Course Objectives:

The goal of this course is to enable students to develop sociologically informed, globally situated, and politically meaningful definitions of crime, punishment, and social justice by surveying selected examples of international social movements, innovations, and initiatives seeking sentencing and prison reform.

The emphasis will be on how societies respond to deviance once an individual has already been adjudicated or otherwise deemed as “criminal.” The course will be situated within a broad global context and look at responses to both individual and collective transgressions. For instance, we will become familiar with the international movement for restorative justice, prison reform/de-carceration movements throughout the world, various examples of “transitional justice” initiatives such as truth and reconciliation commissions and Gacaca courts, and innovative offender rehabilitation and reentry initiatives. The course will be taught in a seminar format. Throughout the course students will be expected to choose a particular geographic focus and to educate the group as to innovations in this area. At the conclusion of the course students will be expected to envision and articulate a criminal justice innovation of their own.

Note about the syllabus – This is a “living” syllabus. In order to learn most actively readings and assignments may be added (or subtracted) to reflect student interests, current events, and the mutual intellectual developments occurring throughout the class. Students must stay on top of changes to the syllabus.

Assigned Readings:

Selections from the following texts:

Handbook of Restorative Justice: A Global Perspective (Routledge International Handbooks) by Dennis Sullivan (Editor), Larry Tifft (Editor) (Students should purchase this text, or access the copy in O’Neil Library reserves)

Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence Martha Minow (Students should purchase this text, or access the copy in O’Neil Library reserves)

The Little Book of Restorative Justice by Howard Zehr (Students should purchase this text, or access the copy in O’Neil Library reserves)
Are Prisons Obsolete by Angela Davis

Truth Commissions: State Terror, History, and Memory (Radical History Review (Duke University Press)by Thomas Miller Klubock (Author), Greg Grandin (Author)

Criminology as Peacemaking by Harold Pepinsky (editor) Richard Quinney (editor)

A Human Being Died That Night: A South African Story of Forgiveness by Pumla Gobodo-Madikizela

Facing the Truth (PBS Documentary with Bill Moyers regarding the Truth and Reconciliation Commission)

The Punishment Imperative: The Rise and Failure of Mass Incarceration in America by Todd R. Clear and Natasha A. Frost

Lynd, Staugton – Accompanying – Pathways to Social Change

Selected articles and reports: (to be supplemented throughout the course)

- Truth and Reconciliation Commission Final Report

- United Nations Office on Drugs and Crime – Alternatives to Imprisonment

1. 1/11 – Introduction – Imagining Justice
   * Course Objectives/Expectations
   * Introduction to working groups

Assignment: Before the next class choose your preferred geographic area of focus – Choose from the following. Note that we need to cover the globe, so if too many people pick one area, we may need to re-visit selections. Note that you should prepare well in advance for this – don’t wait until the deadline for submission on the syllabus – you won’t have enough time to do it well. Choose from the following:

1. Africa
2. The Middle East
3. Asia
4. Canada and US
5. Central America
6. South America
7. Australia/New Zealand
8. Europe
Europe “correspondents” should submit reading/videos/podcasts for group by 1/20.

I will approve and upload for group by 1/22 – Entire class should have reviewed and be prepared to discuss these materials by 1/25.

Correspondents should submit a reflection paper of 3-4 pages on initiatives and their presentations by 2/1. See “World Correspondents Presentations” Handout for explanation of expectations.

2. 1/25 – The Meanings of Freedom

In class –Europe

- Freedom Dreams, by Robin D.G. Kelley – Preface and “When History Sleeps” pages 1-13 (electronic reserves)
- “Conflicts as Property” by Nils Christie – The British Journal of Criminology (electronic reserves)
- “The Way of Peace” by Richard Quinney – Chapter 1 (pgs. 3-13) of Criminology as Peacemaking (electronic reserves)

Asia “correspondents” should submit 2-3 readings/videos/podcasts for group by 1/27 –
I will approve and upload for group by 1/29 – Entire class should have reviewed and be prepared to discuss these readings by next class (2/1)

Correspondents should submit a reflection paper of 3-4 pages on initiatives AND their presentation of the initiatives by 2/8. See “World Correspondents Presentations” handout for detailed explanation of expectations.

3. 2/1 – The Purposes of Punishment

In class –Asia

- Smith, Abbe, “Criminal Responsibility Social Responsibility and Angry Young Men” (electronic reserves)
- “Reconciliation and the Mutualist Model of Community” by J. Peter Cordella Chapter 3 (pgs 30-46) of Criminology as Peacemaking (electronic reserves)

Central America “correspondents” should submit 2-3 readings/videos/podcasts for group by 2/3.
I will approve and upload for group by 2/5 – Entire class should have reviewed and be prepared to discuss these readings by next class (2/8)
Correspondents should submit a reflection paper of 3-4 pages on initiatives AND their presentation of the initiatives by 2/15. See “World Correspondents Presentations” handout for detailed explanation of expectations.

4. 2/8 – How we punish – international overview

In class – Central America

- Clear/Frost – The Punishment Imperative – Chapters 1-2 (Pages 1-45) electronic reserves
- Sullivan/Tift – International Handbook of Restorative Justice – “Community Justice vs Restorative Justice” (Chapter 31)
- Solitary in Iran Nearly Broke Me. Then I Went Inside America's Prisons http://www.motherjones.com/politics/2012/10/solitary-confinement-shane-bauer

South America “correspondents” should submit reading/videos/podcasts for group by 2/10

I will approve and upload for group by 2/12 – Entire class should have reviewed and be prepared to discuss these readings by next class (2/15)

Correspondents should submit a reflection paper of 3-4 pages on initiatives AND their presentation of the initiatives by 2/22. See “World Correspondents Presentations” handout for detailed explanation of expectations.

