

Harvard University Crime, Punishment, Justice, and Safety Course Guide: 2024-2025

This course guide contains a broad representation of courses open for cross-registration to graduate students from across Harvard. Courses restricted to small segments of students in specific schools are not included. Please check my.harvard for a full listing of all Harvard courses and updated information.

(Updated December 19, 2024)

HARVARD KENNEDY SCHOOL

Creating Justice in Real Time: Vision, Strategies and Campaigns (UPDATED)

MLD 375

Cornell Brooks

2025 Spring

M W 3:00pm - 4:15pm

Wexner 330

“To truly advocate for a beautifully just world that does not yet exist is to commit an act of radical imagination. Justice is only within our grasp when ushered in from a distant horizon of possibility--- through study, imagination, and effort.” –Cornell William Brooks

Many on the front lines of social justice fundamentally confront three issues that represent intersectional challenges demanding interdisciplinary public policy responses. Accordingly, this course takes up three themes: reparations, voting rights and criminal/legal reform or transformation. These three social justice challenges are often cited as the crumbling pillars propping up white supremacy and so many intersecting inequities. For generations, these racial challenges have obscured what is possible. The projects of this social justice clinical represent the discrete public policy challenges identified by the multiple organizations and/or mayors on reparatory justice, voting rights, and criminal legal reform/transformation. These organizations and affected communities undertake this work in a moment of unprecedented activism and advocacy, for which many of our forebears yearned. This class is about rigorously exploring public policy and advocacy in service of justice through study and imagination. 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 voting rights, reparations, and criminal legal reform. Students will employ advocacy principles such as moral ambition, perfect/imperfect victims, concentric/consecutive coalitions, and using scholarship as an organizing tool. 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.” Those on the front lines of social justice fundamentally confront three issues that represent intersectional challenges demanding an

interdisciplinary response. Accordingly, this course is divided into three topics: reparations, voting rights and criminal/legal reform. These three social justice challenges represent the crumbling pillars propping up white supremacy and so many intersecting inequities. For generations, these racial challenges have obscured what is possible. And yet we do this work with the understanding that this moment of unprecedented activism and advocacy is one for which many of our forebears yearned.

This is an application-based course. Interested students should fill out the google form at this [link](#). We strongly encourage you to apply by the early application deadline of January 17, 2025, to provide an opportunity for the teaching team to review your application in advance of the Shopping Period. The final application deadline is 9 AM EST on Friday, January 24, 2025. Due to the large number of applications and the dates of course shopping, we will inform students on Friday by 5:00 PM EST, January 24, 2025, regarding acceptance to the course. If admitted, we expect students to have read and reviewed themes for Monday's class on January 27th.

Please reach out to Lynn Yeboah (lyeboah@hks.harvard.edu) with any questions.

Also offered by the Divinity School as HDS 3093.

Cybersecurity: Technology, Policy, and Law

IGA 236

Bruce Schneier

2025 Spring

M W 9:00am - 10:15am

Belfer 200 Starr Aud (HKS)

In our information-age society, cyber/Internet security has become a paramount concern and an increasingly broad area of public policy. From cybercrime to national security, from corporate data collection to government surveillance, from cell phones to driverless cars, issues of Internet security are everywhere. These issues are complex and multifaceted, touching on such things as personal freedom and autonomy, public safety, corporate behavior and profitability, international relations, and war. This course seeks to explore the complex interplay of public policy issues in computer and Internet security. We will survey the nature of Internet security threats, explore the human factors surrounding security, and seek to understand the basics of Internet security technologies. We will also apply this understanding to a series of computer- and Internet-security policy issues, both current and near-future. Examples include government demands for encryption backdoors, software liabilities, hate speech and radical speech, digital copyright, surveillance reform, and computer-crime law. While these issues will primarily be US-focused, we will also discuss relevant issues in the EU and China, as well as international tensions and norms. Cyberspace is fundamentally technological, and an area where public policy requires a firm understanding of the underlying technologies. Cybersecurity is no exception. This class assumes no computer science background and will make these technologies comprehensible to the layperson.

