Policing in the United States is in the midst of an intense period of external criticism, internal self-reflection, challenge, and change. Homicides have increased 22% in the past two years after decades of steady declines. Aggressive use of police force, frequently captured on video and publicized via social media, has generated civil unrest in many cities and has spurred an intense national debate concerning the appropriate nature and role of law enforcement in society. To date, this public conversation has been dominated mostly by political ideology and advocacy, with scientific inquiry receiving relatively short shrift. Arguments, not evidence, have generally carried the day.

In this course, students will examine contemporary policing practices in the context of two major public policy objectives: the maintenance of public safety, primarily through the reduction of violent crime, and the promotion of legitimacy, mostly as a matter of community trust and confidence. The course will approach these issues through the lens of evidence-informed policymaking. Using the best and most rigorous research available, students will be encouraged to consider concrete solutions to the myriad problems confronting policing today. Timely topics such as proactive policing, police use of force, racial profiling, and others will be addressed. Essential questions of perceived and actual police legitimacy will be identified and explored. Students will be trained to approach these issues from the perspective of a senior policymaker who is interested in concrete change and measurable results. Students will exit the course with a sophisticated understanding of the current state of practice in this crucial policy area.

Recently, homeland security has rested on four key activities -- prevention, protection, response, and recovery -- oriented principally against the threat of terrorism. As much as homeland security is about
the U.S., a robust notion of homeland security must take account of our essential need to safely, securely, and intensively engage the rest of the world. Thus, homeland security describes the intersection of evolving threats and hazards with the traditional governmental and civic responsibilities of civil defense, emergency response, law enforcement, customs, border control, public health, and immigration. While tremendous focus has been placed on terrorism, cyber and natural disasters, other interconnected threats and challenges characterize today's world - including illicit trafficking in narcotics, economic and financial instability, and the search for new energy supplies - that have tremendous impact on our notions of homeland security, and the Department that was created to address them. To provide students the tools necessary to conceptualize the challenges facing homeland security in a interconnected world, this course will examine what is commonly referred to as the "homeland security enterprise," defined as the broad scope of contributions from all federal agencies, levels of governments, businesses, and nongovernmental organizations, individuals, families, and communities, as well as international partnerships.

FACULTY OF ARTS AND SCIENCES

AFRAMER 186X - Childhood in African America
Robin Bernstein
Fall 2017-2018  M  1:00 p.m. - 2:59 p.m.       Barker 218 (FAS)
Credits 4
Graduate and Undergraduate

Black children’s lives matter. In this course, we study how black children’s lives have mattered in politics and culture, and how their experiences have changed over time. Authors include Ta-Nehisi Coates, Kimberle Crenshaw, WEB Du Bois, Frederick Douglass; topics include slavery, segregation, civil rights, the school to prison pipeline, photography, children’s literature, and play.

ANTHRO 1683 - The City Jail: Race and Incarceration in the United States
Kaya Williams
Fall 2017-2018  W  12:00 p.m. - 1:59 p.m.       Harvard Hall 103 (FAS)
Credits 4
Graduate and Undergraduate

This course will investigate the conditions of mass incarceration in America through the figure of the municipal jail (which sees on average twelve million admissions annually). We will begin with the question “What is a jail?” and move from there to interrogate the cultural, economic, political and legal forces that shape the conditions of possibility for the 21st century jail. Taking as objects of study both the jail itself and the practice of incarcerating people in local jails, this course will combine scholarly work on U.S. criminal justice with a variety of non-academic texts including legal decisions, contemporary journalism, and documentary film. Over the course of the semester students will learn to
“locate” the city jail in a number of different ways: within the complex political and economic structures of the American municipality, within the criminal justice system writ large, and within the country’s long history of anti-black racism and struggles for freedom. Students will use the jail itself as a conceptual anchor from which to question the taken-for-granted terms of American practices of captivity.

