in-class coding exercises, though prior programming experience is not necessary.

Leadership, Social Change, and its Challenges: Boston as a Case Study**MLD 618 / SOCIOL 1119****Christopher Winship & Ira Jackson****2022 Fall****M 3:00pm - 5:45pm****William James B1 (FAS)**

Over the last half century Boston has faced a multitude of issues and crises. Despite its stunning economic turnaround and success, reoccurring themes have been the problems inequality, race and ethnicity, class, and social justice. Their resolution as successes or failures has been dependent on the actions taken by leaders - individuals and groups. The role of leadership will be analyzed in part through major milestones events such as: the school busing crisis, the Catholic Church sex scandal, the Boston Harbor cleanup (once the dirtiest in the Nation), the Boston Miracle and community policing, the Domestic Worker's Rights campaign, Cambridge's guaranteed income experiment, gun laws, banks as instruments for good, and the Marriage Equality Act. Key protagonists from each case will visit the class. Students will be required to interview and shadow a leader of their choice for a day. For their final project students will be required to create a case of their own.

Course Notes: Also offered by the Sociology Department as SOCIOL 1119. Please note, this is a jointly offered course hosted by another Harvard school and, accordingly, students must adhere to the academic and attendance policies of that school.

Jointly Offered with: Faculty of Arts & Sciences as SOCIOL 1119

A Performance Evaluation of the Criminal Legal System

SUP 753

Bobby Constantino

2022 Fall

T 3:00pm - 5:45pm

Wexner 330

Despite widespread media attention and an outsized profile in United States popular culture, the criminal legal system writ large has mostly evaded intensive cost benefit analysis scrutiny. There is ample evidence that the vast majority of crimes that occur are never processed into the system (and that the people who do enter it return at high rates), rampant misconduct from the first point of system contact to the last, and salaries, overtime, and other costs ballooning while caseloads steadily decrease, yet the criminal legal system continues to enjoy a popular reputation as the nation's primary public safety lever. Students enrolled in this course will spend the semester identifying and gathering public and internal budgeting and administrative caseload data from the constellation of agencies that comprise the criminal legal system in a select jurisdiction. Students will calculate the true cost of the system to taxpayers in their chosen jurisdiction, identifying any hidden or unstated costs, and attempt to calculate the public safety benefits the public receives in return. After completing their analysis, students will produce their findings to relevant stakeholders and attempt to make the case whether or not the benefits of the system in their chosen jurisdiction are worth the costs. There are no prerequisite courses to take prior to enrolling in this course, but students will benefit the most from it if they have prior knowledge of the criminal legal system's variant jurisdictional configurations. Students are not required to have prior budget auditing, data analysis, or coding experience, though these skills will be useful.

Policing, Citizenship, and Inequality in Comparative Perspective

SUP 710

Yanilda Gonzalez

2023 Spring

T TH 12:00pm - 1:15pm

Littauer Bldg 130 (HKS)

Police provide an essential service for citizens – security and protection – without which the exercise of all other rights becomes heavily constrained. Police institutions are also the primary entity of the state with which most citizens come into direct contact. In practice, however, governments throughout the Americas (and beyond) have long struggled to organize police institutions such that they address societal demands for security, and that the deployment of coercion against citizens is applied equitably and constrained by law and external accountability. From São Paulo and Johannesburg to Chicago and Baltimore, police forces engage in widespread extrajudicial killings and torture that largely target marginalized sectors of society, including Afro-descendants, the poor, and those living in the urban periphery. At the same time, these groups are also underserved by their police – and the state – leaving them vulnerable to high rates of crime and violence. Through comparative analysis of police institutions in Latin America, the United States, and other regions, this course probes the ways in which police institutions shape the lived experiences of individuals and communities, and how police may help reproduce existing social inequalities.