Economics of Disease and Health Equity (NEW TIME)

SUP 518

Marcella Alsan

2025 Spring

MW 12:00pm – 1:15pm

Littauer Bldg 230 (HKS)

The goal of this course is to provide students with an economic perspective on disease, health systems and health equity so that they can develop an evidence-based toolkit for analyzing and debating health policies. We will discuss the contributions of economics, both from the neoclassical perspective (e.g., Grossman and Arrow) and the instrumental perspective (e.g., Anand and Sen). We will introduce different types of health systems and spend time on specific types of diseases that are causes of much morbidity – nutrition-related and mental health disease. Special topics include racial health inequality, health care for incarcerated individuals, and innovation and inequality. Most of our readings will come from economics, but we will also include viewpoints from related disciplines (i.e., public health, anthropology, and sociology). We will contrast policies and outcomes in the U.S. to that of other countries. Lastly, we will discuss emerging evidence on the role of private equity and lobbying on the design and performance of health care systems.

Course Evaluations:

Additional Meetings:

F 1:30pm - 2:45pm Belfer L1 Weil Town Hall(HKS)

F 12:00pm - 1:15pm Belfer L1 Weil Town Hall(HKS)

Recommended Prep:

None mandatory – econometrics and microeconomics helpful. Cross-registration welcome.

Undergraduates may take SUP 518 as part of their economics concentration.

Law, Order and Algorithms (NO LONGER BEING OFFERED)

DPI 617

Sharad Goel

2025 Spring

was that my computer

FACULTY OF ARTS AND SCIENCES

"I can't breathe!" - Tracing the Spatially Suffocated African Diaspora in the Americas

HAA 174P

Coleman Jordan

2024 Fall

T 3:00pm - 5:45pm

Sackler Building 423

The spatial containment, confinement, and control of African American and African Brazilian populations represent a complex trajectory from historical enslavement to contemporary challenges. This course explores the evolution of spatial dynamics shaping the lives of these communities, tracing their journey from the dungeons of castles and forts during the era of chattel slavery to present-day struggles with policing and marginalization. Contemporary challenges continue to manifest through the disproportionate representation of African Americans in the prison system, reflecting the spatialized dynamics of racialized policing and incarceration. Similarly, Afro-Brazilian communities grapple with the criminalization of poverty and racial profiling, perpetuating cycles of spatial confinement and control. Furthermore, the class examines the spatialization of Blackness extended beyond physical boundaries to encompass digital spaces, where surveillance technologies and algorithmic biases reinforce systemic inequalities. This course will be taught by Visiting Professor Coleman Jordan, Morgan State University. For Undergraduate and Graduate Students

Incarceration and Inequality in the United States

SOCIOL 1202

Christopher Muller

2025 Spring

T 9:45am - 11:45am

Starting in the early 1970s, the incarceration rate in the United States increased dramatically. Today, the United States incarcerates its residents at five times the rate at which it incarcerated them for the first three quarters of the twentieth century. Racial inequality in incarceration has been large since the end of the Civil War, and class inequality in incarceration is rapidly increasing. This course asks three questions: First, how did we get here? What led to the huge increase in incarceration? How did racial and class inequality in incarceration become so stark? Second, what are the consequences of the high rate and dense social concentration of incarceration in the United States? Finally, what can we do about it? We will try to answer these questions by surveying writing on crime and incarceration covering the period from Reconstruction to the present. For Undergraduate and Graduate Students

Poverty in the United States

SOCIOL 1197

Joseph Wallerstein

2024 Fall

T Th 1:30pm - 2:45pm

William James B1 (FAS)

Nearly one in three residents of the United States lives close to the poverty line, and a growing number of people live in deep poverty, subsisting on less than \$2 per day. This course examines the social world of poverty in the US today. It pays particular attention to the lived experiences of low-income people. It also examines the parallel sets of institutions low-income people must navigate—institutions that often perpetuate poverty, like low-wage jobs, systems of policing and surveillance, substandard schools and colleges, exploitative housing, and predatory financial services. The course places a heavy emphasis on firsthand experience and learning. We will have guest lectures from people whose work or life experiences relate to the course subject matter. Students will also complete several fieldwork assignments, doing things like observing eviction court, applying for food stamps, or interviewing someone making ends meet at a low-wage job.