**ECON 980F - Race in America**  
Roland Fryer  
Spring 2017-2018   TuTh   2:30 p.m. - 3:59 p.m.  
Credits 4  
Undergraduate

Examines the causes and consequences of racial inequality in America and evaluates the efficacy of various market and non-market solutions. Topics include: the racial achievement gap in education, the impact of crack cocaine on inner cities, racial differences in health, crime and punishment, labor market discrimination, social interactions and the effects of peer groups, affirmative action, and more.

**HISTSCI 138V - Race, Heredity, and Crime, 1800-1940**  
Spring 2017-2018   Th   2:00 p.m. - 3:59 p.m.  
Credits 4  
Graduate and Undergraduate

Is the moral and intellectual weakness of some races and social classes inscribed in their skulls and faces? Is crime a natural phenomenon for which there is no cure? Are some crimes truly “savage”; some behaviors literally “beastly”? In a world dominated by unstable power relationships shaped by colonialism and social inequity, discussions about the meanings of race, heredity and crime often intermingled in troubling yet politically potent ways. In particular, with the rise of Darwinism in the 1860s, more and more people looked to the authority of nature to argue for the political necessity of controlling reproduction (so-called eugenics) through policies ranging from involuntary incarceration, forced castration and sterilization and, in the case of National Socialist Germany, medicalized murder of the "unfit." In the course, we will explore the roots of all these policies, beginning in the late 18th-century. We will end by asking: have the tragic lessons from this dark period in the history of science been learnt? A final section will be devoted to the periodic resurgence of efforts to appeal to the authority of nature to explain complex social and historical phenomena, from difference in scores on intelligence tests to the use of science to dictate social norms.

**HIST 2484A and HIST 2484B - Crime and Punishment in the History of the Americas: Seminar**  
Elizabeth Hinton and Lisa McGirr  
Fall and Spring 2017-2018   Tu   4:00 p.m. - 5:59 p.m.  
Robinson Warren Rm (FAS)  
Graduate
This course examines the history of crime and punishment in the Americas from the colonial period to the recent past. It showcases the work of scholars in the social sciences and humanities conducting original research on the development of the penal regimes in the Western Hemisphere from local, regional, national and global perspectives. Topics considered include the history of prisons, prison labor, ideas and knowledge production about crime and punishment, criminal law, extra-legal forms of punishment such as lynching, progressive era penal knowledge and reform, the role of institutionalized punishment in state and empire building, the criminalization of alcohol and drug use, policing and surveillance, social movements and issues of prisoners’ rights, the death penalty, and the rise of mass incarceration since the 1970s. Students must complete both terms of this course (parts A and B) within the same academic year in order to receive credit.

HIST-LIT 90CT - Deportation and the Policing of Migration in U.S. History
Emily Pope-Obeda
Fall 2017-2018  Th  11:00 a.m. - 12:59 p.m.  Barker 128 (FAS)
Credits 4
Undergraduate

This course examines the history of deportation in American society, and considers how the policing, exclusion, and expulsion of immigrant populations has shaped the nation. Through historical texts, primary sources, literature, and popular culture, we will cover a wide range of topics including racial quotas, guestworker expulsions, labor control, racialized health panics, national security scares, the disproportionate removal of black immigrants, the growth of immigrant detention, the criminalization of immigrant communities, and immigrant rights activism. Although mass deportation is often understood as a recent phenomenon, this course will demonstrate the ways that immigration control stretches as far back as creation of the United States. We will trace shifting opinions about immigration, the meaning of citizenship, statelessness, and national belonging.

SOCIOL 122 - Social Class in the Black Community
Jacqueline Cooke-Rivers
Fall 2017-2018  M  1:00 p.m. - 2:59 p.m.  Sever 205 (FAS)
Credits 4
Undergraduate

This course focuses on the rise of class divisions among Black Americans. The effects of structural constraints on blacks’ social and geographic mobility and how that resulted in a sense of “shared fate” will be the focus of the first portion of the course. The divergence of black people’s material conditions as a result of the successes of the Civil Rights Movement, and the impact of factors such as black flight, deindustrialization and spatial mismatch of employment will be discussed. Other topics include changes in blacks’ patterns of support for public policy options, divergences in their experience of mass incarceration, education and employment opportunities, and continuing similarities in academic
underachievement. The conclusion of the course examines the roots of intergenerational poverty and considers the possibility that the gap between the two groups will continue to widen.