FACULTY OF ARTS AND SCIENCES

Crime, Punishment, and Policing in an Unequal America
(listed as “Race, Class, Policing, and Punishment” at HLS)

SOCIOL 1185/HLS 3077

Adaner Usmani & Christopher Lewis

2022 Fall

TH F 1:30pm - 3:00pm

Location: Pound Hall Room 101 (HLS)

The United States imprisons more people per capita than any comparable society, past or present. It is alone among developed countries in annually killing hundreds of its citizens in police encounters. And it is also, by some distance, the most violent country in the developed world. These facts raise a range of difficult questions about what should be done about crime, incarceration and policing in today's United States. The aim of this course is to introduce students to the empirical premises and normative principles at stake in these debates. To this end, the course is co-taught by a sociologist and a philosopher. Throughout, we will be using reasoning and methods from both the empirical social sciences and from analytic moral and political philosophy. Students will be pushed to develop the strongest possible arguments for positions they may not endorse, and to argue against the perspective of the instructors at every opportunity.

Leadership, Social Change, and its Challenges: Boston as a Case Study

MLD 618 / SOCIOL 1119

Christopher Winship & Ira Jackson

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William James B1 (FAS)

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Punishment Culture
ANTHRO 1679
Kaya Williams
2023 Spring

What is punishment, and what might attention to punitive practices teach us about the cultures in which they are used? Modern American culture is so saturated with punishment that it is difficult to know where to begin such an investigation. From childhood education to mass incarceration and from the crafting of financial futures to the training of horses and dogs, punishment appears everywhere to be both clearly visible on the surface and right at the heart of the matter. In many cases, punishment is the thread that connects allegedly disparate institutions and produces allegedly unforeseen forms of violence. This course seeks to follow that thread: asking first after punishment's long history in Western culture and then after its multitudes of present uses and effects.

GRADUATE SCHOOL OF EDUCATION

Educating Incarcerated Youth: Practice, Research, Policy, and Advocacy
EDU T406
Lynette Tannis
2022 Fall
F 1:30pm - 4:15pm

Lottery-Based Enrollment Our nation's incarcerated youth are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, children living in poverty, and children who identify as LGBTQIA+ or non-conforming. Many of them dropped out – or were forced out of school and funneled through the school-to-prison pipeline. Each year, more than 500,000 cases are heard throughout our nation's juvenile courts. Depending on the nature of the offense, some children are automatically transferred to an adult court and serve their time in adult facilities. With this system in place, annually, more than a 100,000 children are incarcerated in juvenile and adult facilities throughout the United States. Due to a primary institutional focus on safety and security, children who need education as a means to lead productive lives and to positively contribute to society often receive little exposure to high-quality educational programs. What must we do to ensure the opportunity gap these children face does not continue to persist? The premise of this course is that

educators, researchers, policy makers, and advocates are prepared to: work effectively with, support, and/or advocate for this disadvantaged and often ignored population. This course provides a lens for examining our nation's juvenile justice educational settings, practical tools for teaching and leading in institutional settings, and a space for urgent dialogue about how we, as a society, will address the learning needs and equitable treatment of marginalized youth. Students will engage with juvenile justice educators and juvenile justice experts and will reflect on effective practices for the education of youth who are incarcerated. This course fulfills the Equity & Opportunity elective requirement of the Equity & Opportunity Foundations experience by: (1) studying and discussing incarceration's historical contexts (Historical & Contemporary Understanding); (2) understanding how systems structure opportunity and (in)equities (Structural Understanding); (3) examining how systems vary across regional or cultural contexts (Comparative Perspective); (4) reflecting on individual identities, intersections, and commitments to participate in advancing justice (Personal Responsibility); and, (5) identifying and incorporating advocacy strategies (Strategies for Action).

Education in Carceral Spaces

EDU T010I

Kaia Stern

2022 Fall

How do we do education in carceral spaces? What is the purpose/power of formal education? Given that human connection is generally contraband in jails and prisons, and education is about connection, what is our praxis? This course will be held in conversation with students and leaders who are currently incarcerated. We will visit local jails and prisons to listen and learn from people who are deeply familiar with cradle-to-cell trauma, systems of racialized punishment, and the possibility of the classroom as a sacred space. Our work will engage a range of disciplines including ethics, transformative pedagogy, neuroscience, and public policy. Some questions for consideration: How do we realize education as the practice of freedom inside policed classrooms? How do we conceptualize abolition? In what ways is language justice both vital and insufficient?