Course Level: For Undergraduate and Graduate Students. Students should enroll in a timed section when registering. If you enroll in the Placeholder Section (SOCIOL 1197.DIS, date and time TBD) you are not guaranteed a spot in the course. Please see <https://registrar.fas.harvard.edu/enrollment#register> for more details about Placeholder Sections.

Related Sections:

Discussion	Th	3:00 PM - 4:00 PM	Vanserg 211 (FAS)
Discussion	F	10:30 AM - 11:30 AM	William James B6 (FAS)
Discussion	Th	4:30 PM - 5:30 PM	William James B4 (FAS)

Prison Abolition and Prison Literature

HIST-LIT 93AE

Thomas Dichter

2024 Fall

Th 12:00pm - 2:45pm

Barker 218 (FAS)

This class explores the relationship between the movement to abolish incarceration and the literary production of people inside prisons. How can prison abolitionism and prison literature serve as lenses for better understanding one another? For the past 50 years, prison abolitionists have insisted on asking fundamental questions about the nature, function, and efficacy of imprisonment. We will put their challenges to the carceral state in conversation with the works of incarcerated writers over the past two centuries. Authors will include Angela Davis, Alexander Berkman, Chester Himes, Malcolm X, Clyde Bellecourt, Patrisse Cullors, and Marlon Peterson. We will also work intensively with archival materials—in particular, we will collaborate on digitizing and organizing original materials from the 1973 takeover of the Massachusetts State Prison at Walpole by the prisoners' labor union. We will further explore the artistic and political creativity of incarcerated people by engaging with visual art, music, and the "American Prison Newspapers, 1800s-present" digital archive.

Course Level: Primarily for Undergraduate Students. Interested students should petition to enroll on my.harvard. In your petition, say a few words about your interest in the course (including concentrations you are considering if you are undeclared), any requirement the course may satisfy, and whether you have taken any other History & Literature seminars. Please contact the instructor if you have any questions. In this course, we will work with archival materials, collaboratively digitizing and curating records of activism and self-government in Massachusetts prisons, such as MCI Norfolk and/or MCI Walpole. The class may visit a Massachusetts state prison during the semester to connect and collaborate with incarcerated leaders.

Punishment and Prisons

PHIL 179P

Tommie Shelby

2025 Spring

T 12:45pm - 2:45pm

In this seminar, we will examine classic and recent philosophical theories of punishment with a focus on prisons. We'll critically discuss justifications of punishment based on deterrence, retribution, fairness, forfeiture, consent, censure, and moral education. We'll also examine the case for and against carceral rehabilitation and incapacitation. Some attention will be given to assessing arguments for and against the abolition of imprisonment as a form of punishment. For Undergraduate and Graduate Students

Topics in Political Philosophy (COURSE NAME AND TOPIC HAS CHANGED)

PHIL 279

Lucas Stanczyk

2025 Spring

This course is a graduate seminar in political philosophy. In Spring 2025, the seminar will focus on select problems in non-ideal theory, understood as problems in thinking about what to do when our political life is not going well, morally-speaking. Topics will be drawn from three broad areas of inquiry: the non-ideal political theory of the climate crisis; moral standards for the state's use of violence; and how to think about the connection between capitalism, rising economic inequality, and democracy.

HARVARD LAW SCHOOL

Access to Justice Lab

HLS 2581

Jim Greiner

2025 Spring

Th 6:00pm - 8:00pm

This course will provide an opportunity for students interested in access to civil justice and/or criminal justice administration at the trial court level to work on independent research projects in a collaborative, interactive setting. Students will select one or more topics of interest to explore during the semester; we will meet each week to discuss one another's research, and to brainstorm new topics. In lieu of a long final paper or short weekly response papers, students will instead contribute three substantive posts to the Access to Justice Lab's blog. Participants will also participate in online discussions and debates about other blog entries. Students interested in expanding their research into a full paper may do so for an appropriate number of additional independent writing credits.

The Carceral Lens: Exploring Criminal (In)justice through Film

HLS 2984

Rebecca Richman Cohen

2024 Fall

Th 3:45pm - 6:45pm

Lewis 214 (HLS)

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.