**SOCIOL 242 - Crime and Criminal Justice in Life-Course Perspective**
Robert Sampson  
Spring 2017-2018   M  5:00 p.m. - 6:59 p.m.  
Credits 4  
Graduate

This seminar examines crime and criminalization across the life course. Social processes and context are emphasized. Key themes include the long-term study of continuity and change; trajectories, transitions, and turning points; cohort effects; and social change (e.g., mass incarceration, the crime drop). Both qualitative and quantitative approaches are covered, highlighting research on crime, inequality, and contextual change. A major portion of the seminar will be devoted to the development of student projects.

**SOCIOL 274 - Culture, Inequality, and Black Youth**
Orlando Patterson  
Fall 2017-2018   Th  4:00 p.m. - 5:59 p.m. William James 601 (FAS)  
Credits 4  
Graduate

The seminar examines the complex situation of black youth in America with an emphasis on the matrix of cultures that support, enrich and, in conjunction with racial and structural forces, undermine their life chances. We will attempt to unravel the sociological puzzle of the socio-economic disconnection, hyper-segregation, violence, gender conflicts, familial fragility, and high incarceration rate that beset a significant minority of them, on the one hand, and, on the other, their remarkable prominence and integration in the nation’s popular culture. We tackle the complex and controversial problem of how best to understand, theoretically and pragmatically, the interactive role of culture in disentangling this conundrum. We conclude with a review of the best policies and practices aimed at improving their condition.

**GRADUATE SCHOOL OF EDUCATION**

**EDU T410B - Educating Incarcerated Youth: Practice, Research, and Policy**
Lynette Tannis  
Fall 1 2017   F  1:30 p.m. - 4:29 p.m. Longfellow 229 (HGSE)  
Credits 2  
Graduate
Our nation’s incarcerated youth are arguably our most disenfranchised population. They are disproportionately children of color, children with special needs, and children living in poverty. Many of them have dropped out of school and been pushed through the school-to-prison pipeline. Each year, more than 1,000,000 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, more than a 100,000 children are incarcerated in juvenile and adult facilities throughout the United States each year. 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 teachers, school leaders, and other educators must be prepared to work effectively with this disadvantaged and often ignored population. This course provides a lens for examining our nation’s juvenile justice educational settings, practical tools for teaching 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 also engage with juvenile justice education experts and will participate in a field visit to a juvenile detention facility to observe and reflect on practices for the education of incarcerated youth.

Class meets September 8, 15, 22, and 29, and October 6 and 13.
Capital Punishment in America
Professor Carol Steiker
Fall 2017 course
M, T 10:20am - 11:50am in Langdell Hall Room 272 - South
3 classroom credits

Students who enroll in this course may count the credits towards the JD experiential learning requirement if they also enroll in the associated clinic.

Prerequisites: For JD students, Criminal Law is required. For LLM students, permission of the instructor is required to waive the requisite.

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 four 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/or racially discriminatory application of the death penalty; the ineligibility of juveniles and persons with mental retardation 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 for students enrolled in this course through the Capital Punishment clinic of August 29, 2017.

Criminal Justice Policy Program
Professor Carol Steiker, Professor Alex Whiting
Fall 2017 - Spring 2018 seminar
W 3:00pm - 5:00pm; W 3:00pm - 5:00pm in WCC Room 4059
2 classroom credits

Prerequisites: The seminar is by permission of the instructors. To apply, students should submit a brief statement of their interest and relevant background (courses, internships, and work/life experience) in
criminal justice issues to mworth@law.harvard.edu. The deadline for JD applications has been extended to July 15, 2017. The deadline for LLM applications is August 1, 2017.