Please note that enrollment is limited and by application only. The enrollment process will include an application and interview by invitation only. Please find the enrollment instructions and timeline here: [Application](#) due August 29, 2022 by 11:59 pm.

Education is Liberation: The Transformative Potential of Education in Prisons

EDU A811A9

2023 Spring

This course will consider the role of education as a mechanism for the transformation of prison communities. It will look at the role of education of prisoners as well as those who work in prisons. It will draw on the experiences of Justice Defenders who offer law degrees and paralegal training to prisoners, ex prisoners, and prison officers in Uganda, Kenya, and The Gambia. Themes will include the importance of proximity, the power of lived experience and harnessing the perspective of those who 'see with eyes that have cried,' and the potential of education as a mechanism for personal transformation, increasing safety, and reducing recidivism.

Institutional & Community-Based Strategies to Support Children & Strengthen Families
EDU H307 / SUP 211
Julie Boatright Wilson
2022 Fall
T TH 12:00pm - 1:15pm
Wexner 332 (HKS)

The Covid pandemic has taken a toll on families, disrupted our models of service provision and challenged us to think about new ways to better support children, youth, their families and, in many cases, the communities in which they live. Starting with a developmental framework, this course will examine the current design and implementation of programs focused on early childhood, adolescence and young adulthood. We will use last year's experience with Covid to identify specific challenges as well as opportunities for designing and implementing services. We will look closely at innovative programs to understand why they are effective and strategize on how to scale them in the context of the fragmented US governance system, focusing in particular on the US child welfare, juvenile justice and mental health systems as well as the issue of youth homelessness. This coming year we will also be looking closely at strategies to support LGBTQI+ children, youth and their families. The goal is to gain an understanding of how to design and implement more effective supports for these populations. Course Notes: Also offered by HKS as SUP 211.

Transforming Justice: From Classroom to Cellblock to Community
EDU T416
Kaia Stern
2023 Spring
TH 10:30am - 1:15pm

How do we understand justice? What are the connections between trauma, education and mass incarceration? From cradle to prison cell, what is our praxis—that is, how do we do education, and what are its fruits? This course explores the systems of racialized punishment that have created the current conditions around school suspensions, arrests, and incarceration. It focuses on the growing movement for restorative/transformational justice, paying particular attention to factors associated with delinquency and crime; such as citizenship, poverty, race, and gender. The course uses readings, discussion, workshops, and meetings with expert practitioners in diverse settings (schools, prisons, and neighborhoods) to provide the tools educators need to nurture learning communities that affirm human dignity. Visiting practitioners will include indigenous leaders, prison educators, and teachers from the Boston Public Schools. Our work will engage a range of disciplines including applied ethics, transformational pedagogy, neuroscience, and public policy to ask fundamental questions about what it means to keep humanity at the center of conflict resolution. Please note that this course includes a practicum—students will support transformational justice in diverse environments. **Enrollment is limited. Instructor permission required. Enrollment instructions will be posted to the course website.**

HARVARD LAW SCHOOL

Art of Social Change

HLS 2011

Michael Gregory & Crisanne Hazen

2023 Spring

M 1:30pm - 3:30pm

This course explores various strategies for systemic law and policy reform, focusing on education, child welfare (abuse and neglect, foster care, adoption), and juvenile delinquency/law enforcement. We bring into the classroom as visiting lecturers leaders from the worlds of policy, practice, and academia: successful change agents representing different disciplines, career paths, and strategies for change. We examine significant reform initiatives and debate with the speakers and each other how best to advance children's interests. The emphasis is on weighing different approaches to social change, inside and outside of the courtroom, with the goal of informing students' future advocacy efforts. Through readings, speakers, and in other ways, we will endeavor as much as possible to bring the voices of young people themselves into our conversations. Course requirements consist of reaction papers related to the readings and class presentations. This course is part of the Child Advocacy Program (CAP), and you can visit the program's website (cap.law.harvard.edu) to see a schedule of the speakers and topics from previous semesters. Students are also encouraged to enroll in CAP's Child Advocacy Clinic and to consider enrolling in other courses related to children's law, a list of which you can find on the website. Cross-registrants are welcome.