Comparative Abolitions (Slavery, Capital Punishment, Prison, Police)

HLS 3304

Carol Steiker

2024 Fall

W 3:45pm - 5:45pm

Wasserstein 3038 (HLS)

This seminar will consider four abolition movements spanning two centuries: slavery, capital punishment, prisons, and police. These distinct yet overlapping movements resonate with one another across time in shared themes of human dignity, racial oppression, and the appropriate limits of state (and private) power. They also share the choice to use the morally loaded demand for "abolition" (rather than reform or even repeal), which shapes the nature of the rhetoric that advocates use and the remedies or alternatives that they propose. Students will write a paper of 20-25 pages on a topic addressing connections between at least two of these movements.

Criminal Procedure: Adjudication

HLS 2049

Adriaan Lanni

2025 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

Andrew Crespo

2024 Fall

W Th 1:30pm - 3:30pm

Austin 100 North (HLS)

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.

Criminal Procedure: Investigations

HLS 2050

Alexandra Natapoff

2025 Spring

M T 10:15am - 12:15pm

This course examines the law governing police behavior, primarily by examining the constitutional doctrines of the Fourth, Fifth, and Sixth Amendments that regulate law enforcement action. Topics

covered include the right to counsel, search and seizure, stop and frisk, electronic surveillance, warrants and their exceptions, police use of force, custodial interrogation, and exclusionary remedies. In addition to doctrinal examination, the course will also ask broader policy questions about the regulation, democratic accountability, and scope of police behavior in the United States today.

Criminal Procedure Survey

HLS 3296

Richard Re

2024 Fall

M T 1:30pm - 3:30pm

Langdell 272 (HLS)

This course surveys criminal procedure, including both investigative and adjudicatory issues. We will focus on the Fourth, Fifth, and Sixth Amendment rights regarding searches and seizures, self-incrimination, and the right to counsel. We will also consider due process, equal protection, the jury trial, and remedial issues. Topics include warrants, stop and frisk, electronic surveillance, custodial interrogations, prosecutorial discretion, plea bargaining, and jury selection. Across these topics, we will explore the legal significance of historical practices, technological change, bias and discrimination, and deference to legislative bodies. Students who have completed Criminal Procedure: Investigations and/or Criminal Procedure: Adjudication are not eligible to enroll in this offering due to substantial overlap. Additionally, if you complete this offering, you cannot enroll in Criminal Procedure: Investigations or Criminal Procedure: Adjudication for credit.

The Effects of Mass Incarceration: Experiences of Prison and Parole

HLS 2624

Dehlia Umunna

2025 Spring

M 3:45pm - 5:45pm

More than 10 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.

The Ethics of Prosecution

HLS 3294

Dana Mulhauser

2025 Spring

Th 6:00pm - 8:00pm

The last decade has seen the largest reexamination of the prosecutorial function in a century. Progressive prosecutors have reconsidered how we charge crimes, grant bail, determine sentences, and review convictions. Some of those efforts have led to meaningful change and some have flamed out spectacularly. These reforms raise questions about the ethics of prosecution, in both its traditional and reform incarnations. May prosecutors refrain from charging entire categories of crimes? What should be the standard for reviewing prior convictions or reducing sentences? How can a prosecutorial office fairly examine the conduct of police officers? What is the appropriate role for incarceration and other forms of punishment? This course will examine these questions and related ones, looking at how prosecution should function, and what happens when actors in the system try to change it.

Freedom of Expression and the Race Question

HLS 3201

Randall Kennedy

2025 January

1/6/2025 to 1/22/2025

MTWThF 9:00am - 12:15pm

This course will examine racial influences on controversies involving claims to freedom of expression. The provisional table of contents for the course is as follows:

- Dissent, Repression, and Race in the Age of Slavery
- Raising Voices despite Threats: protests against lynching and racial discrimination during wartime
- Censorship as racial justice? — the campaign against “birth of a Nation”
- Anti-communism, race, and freedom of expression
- Dissent, repression, and race in the second reconstruction
- Can protest against racism go too Far? (Should church be off limits?)(Should homes be off limits?)
- Reading, writing, and worshipping behind prison walls
- Censorship as racial justice (ii): critical race theory and other challenges from the left to liberal freedom of expression
- Problems in liberal free expression ideology ((the disinvitation controversy) (State mandated “freedom”)
- Attempts to silence progressive race talk: the campaign against critical race theory
- The road ahead: seeking robust pluralism
- The reading for the course will consist of provocative pieces with widely divergent positions on the issues under discussion.