This full-year seminar immerses students in the work of criminal justice policy reform. The centerpiece of the seminar is sustained, substantive work on criminal justice policy initiatives led by the Criminal Justice Policy Program (CJPP), a research and advocacy center based at HLS. Students work on policy projects geared toward real-world reform under the supervision of the Program’s Executive Director (Larry Schwartztol) and faculty Co-Directors (Professors Carol Steiker & Alex Whiting), typically in partnership with outside organizations and government agencies. Prior CJPP policy initiatives that seminar students have worked on focused on the criminalization of poverty, body cameras and other transformative policy technologies, the evolving role of the prosecutor as an agent of progressive criminal justice policy, and the use of potentially faulty forensic science evidence in criminal cases. In addition to the policy projects, the seminar engages students in an ongoing discussion of modes and strategies for achieving criminal justice reform as well as fundamental normative questions about the operation of the criminal justice system, including its interaction with questions of social and racial justice. The seminar hosts prominent practitioners and policymakers as visiting lecturers to discuss strategies for reform and to provide background and guidance on the seminar’s policy projects. Students are invited to all of the public events sponsored by CJPP and may be involved in choosing topics and planning such events. Although there is no final exam or final paper, students will be expected to do substantial writing over the course of the seminar and to present their policy reform projects to the other seminar participants.

Note: This seminar will meet every other week over the entire year.

**Criminal Procedure: Adjudication**  
Professor Jeannie Suk Gersen  
Spring 2018 course  
W, Th 1:00pm - 3:00pm  
4 classroom credits

**Prerequisites:** None

This course is about the criminal adjudication process "from bail to jail." We will focus on constitutional and policy issues surrounding the criminal process, including topics such as charging, counsel, prosecutorial discretion, plea bargaining, the jury, and sentencing. We will also address distributional consequences including racial and class impacts.

**Criminal Procedure: Investigations**  
Professor Paul Butler  
Fall 2017 course  
W, Th 1:15pm - 2:45pm in Austin Hall Room 111 - West
This course covers the Fourth Amendment, the Fifth Amendment privilege against compelled self-incrimination and the Sixth Amendment right to counsel. In general, the course will examine constitutional law cases involving the tension between the government’s interest in law enforcement and the people’s interest in privacy and liberty.

**Criminal Procedure: Investigations**  
Professor Andrew Crespo  
Spring 2018 course  
Th, F 9:50am - 11:50am  
4 classroom credits

This course examines the relationship between the people and the police, primarily by examining the constitutional doctrines of the Fourth, Fifth, and Sixth Amendments that directly 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**  
Mr. Philip Torrey  
Fall 2017 seminar  
M 5:00pm - 7:00pm in WCC Room 3019  
2 classroom credits

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 for immigration attorneys and criminal law attorneys alike to understand the immigration consequences of criminal convictions. The goal of this course is to introduce students to the myriad of issues concerning the intersection of immigration law and criminal law and to give students the skills to recognize and analyze immigration consequences of criminal convictions. The course will cover both legal doctrine and policy issues concerning immigration detention and enforcement, border security, and potential avenues of reform.

**Cyber Criminal Law and Procedure**  
Mr. Seth Berman  
Fall 2017 course  
Th 5:00pm - 7:00pm in Griswold Hall Room 110  
2 classroom credits
The Internet has changed the world of business, commerce, communication, and also crime. The borderless nature of the Internet has complicated the investigation and enforcement of cyber crime. Each day brings news of a new cyber attack on a company, a government entity, and even, perhaps, on the very foundations of our democracy. Substantive criminal law and criminal procedure are straining to catch up with this rapidly evolving criminal landscape and the ability of criminals to operate nearly anonymously and across multiple jurisdictions. At the same time, new cyber tools and techniques are coming into play that might be used to track cyber criminals, but the constitutionality and privacy implications of these tools are subject to question. This course will explore, among other questions: In what ways does the cross border nature of cyber crime impact legal practice? What are the unique legal barriers to prosecuting cyber crime? What constitutional protections attach to people or data abroad? In addition to examining the case law and statutory framework, the class will include case studies drawn from my experience as a US federal prosecutor and an international data breach practitioner and from recent public examples to teach practice in the area. This course will be of interest to future prosecutors, defense lawyers and criminal justice policymakers.