Capital Punishment in America

HLS 2020

Carol Steiker

2022 Fall

TH F 10:15am - 12:15pm

Pound 101 (HLS)

This course considers the legal, political, and social implications of the practice of capital punishment in America, with an emphasis on contemporary legal issues. The course will frame contemporary questions by considering some historical perspectives on the use of the death penalty in America and by delving into the moral philosophical debate about the justice of capital punishment as a state practice. It will explore in detail the intricate constitutional doctrines developed by the Supreme Court in the five decades since the Court "constitutionalized" capital punishment in the early 1970's. Doctrinal topics to be covered include the role of aggravating and mitigating factors in guiding the sentencer's decision to impose life or death; challenges to the arbitrary and racially discriminatory application of the death penalty; the ineligibility of juveniles and persons with intellectual disability for capital punishment, limits on the exclusion and inclusion of jurors in capital trials; allocation of authority between judges and juries in capital sentencing; and the scope of federal habeas review of death sentences, among other topics. Some seats are reserved for students enrolled in the Capital Punishment Clinic. Students who enroll in the Capital Punishment clinic will be enrolled in this course by the Office of Clinical and Pro Bono Programs. If a student drops the Capital Punishment clinic, they will also lose their reserved seat in this course. Please see the clinic's description for more information. There is an early drop deadline of August 26, 2022 for students enrolled in this course through the Capital Punishment clinic.

Criminal Procedure: Adjudication**HLS 2049****Adriaan Lanni****2023 Spring****TH F 10:15am - 12:15pm**

The subject of this course is the criminal process "from bail to jail." We will address some of the main constitutional and policy issues that arise about the structure of this process, including the right to counsel, the influence of prosecutorial discretion, the institution of plea bargaining, the role of the jury, and the choice of sentencing procedures. We will also address some important issues about the outcomes produced by this process, including the problem of wrongful convictions (innocence) and disparate racial and class impacts.

Criminal Procedure: Investigations**HLS 2050****2022 Fall, 2023 Winter, & 2023 Spring (various)**

This course examines the relationship between the people and the police, primarily by examining the constitutional doctrines of the Fourth and Fifth Amendments that regulate law enforcement behavior. Topics will include custodial interrogation, search and seizure, stop and frisk, electronic surveillance, probable cause, warrants and their exceptions, excessive force, and exclusionary remedies. In addition to doctrinal examination, the course will also explore some of the challenging policy questions associated with contemporary policing, as it exists and is carried out in America's cities.

Crimmigration: The Intersection of Criminal Law and Immigration Law**HLS 2597****Philip Torrey****2022 Fall****T 10:15am - 12:15pm****Wasserstein 3018**

The intersection of criminal law and immigration law is a growing field of law that is at the forefront of today's immigration debate. As immigration laws have become more "criminalized" and criminal laws have become more "immigrationized" it is increasingly important to understand the intersection of criminal law and immigration law. The goal of this course is to give students the skills to recognize and examine immigration consequences of criminal convictions and to understand how those laws have developed in light of historical trends related to immigration detention, border security, race, poverty, national security, and Fifth Amendment Due Process jurisprudence. Some seats in this course are reserved for students in the Crimmigration Clinic. For more information, please view the clinic's Course Catalog description.

The Effects of Mass Incarceration: Experiences of Prison and Parole**HLS 2624****Dehlia Umunna****2023 Spring****M 3:45pm - 5:45pm**

More than 6 million Americans are under "correctional supervision" in the United States, which incarcerates people at a rate drastically out of proportion with its population compared with the rest of the world. The yearly US cost of incarceration is over \$80 billion per year. There are major debates on incarceration issues swirling in the general public and in the legal community ranging from the morality and efficacy of solitary confinement to the effects of prison overcrowding to the proper administration of parole to the appropriateness of life sentences without parole for a variety of populations and crimes. The effects of incarceration fall disproportionately on communities of color and perpetuate the cycle of poverty. Through a combination of practical experiences and written texts, students will examine the experience and effects of incarceration and parole locally, nationally, and internationally. Experiences in the seminar will include: touring local prisons or jails, meetings with lifetime parolees and formerly incarcerated individuals, and a wide variety of written texts including essays, case studies, and research. Students numbered 1-5 on the waitlist who plan to enroll if the opportunity arises should attend the first class, as long as other course scheduling permits.