The requirements for the course are two fold: active participation in conversation and a 15 to 20 page, double-spaced paper due within two weeks after the final class. I am not looking for a paper that will

require additional research. I am looking for a concise, intense response to a pertinent topic that puts to use the readings and conversations generated by the course.

Gender Violence, Law and Social Justice

HLS 2098

Diane Rosenfeld

2025 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

2025 Spring

M T 1:30pm - 3:00pm

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.

Jury Deliberation in the Age of AI

HLS 3236

Charles Nesson

2025 Spring

M T 8:30am - 10:00am

From the perspectives of jurors, trial judges, prosecutors, bail judges, arresting officers, defendants, victims, and the broader community served by jury trials, this course considers the role of human judgment and its potential displacement in our criminal justice process by AI. Could and should AI replace human judgment in any part of this process? We will address this question in a rhetorical and civil discourse space of our own construction designed to engender trust among classmates within the classroom. We will make use of both digital and physical environments to cultivate an environment in which students are able to communicate freely with each other. Central to our discourse is the ideal of civil discourse. By exploring deliberation both in theory and in practice, students will gain a deeper understanding of the intersection between technology and human judgment in the criminal justice system and will become prepared to navigate the complex ethical and societal issues that AI presents.

Law and Neuroscience

HLS 2707

Nancy Gertner

2025 Spring

T 3:45pm - 5:45pm

Prerequisites: Criminal Law

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.

LGBTQ Criminalization and Mass Incarceration (NEW)

HLS 3348

Deborah Lolai

2025 Spring

T 1:30pm - 3:30pm

This course offers a comprehensive look at mass incarceration and the criminal legal system, through an LGBTQ lens. The instructor, a former public defender with almost ten years of experience, has represented thousands of LGBTQ clients in criminal cases. Additionally, she established the first LGBTQ Defense Project within a public defender's office in the United States. The course will explore the widespread violence and discrimination that LGBTQ individuals encounter at each phase of the criminal legal process. We will explore specific questions, including: How does the criminal legal process—encompassing policing, prosecution, pre-trial detention, plea bargaining, trials, sentencing, incarceration, and re entry efforts—affect LGBTQ individuals uniquely? What structures in the criminal legal system permit the continuation of systematic violence against them? Additionally, we will examine the different

strategies lawyers can employ in response to this injustice. The experiences of LGBTQ individuals within the criminal legal system will serve as a focal point for examining the wider debate between abolition and reform within social movements. This seminar will explore how insights gained from the treatment of this group can inform approaches to working within systems riddled with injustice. We will address how successful changes can significantly improve people's lives despite these systems making reform seem impossible. This seminar aims to foster the development of essential skills for students planning to pursue careers in criminal law; direct legal services; racial, gender or economic justice; or related fields, focusing on effectively representing LGBTQ clients. It will also offer a platform for students to engage in critical thinking about policy initiatives that could lead to harm reduction or justice for those marginalized individuals impacted by mass incarceration. Class materials include case law, legislative materials, reports, legal scholarship, and press accounts. Available for Harvard Cross Registration

Mass Incarceration and Sentencing Law

HLS 2918

Nancy Gertner

2025 Spring

W 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.

