Course Objectives:
The goal of this course is to enable students to develop and apply sociologically informed, articulate, and politically meaningful definitions of "crime" and "social justice." We will consider what crime and social justice might mean when considered as indivisible constructs produced through specific institutional and personal practices. We will: (1) identify present personal notions about crime, and reflect on how these notions have evolved; (2) discuss various perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; (3) situate the contemporary study of crime within a "power-reflexive" analytic framework, while being particularly attentive to the simultaneous operation of race and class as constitutive features of social power; (4) discuss contemporary intellectual and practical efforts which challenge existing conceptual and political structures as they relate to crime and justice; (5) imagine/envision institutions which reflect the personal notion of social justice we each develop throughout the course; and (6) apply our questions and conclusions to a local, current, real-world scenario.

Course Agenda: Assigned Readings:

1. 9/5 Introduction – Imagining Crime, Imagining Justice
   * Course Objectives/Expectations
   * Introduction to working groups

   Assignment to be completed by next class: Collect three articles regarding criminal justice issues facing the Boston area currently or over the last several years. Summarize these articles (due next week). At the conclusion identify one local news source you will read at least 4 times a week with a focus on issues involving crime and justice. Start a portfolio of these news clippings to be brought to every class. Be prepared to discuss.

2. 9/12 Defining crime and diverting minds: Pyrrhic Defeats and Carnival Mirrors
c) FILM – in class – write a 2 page response to the film “JUVIES” to be shown in class. **Turn in NEXT WEEK**

3. **9/19 Mens Rea and Matters of Narrative**


b) Smith, Abbe, “Criminal Responsibility Social Responsibility and Angry Young Men” (electronic reserves or emailed from professor)

4. **9/26 Titillated by Terror? Tantalized by Tragedy - Crime as Entertainment**

a) Watch three crime shows (such as *Law and Order, Cops, CSI*, etc) and watch the local news three nights this week. Keep a log of your feelings/thoughts as you consume this entertainment/information. Note whether you normally consume this type of media. Analyze both the substance and the pervasiveness of this type of entertainment/ “information” in terms of concepts discussed in the readings thus far. Pick 2-3 concepts from the readings to frame your analysis. Your reflections (not including the log) should be 3-5 pages long, and should be turned in during class this week.


REMEMBER THAT YOU MUST HAVE FORMED WORKING GROUPS AND HAVE A DRAFT PROJECT PROPOSAL BY NEXT WEEK

5. **10/3 Bars at the Boundary - Gated Lives**


6. **10/10 Bars at the Boundary – More Gated Lives**


   **REMEMBER THAT YOU WILL BE EXPECTED TO SHARE AND PRESENT IDEAS FOR FINAL PROJECTS IN CLASS TODAY. YOUR GROUPS SHOULD BE FORMED AND YOU SHOULD HAVE A GOOD IDEA OF WHAT ROLE EACH PERSON WILL PLAY IN THE OVERALL WORK PLAN**

7. **10/17 Guardians at the Boundary: Police Power, Civil Rights, Civic Responsibilities**

   a) Nelson, Jill: *Police Brutality* (New York: Norton 2000) (selected excerpts - (electronic reserves or email from professor))

   b) Handout: Complaint in Police Misconduct Case

   c) The Bill of Rights (memorize one of the First Ten Amendments!!!!) THERE WILL BE A QUIZ

8. **10/24 MIDTERM**


9. **10/31 Reframing the Boundary – Critical Criminological Perspectives/ Restorations, Reparations and Re-imaginings**


10. 11/7 Field work

11. 11/14 Reframing the Boundary – Critical Criminological Perspectives/Restorations, Reparations and Re-imaginings


11. 11/21 Imagining Crime/Imagining Justice Re-visited - Final Presentations

12. 12/5 Imagining Crime/Imagining Justice Re-visited - Final Presentations

**Course Requirements:**

1. **Active participation and short writing exercises:** (25% of overall grade)
   This is an intensive reading seminar. All participants are expected to actively contribute to seminar discussion and dialogue and to spend at least 6 hours per week reading and preparing course materials. All participants are also expected to periodically assume responsibility (in two-person teams) for a short presentation of assigned readings. For the week that participants assume responsibility for readings, they are expected to hand in short (2-3 pages) responses to the readings. Attendance is of course expected. There will also be several short writing exercises. These will count as part of your participation grade. (250 points)

2. **Midterm Writing Exercise** (25% of overall grade) Participants will be given several short essays to complete during class. This exercise will assess mastery over the readings, and progress in accomplishing the course objectives. (250 points)

3. **Final Paper/Project/Presentation** (50% of overall grade)
   Each participant will be responsible for contributing to a final project. As a class we will all become experts in a locally situated, real-world scenario dealing with issues of crime and justice. Once you have become an expert in the topic by studying the issue, and the ways in which other institutions and individuals have approached it, you will design a visionary program or policy proposal or legislation or institution of your own. Some ideas for areas of
concentration are as follows: (these are only ideas…feel free to develop your own): 1) youth violence and creative responses to such violence; 2) high rates of imprisonment and proposed or actual alternatives to incarceration; 3) life without parole for juveniles; 4) collateral consequences of criminal records and related reform efforts in Massachusetts related to the use and access to these records; 5) fluctuation in the homicide rate in Boston over the last fifteen years and reasons for this fluctuation; 6) restorative justice programs and their effectiveness; 7) three strikes laws; 8) the nexus between criminal justice and environmental justice issues; 9) children and families of the incarcerated; 10) the role of prosecutors and or criminal defense lawyers in promoting criminal justice reform; 11) new technologies of penological control; 12) innovative prisons or prison programs; 13) mental health courts/drug courts; 14) community/political/artistic organizing around criminal justice issues; and 15) judges who have done innovative/radical work around criminal justice issues. For each issue, the group will locate and study creative criminal justice initiatives in response to these issues. Working groups will be formed during the second class. Your working groups will focus on particular aspects of the issue chosen in an attempt to collectively raise questions and arrive at conclusions regarding the issue and related initiatives. You will then develop your own visionary program/reform platform/institution/legislation, and articulate what specific steps it might take to make it a reality. Be bold. Be creative.

You should do whatever you can to become experts on this issue. For instance you can attend community related events, and/or speak with members of the community who are involved in aspects of your projects, attend a trial, interview a law enforcement official or community advocate, keep a log of media coverage, visit correctional institutions, or attend related forums. You may even consider who would be on a panel addressing these issues, and think about what would be required to put such a panel together.

You will then apply theoretical concepts discussed in class and readings to the scenario and create a final proposal and presentation. You will present your findings/conclusions with your working group. You should approach your presentation to 1) educate the viewers about the issue; 2) promote your proposal (creatively, persuasively, engagingly) to persuade the viewers to support it. Each student should work on a discreet part of the final project, and identify the aspect of the project on which they worked.

The papers/projects should make explicit use of concepts discussed in class and in the readings, and should apply these concepts (as well as additional research, if desired) to an aspect of the case study. We will set aside time during class to discuss the progress on our projects. **On 10/10 you will be asked to share your ideas for your final projects, and to share what role each student will take in the final process.** Thus, be sure to set up a time to meet with your group before this date. Presentations will be given during the last weeks of class. (500 points).