Gender Violence, Law and Social Justice**HLS 2098****Diane Rosenfeld****2023 Spring****W TH 1:30pm - 3:00pm**

This course offers an in-depth examination of the phenomenon of gender-motivated violence. Following a consideration of the prevalence and variation of types of sexual violence and coercion around the world, we consider questions such as: How, if at all, is violence against women different from other types of violence? How effective have legal strategies to address violence against women been, and what shifts in thinking about gender-motivated violence would be necessary finally to eradicate it? How has the #MeToo movement reshaped the possibility of legal reform? How does the toleration of sexual violence shape people's expectations and sense of entitlements? What are the implications of gender-based violence for the constitutional guarantee of equal protection of the laws? Does equal protection itself have a gendered meaning and reality? Among the types of violence against women we will consider are: intimate-partner violence; domestic homicide; prostitution; rape; sex trafficking of women and children; and violence against women facilitated by the Internet. The readings consist of primary and secondary materials drawn from several disciplines: law, social science, political science, public health, psychology, evolutionary biology and women and gender studies.

International Criminal Law**HLS 2455****Ioannis Kalpouzos****2023 Spring****T W 10:15am - 11:45am**

International Criminal Law examines how the international legal system attempts to name and address the gravest crimes in international law. We will focus on: a) international criminal law as part of public international law, as well as a political project; b) genocide, crimes against humanity, war crimes, and the crime of aggression; c) perpetrators and victims of international crimes; d) domestic and international judicial enforcement, with special attention to the International Criminal Court. Through a discussion that is both doctrinal and critical, the course will seek to illuminate both the law and politics of international criminal justice and to inform its practice.

Law and Neuroscience

HLS 2707

Nancy Gertner

2023 Spring

W 3:45pm - 5:45pm

This seminar examines cutting edge and even controversial linkages between law and neuroscience. We seek to highlight neuroscientific basis for behavior patterns with legal implication including how neuroscience intersects with criminal law, its normative assumptions and criminal punishment, evidentiary rules, memory bias and enhancement, lie and deception detection, adolescent brains and juvenile law. We will look critically at efforts to use neuroimaging in court in connection with in the prediction of criminality and predispositions towards mental illness and addiction, as well as efforts to identify neurobiological influences on the brain. Is there such a thing as a criminally violent brain? Does it make sense to speak of the neurobiology of violence or the psychopathology of crime, and how are (or should) such concepts translated into criminal law. The seminar will necessarily lead us to consider the relationship between law and science, more generally, and neuroscience in particular. Speakers will provide insights into their work and research.

Mass Incarceration and Sentencing Law

HLS 2918

Nancy Gertner

2023 Spring

T 3:45pm - 5:45pm

This course will first put 20th century sentencing law in sociological and historical context. It will examine the history, philosophy, and administration of the criminal sentencing process, the causes of growth in the US penal population, the historical roots of that growth from the mid 20th century to the present, and the impact of those policies on communities of color and the crime rate. We will then examine more closely the legal framework that enabled those policies, including the war on drugs, emphasis on retribution over rehabilitation, the changes in sentencing law and the structure of sentencing decisionmaking. Particular attention will be devoted to substantive sentencing standards (the insights of neuroscience, evidence-based lessons from diversion programs) in addition to the procedures governing those decisions. The course will explore different kinds of sentencing regimes—state guideline systems, international models on which sentencing standards have evolved from common law decision making or judge-imposed guidelines (Australia, Israel, England), in addition to the federal sentencing guidelines. We will consider the interplay between principles of proportionality, severity, and parsimony on sentencing law. This course will be divided into two parts: the first part of the term will involve the substantive law of sentencing, and the sociological and historical context in

which it evolved as described in the original course description. But the second part of the term will be somewhat unusual. I will invite judges (federal and state), prosecutors, defense lawyers to join the class in addressing particular sentencing issues, with discussions centered around hypothetical cases. All the participants will sentence; they will review the cases, determine the sentences, and discuss them at the class sessions. The issues will be cases involving addiction and drug offenses, mental health, the neuroscience of childhood adversity, juvenile offenders, sex offenders, and issues of race and gender. The idea is not only to look at sentencing at the meta level, but also at the level of the concrete case, which may challenge the generalizations of the sentencing law.