Misdemeanor Justice

HLS 2761

Alexandra Natapoff

2024 Fall

F 1:30pm - 3:30pm
Wasserstein 3015 (HLS)

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: 9/20, 9/27, 10/4, 10/11, 10/18, 11/01

Modern Surveillance Law

HLS 2685
Richard Salgado
2024 Fall
Th 1:30pm - 3:30pm
Lewis 202 (HLS)

In this course we will examine the law and policy of government surveillance. We will focus on U.S. government signals collection for national security, intelligence gathering, espionage, criminal law enforcement and public safety purposes, and will address transnational implications. Technologies and practices we will cover include wiretapping, stored data collection and mining, location tracking, purchasing from data brokers, encryption and developing eavesdropping techniques. We will explore how government surveillance is permitted, prohibited or controlled by the U.S. Constitution, including the Fourth Amendment, and laws such as the Foreign Intelligence Surveillance Act, the USA Freedom Act, the Patriot Act, the Electronic Communications Privacy Act, the CLOUD Act, and CALEA. We will also look at the role of executive orders and laws outside the United States. No technical expertise is required. There is no textbook. All materials are posted to the course website.

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

HLS 2870
Dehlia Umunna
2025 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 nearly 450,000 officers. Police officers are involved in the prosecution of approximately twelve 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 control, police legitimacy and public support, community policing, use of force, institutional bias, and racial justice. We will also analyze why law enforcement is such a polarizing societal issue. 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 (NO LONGER BEING OFFERED)

HLS 2394

Oren Nimni

2025 Spring

Prison Law and Policy (NEW)

HLS 2394

Avlana Eisenberg

2025 Spring

W 1:30pm - 3:30pm

This course focuses on the law and policy of incarceration. It will examine the exponential increase in the United States prison population, the legal and constitutional frameworks governing prisoners' rights and conditions of confinement, and recent reform efforts and responses. It will highlight the roles and interests of key stakeholders in the criminal legal system—including judges, prosecutors, police, sheriffs, and correctional officers, as well as advocates for criminal defendants and incarcerated persons—to assess prospects for and resistance to reform. We will also consider a broader, comparative frame, situating the U.S. criminal legal system in a global context. Readings will include case law, social science literature, and comparative law texts. Available for Harvard Cross Registration

Race, Law and Capitalism

HLS 3314

Mehrsa Baradaran

2024 Fall

Th 3:45pm - 5:45pm

Wasserstein 3015 (HLS)

This course will explore interrelated issues of race, law, and capitalism in the global context. We will explore the origins of common and statutory law through a lens of empire and racial capitalism. The course will focus particularly on how law enabled exploitation and embedded norms of racial hierarchy as well as how various revolutionary movements used law and legal interpretation as a tool of resistance. The course will explore how laws related to markets (i.e. contracts laws, property laws, corporate laws, etc.) created a racial wealth gap in the US and a global trade gap abroad. We will also explore issues related to criminal justice, policing, and race-based political discourse. Students will explore the role of lawyers, courts, international bodies, the military, legislators, police, and other officials in enforcing a racialized economic and social order. Note: This reading group will meet on the following dates: 9/12, 9/26, 10/10, 10/24, 11/7, 11/21

Restorative and Transformative Justice (NEW)

HLS 2654

Adriaan Lanni

2025 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.

The Second Amendment

HLS 2289

Jill Lepore

2025 Spring

T 6:00pm - 8:00pm

Reading and discussion of the origins of the Second Amendment and its course through the courts as well as in party politics and in American culture more broadly. Course material will consist of both primary documents, dating back to the seventeenth century, and of legal and historical scholarship, including not only on the Second Amendment itself but on the history of guns, gun ownership, gun rights, and mass shootings. This reading group will meet on the following dates: 1/28, 2/11, 2/25, 3/11, 4/1, 4/15

Second Chance Entrepreneurship – Barriers and Opportunities to Achieve Economic Independence for the Formerly Incarcerated

HLS 3318

Carmen Halford

2024 Fall

M 3:45pm - 5:45pm

Wasserstein 3013 (HLS)

Over 600,000 people leave state and federal prisons each year to re-enter society in the United States. Upon reentry, they face an uphill battle to secure a steady source of income through traditional employment, leading many to start their own businesses, sometimes as a last resort. This reading group will explore entrepreneurship as a tool to reduce recidivism and as a means of resistance to mass incarceration's perpetuation of poverty. We will consider the challenges (legal, social, and financial) to returning citizens pursuing necessity entrepreneurship through different lenses: looking through the eyes of organizers fighting for economic opportunities for those re-entering society, considering the perspective of the policy makers balancing economic equity and systemic risk and academics taking a birds-eye view, and reading first-hand accounts of system-involved individuals who have embarked on the path to self-employment. Students will be encouraged to reflect on both the promise and limitations of entrepreneurship opportunities for returning citizens, how the legal framework and various investment and policy initiatives help or hinder their wealth creation, and what the attorney's role is and

could be in the fight for economic justice in this vulnerable community. Note: This reading group will meet on the following dates: 9/9, 9/23, 10/7, 10/28, 11/11, 11/25.