5. 2/15 – Prisons: De-carceration, Rebellion and Reform

In class – South America

Film – Doing Time, Doing Vipassana

- Davis, Angela – Are Prisons Obsolete (complete book)
- Lynd, Staugton – Accompanying – Pathways to Social Change – Introduction and Chapter “Accompanying Prisoners” (pgs 125-144)
- Nagel, Mechthild, (Editor), The End of Prisons: Reflections from the Decarceration Movement (Value Inquiry Book Series) (selections on online course reserves)

Middle East “correspondents” should submit reading/videos/podcasts for group by 2/17 – I will approve and upload for group by 2/19 – Entire class should have reviewed and be prepared to discuss these readings by next class (2/22)

Correspondents should submit a reflection paper of 3-4 pages on initiatives AND their presentation of the initiatives by 2/29. See “World Correspondents Presentations” handout for detailed explanation of expectations.

**In class – Middle East**

- The Little Book of Restorative Justice by Howard Zehr (entire book)
- Sullivan/Tift – International Handbook of Restorative Justice – (Chapter 1, Chapter 3, Chapter 9, Chapter 15, Chapter 30)

**In class:** Note that you must submit and be prepared to discuss a final project proposal in class on this date.

*Africa “correspondents” should submit reading/videos/podcasts for group by 2/24. I will approve and upload for group by 2/26 – **Entire class should have reviewed and be prepared to discuss these readings by next class (2/29).**

Correspondents should submit a reflection paper of 3-4 pages on initiatives AND their presentation of the initiatives by 3/14. See “World Correspondents Presentations” handout for detailed explanation of expectations.

7. **2/29 – Restorative Reframing – Collective Transgressions and Transitional Justice**

**In class – Africa**

- Minow, Martha – Between Vengeance and Forgiveness – Chapters 1-2
- Sullivan/Tift – International Handbook of Restorative Justice – (Chapter 21, Chapter 22, Chapter 23)

*US/Canada “correspondents” should submit reading/videos/podcasts for group by 3/16. I will approve and upload for group by 3/18 – **Entire class should have reviewed and be prepared to discuss these readings by next class (after midterm) (3/21).**

Correspondents should submit a reflection paper of 3-4 pages on initiatives AND their presentation of the initiatives by 3/28. See “World Correspondents Presentations” handout for detailed explanation of expectations.

8. **3/14 – Midterm**


**In class – Canada/US**

- Minow, Martha – Between Vengeance and Forgiveness – Chapter 3-4
- Sullivan/Tift – International Handbook of Restorative Justice – (Chapter 24, Chapter 25, Chapter 26)
10. 3/28 –

In class – Identify 20 characteristics of initiatives that are most impressive

Final Project working groups meetings

- Minow, Martha – Between Vengeance and Forgiveness – Chapter 5-6
- Truth and Reconciliation Commission Final Report
- Sullivan/Tift – International Handbook of Restorative Justice – “Rwanda’s Failing Experiment in Restorative Justice” (Chapter 28)

11. 4/4 – Envisioning Justice: Student Creations/ Presentations

12. 4/11 - Envisioning Justice: Student Creations/ Presentations

13. 4/25 - Envisioning Justice: Student Creations/ Presentations

Course Requirements:

1. Active participation and Geographic Specialty (30%)

   This is an intensive reading and discussion seminar. All participants are expected to actively contribute to seminar discussions and to spend at least 10 hours per week reading and preparing course materials. All participants are also expected to be a “correspondent” from their assigned area of geographic focus. Each student will be responsible for one geographic presentation and will be responsible for reporting regarding relevant developments in their region THROUGHOUT THE COURSE (not just for their presentation week). There will also be a short reflections papers due each week. (300 points)

2. Final Paper/Project/Presentation (50% of overall grade)

   You will be responsible for a final project. This project will allow you to design your own intervention/program/innovation/policy dealing with issues of crime and justice in an international context. You should approach your topic selection either geographically or conceptually. You should first pick a conflict or a context in which you want to work. Just a few examples of a “context” would be: domestic violence, thefts of property, conflict after an act of police brutality, gang violence in high schools, post-conflict societies where sexual violence was used as a weapon of war, conflict within a prison setting. A few examples of a conflict based project would be: racial violence in post-Apartheid South Africa, conflict in Ferguson Missouri after the shooting of Michael Brown, a specific crime you are familiar with from the news or from your home town, conflict in Gaza, conflict in Serbia, conflict in the Congo). Once you have become an expert in the topic by studying the
sociological/historical/and political context surrounding (and perhaps giving rise to) the issue, and the manner in which other institutions and individuals have approached it, you will design a visionary initiative of your own. The project must have a written component (10-15 page paper) and an oral presentation (20 to 30 min) supported by visuals/skits/or other creative methods of presentation where appropriate. You may work in teams of no more than two should you choose, but each person much submit a paper (presentation may be done together).

Presentations will be given during the last three weeks of class. (500 points).

**You must submit a one page final paper proposal by 2/22.**