Mind and Criminal Responsibility in the Anglo-American Tradition

HLS 2831

Elizabeth Kamali

2023 Spring

W 3:45pm - 5:45pm

This seminar will explore the deep roots of the modern doctrine of mens rea and will consider a variety of related issues, including insanity, infancy, provocation, and duress. Readings will include a variety of primary and secondary sources from a broad time span in Anglo-American history, from the medieval to the modern. Our goal will be to understand the role of mind in defining the bounds of criminal responsibility at various points in time over the long durée of common-law history, relying upon secondary literature as well as close readings of primary source texts. Students will develop a comparative perspective on issues of mind that continue to perplex lawyers today, while also building a set of critical reading skills that are essential to the work of legal historians and practicing lawyers alike.

Misdemeanor Justice

HLS 2761

Alexandra Natapoff

2022 Fall

T 3:45pm - 5:45pm

WCC Room 4056

Misdemeanors comprise the vast bulk of the American criminal system, approximately 80 percent of criminal dockets, yet they are under-scrutinized and under-theorized. This class will explore all aspects of the misdemeanor phenomenon, including its economic, racial, and democratic implications, with an eye towards reconceptualizing the entire criminal process from the perspective of the petty offense. Readings will include legal theory and sociological research as well as litigation documents, government investigations, non-profit reports, and media coverage. Note: This reading group will meet on the following dates: September 13, September 20, September 27, October 4, October 18, and October 25.

Policing and Incarceration: Paths to Reform

HLS 3160

Rebecca Goldstein

2022 Fall

W 3:45pm - 5:45pm

Wasserstein 3034 (HLS)

This course will examine policing and mass incarceration in the contemporary United States. The first half of the course will explore policing, considering how the modern police emerged, whether police reduce crime, and why police violence persists. The second half of the course will turn to mass incarceration, examining how the U.S. came to incarcerate people at a greater rate than any other nation, along with the individual and social consequences of incarceration. For both policing and mass incarceration, we will devote significant focus to the prospects for reform. Readings will include scholarship from law, sociology, political science, and criminology, as well as journalistic and policy-focused accounts.

Policing in America: The Good, the Bad and The Ugly

HLS 2870

Dehlia Umunna

2023 Spring

M 6:00pm - 8:00pm

Law enforcement in the United States plays a critical, often life-altering role in its citizenry's life. More than 19,000 local, state, and federal law enforcement employ close to 450,000 officers. Police officers are involved in the prosecution of the approximately nine million criminal offenses each year and conduct over 11 million arrests. They are also responsible for the deaths of about 950 people per year since 2015. This seminar examines the establishment, role, and function of police in a democratic society. It will provide a foundation in the history of police and community relationships, police work, police culture/behavior, police discretion and its control, police legitimacy and public support, and community policing, use of force, institutional bias, and racial justice. We will also analyze why law enforcement is such a polarizing issue in society. Experiences in the class will include conversations with local police commissioners and police officers, touring local prisons or jails, meetings with citizens whose lives have been impacted by their interaction with police officers, and a wide variety of written texts, including essays and case studies.

Prison Law

HLS 2394

Samuel Weiss

2023 Spring

M T 8:30am - 10:00am

While courses in criminal law tend to focus on the “front end” of the criminal legal process (investigation, prosecution, and verdict), this course focuses on the back end: the law of incarceration. What legal obligations does the state have toward those it incarcerates? Topics to be covered include: the evolution of prison rights litigation; the scope of constitutional rights in prison; the prison disciplinary process; the interaction of prison law and remedies; conditions of confinement; medical and mental health care; sexual assault; the intersection of prison law and gender identity; religious freedom; the enforcement of disability law inside prisons; immigration detention and incarceration; and alternatives to an American-style carceral system. There will also be a focus on legal practice—how lawyers litigate prison rights cases.