Technology and Justice

HLS 3338

Andrew Selbst

2024 Fall

T 3:45pm - 5:45pm

Hauser 103 (HLS)

In this reading group, we will read and discuss books about different ways in which modern technology interacts with issues of justice, such as social equality, economic equality, or policing and the carceral state. Note: This reading group will meet on the following dates: 9/17, 10/1, 10/22, 10/29, 11/12, 11/26

White Collar Criminal Law and Procedure

HLS 2254

Antonia M Apps, Sarah K. Eddy

2025 Spring

M 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.

GRADUATE SCHOOL OF EDUCATION

Educating Incarcerated Youth: Practice, Research, Policy, and Advocacy

EDU T406

Lynette Tannis

2024 Fall

W 9:00am - 11:45am

****Lottery-Based Enrollment**** Our nation's youth who are incarcerated 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 450,000 cases are heard throughout our nation's juvenile courts. Depending on a person's age and nature of the offense, some children are automatically transferred to an adult court and serve their time in adult facilities. 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 education 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 participate in a field visit to a juvenile justice facility and reflect on effective educational practices for the 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).

HGSE students wishing to take this course must enroll in the lottery.

Non-HGSE students interested in cross-registering into lottery courses should email Registrar@gse.harvard.edu to request to be placed into the HGSE lottery event.

GRADUATE SCHOOL OF DESIGN

Contested Spaces: Architecture and Power

HIS 4519

Ana Leon Crespo

2024 Fall

T Th 12:00pm - 1:15pm

Gund 318 (GSD)

In this course we discuss space as the site in which power is mobilized, negotiated, and contested. We examine how buildings, landscapes, and their representation through multiple media inform uneven power relationships and participate in the construction of class, race, gender, body ability, and other markers of identity. Building on the histories of art and architecture, the course proposes the category of “space” as an alternative to the geographic, aesthetic, and analytic categories that have shaped the canons of these disciplines. Readings address the art and architecture production of those excluded from these canons. We will also problematize notions of agency and authorship in cultural production. Each week we will focus on a type of space central to the formation of modernity, which we discuss through close attention to objects and sites from different historical times and geographical locations. The first half of the semester focuses on notions of otherness from broad transnational processes to the space of the body. We discuss the colonization of the Americas as a process of violence, resource extraction and exchanges that led to the construction of multiple modernities. We trace networks of colonial trade and the spaces they engendered, including the plantation, the quilombo, and the underground railroad. We explore the kitchen as a site of both community and labor, and the closet as a metaphorical space for the construction of gender identity. On the second half of the semester, we turn to institutional spaces such as schools, prisons, and museums. We supplement canonical analysis of these spaces with discussions on the prison industrial complex, the university as a settler colonial institution, and architecture’s own exhibitionary complex. The use of a core spatial construct as the base of each weekly theme enables the course to range broadly across time and space while also offering students concrete, in-depth knowledge of specific objects and sites. By examining these contested spaces, we challenge canonical narratives and reveal the fundamental role of class, race, gender, body ability, and other struggles in the construction of modernity. This course is taught with a politics of co-learning: we will assemble as a community of active participants. Our weekly sessions will include short lectures or presentations complemented with group activities such as collective diagram drawing, group reading, and small group conversations. Students are evaluated on class participation, discussion facilitation of one assigned session, three writing assignments, and a final project in the format of their choice, decided in conversation with the instructor.* This course was designed by FAAC (Feminist Art and Architecture Collaborative: Olga Touloumi, Tessa Paneth-Pollak, Martina Tanga, Ana María León); it has been modified for the GSD by Ana María León.