Race, Class, Policing, and Punishment
(listed as “Crime, Punishment, and Policing in an Unequal America” at FAS)
HLS 3077/SOCIOL 1185
Christopher Lewis & Adaner Usmani
2022 Fall
TH F 1:30pm - 3:00pm
Pound Hall Room 101

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Restorative and Transformative Justice
HLS 2654
Adriaan Lanni
2023 Spring
T 3:45pm - 5:45pm

This seminar will discuss the theory and practice of restorative and transformative justice. Some classes will involve discussions of readings; others will be experiential; and others will involve interacting with visiting restorative justice practitioners. **Please send a one paragraph description of your related background and interest in the subject area to the instructor.**

Seeing Criminal (In)Justice: Examining the Interplay of Visual Media, Storytelling and Criminal Law
HLS 2984
Rebecca Richman Cohen
2022 Fall
TH 3:45pm - 6:45pm
Lewis Room 214

As America reckons with the profound injustices of mass incarceration, this course looks at the narratives that drive our perceptions of criminal law. Together, we will explore different approaches to understanding how visual storytelling, particularly in the form of documentary film, can shift the way we understand criminal legal narratives. Police body cameras, videotaped confessions, mitigation and victim impact videos, primetime television, citizen journalism, and documentary films often produce narratives that compete with each other, and with our own entrenched beliefs. These forms of visual media command a unique ability to evoke empathy and to make persuasive claims about truth. But such capability can also distort and mislead. It can present its truths as "objective," obscuring critical questions about identity, perspective, and power. Grounded in this understanding, we will embark on a

project of "media literacy," exploring questions around audience, authorship, truth, and (in)justice. Additional time reserved for viewing films.

White Collar Criminal Law and Procedure

HLS 2254

Antonia Apps

2023 Spring

T 3:45pm - 5:45pm

The past several years have seen a number of significant developments in white collar criminal prosecutions. The Department of Justice recently announced a renewed focus on white collar criminal enforcement, allocating additional resources to investigating and prosecuting corporate crime and holding individuals engaged in corporate misconduct accountable. White collar criminal prosecutions present difficult ethical issues for prosecutors and defense attorneys, and there have been significant developments numerous areas of white collar covered by this course, including insider trading, public corruption, and the Foreign Corrupt Practices Act, to name a few. And investigations that were once limited to the United States now frequently involve regulators and prosecutors across the globe. This course will examine those developments and will focus on (1) case studies in corporate criminal law enforcement, including how federal law, emerging prosecutorial practices, and corporate cooperation guide and shape the resolution of white collar investigations; (2) evolving government expectations about the role of corporations and corporate counsel; (3) ethical and legal dilemmas in conducting a corporate investigation; (4) the government's use of corporate resolutions to enhance compliance measures at companies; (5) the black-letter law of corporate criminal liability, including the challenges posed by this standard for companies in light of the collateral consequences of indictment; (6) recent developments in insider trading, the FCPA, public corruption, and cybercrime, among other areas; and (7) the impact on US prosecutions of foreign regulators investigating cross-border conduct. The course will also address various law enforcement investigative techniques commonly used by prosecutors and issues pertaining to sentencing in white collar cases.

CHAN SCHOOL OF PUBLIC HEALTH

Principles of Injury Control

ID 240

David Hemenway

2023 Spring 1

TH 4:00pm - 6:50pm

Kresge 200 (HSPH)

This course provides an introduction to a serious public health problem - intentional and unintentional injury - and provides a framework for examining control options. Specific categories of injuries, such as motor vehicle crashes and violence, and specific risk factors for serious injury such as firearms, are examined in detail.

THIS CLASS HAS HSPH PRIORITY ENROLLMENT. Cross-Registrants and Non-Degree Students will be enrolled on a space available basis after the enrollment deadline for the course