Class Notes:The first day of classes, Tuesday, September 3rd, is held as a MONDAY schedule at the GSD. As this course meets on Tuesday, the first meeting of this course will be on Thursday, September 5th. It will meet regularly thereafter.

Limited Enrollment: Limited enrollment, GSD students given priority

T.H. CHAN SCHOOL OF PUBLIC HEALTH

Human Rights Dilemmas in Child Protection

GHP 553 (Jointly Offered with Harvard Kennedy School as IGA 342M)

Jacqueline Bhabha

2024 Fall 2 (10/28/2024 to 12/20/2024)

T Th 9:45am - 11:15am

Kresge 201 (HSPH)

Students outside of HSPH must request instructor permission

A growing number of children and adolescents around the world are subjected to violence, exploitation and other forms of abuse. These harms persist despite the proliferation of international norms and structures designed to protect this population and promote its well-being. In many cases global transformations exacerbate rather than reduce the risks of abuse and increase the protection challenges these risks give rise to. Though each category of child protection deficit has its own characteristics and its attendant normative framework, they all share common and definable elements. These commonalities reflect key structures of the society in which the harms occur: growing income inequality and poverty; natural or man-made disasters of unprecedented destruction; a failure to move beyond concerns relating to basic child survival and attend to core child protection concerns. The study of how societies address their child protection obligations, including the normative framework, advance planning and policy and practice initiatives undertaken, reveals a series of profound and unresolved dilemmas that go to their self-definition as global players. An investigation of the human rights dilemmas that arise in child protection on a global scale presents, in a microcosm, a perspective on the social and political dynamics affecting some of the world's most vulnerable populations.

The perspective of this course is twofold. One focus is on the child protection issues themselves, their genesis and impact. The other is on the human rights strategies and dilemmas relevant to those (at both the individual and societal level) charged with responding to rights violations affecting children and fulfilling public child protection obligations. In the midst of historic technological advances and significant progress in the realm of international human rights, the strategic choices and responsibilities facing leaders and others concerned with child protection are of increasing complexity and scope. Some challenges require long term structural planning and the ability to marshal resources for child protection across agencies and governments. Other challenges require immediate emergency responses that entail diplomatic, logistical and leadership skills. Yet others require multidisciplinary, integrative talents in order to understand and impinge on detrimental contemporary transformations that have aggravated the plight of many of the world's most vulnerable children. Little work has been carried out systematically in any of these areas, with the result that expertise on the ground is thin and operates in a somewhat evidence-free zone. A key concern of the course will be to integrate legal approaches with those developed in the health and social sciences. A recurring theme will be the evaluation of how international obligations map onto policy outcomes and how human rights mechanisms affect problems facing vulnerable children on the ground. The course will begin with a brief review of the theory and literature relating to child protection and international human rights. It will proceed with an in depth discussion of case studies covering central aspects of child protection, child labor, child trafficking, child soldiering and child persecution. Analytic points will be derived from an investigation of specific problems, the legal frameworks relating to them and the solutions that have been advanced to address them.

Principles of Injury Control

ID 240

David Hemenway

2025 Spring 1 (1/27/2025 to 3/14/2025)

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.

Class Notes: THIS CLASS HAS PRIORITY ENROLLMENT

Priority Wave Groups

Wave 1 | MPH45 HM, MPH65 HM, MPH45 HP, MPH65 HP, HPM SM1

Wave 2 | Open Enrollment

Wave 3 | Open Enrollment

Priority Wave Timing

Wave 1 | 1/9/2025 11:00 AM - 1/19/2025 11:59 PM

Wave 2 | 1/20/2025 12:00 AM - 1/22/2025 11:59 PM

Wave 3 | 1/23/2025 12:00 AM - Enrollment Deadline (varies by session)

Any student who does not meet the Wave 1 or Wave 2 criteria can add themselves to the waitlist (if enrollment requirements are met) at any time during the enrollment period. At the beginning of each priority wave, students on the waitlist who meet the Wave's criteria will be automatically enrolled into any remaining seats in the course (pending no time conflicts)

**Cross-Registrants and Non-Degree Students will be enrolled on a space available basis after the enrollment deadline for the course

Course Requirements: Students outside of HSPH must request instructor permission to enroll in this course