**Feminism and Crime Control**
Professor Aya Gruber  
Fall 2017 reading group  
Th 5:00pm - 7:00pm in Lewis Room 202  
1 classroom credit

This reading group explores the complex, often fraught, relationship between U.S. feminism and crime control. From the earliest days of the “second wave” of feminism, the impunity of men who commit violence against women has been forefront on the feminist agenda. Yet in an era of increasing awareness of the social and human costs of policing, prosecution, and mass incarceration, an internal critique of “carceral feminism” has emerged, and some question whether feminists have placed too much faith in criminal law’s ability to secure equality. In addition, the public visibility of the campus rape issue has created a robust debate among feminists on how to frame and address the problem, and what constitutes a “feminist” stance on issues such as trauma, victimization, and sexuality.

Beginning with a study of “second-wave” feminist approaches to violence against women, the reading group will proceed through various areas of feminist criminal law making, including intimate partner violence, provocation and self-defense, sexual assault (including campus rape/Title IX issues), and prostitution/human trafficking. The course will highlight feminist theoretical tensions and dilemmas in each area and explore how law reform has been marked by strategic and political compromise. The course seeks to unsettle orthodoxies and presumptions about violence against women as a means to a richer understanding of this important area of law. We will rely primarily on scholarly books and articles, but there will also be some legal documents (cases, statutes, regulations) and news articles.

Note: This reading group will meet on the following days: 9/14, 9/28, 10/5, 10/26, 11/9, 11/30
Gender Violence Legal Policy Workshop
Ms. Diane Rosenfeld
Spring 2018 course
W 1:00pm - 3:00pm
2 classroom credits

Pre/Co-requisite: Students must register for either the Title IX course or the Gender Violence, Law and Social Justice course during this academic year.

This workshop offers the student hands-on experience in analyzing, evaluating, and creating legal policy on a range of issues related to gender violence. The three main areas of concentration are campus sexual assault, intimate partner violence, and sex trafficking and prostitution. We advise government officials (local, state and federal); national, international, and local advocacy groups working to stop gender violence; and individuals needing assistance in knowing their rights or accessing services. Recent activities include submitting comments to the White House Task Force on Protecting Students from Sexual Assault; helping an advocacy organization on preventing domestic violence homicide; and preparing a training for Middlesex County Police Chiefs on investigating sex trafficking rings.

Hard Cybersecurity Tradeoffs
Professor Jack Goldsmith
Spring 2018 seminar
Th 5:00pm - 7:00pm
2 classroom credits

Prerequisite: Previous study in national security law or cybersecurity or a closely related field, or practical experience in national security law or policy, is a prerequisite for the seminar. Permission of the instructor is required.

This seminar will explore hard problems and hard tradeoffs in cybersecurity, broadly conceived. It will analyze in depth why it is so hard to defend digital networks, and then ask how their insecurity might require significant changes in U.S. domestic law and foreign policy. Among other things, the seminar will examine whether the proper response to the DNC hack is for the United States to temper its aggressive offensive cyberoperations abroad and alter its “open internet” foreign policy commitments; whether and to what extent the National Security Agency should be more involved in defending domestic networks; and how the United States might need to rethink its First Amendment principles in light of the dangers posed by modern social media.

The class will have outside speakers with expertise in various fields. Students will write eight short papers in response to the reading.
History of American Policing
Professor Anna Lvovsky
Fall 2017 seminar
Th 5:00pm - 7:00pm in Hauser Hall Room 105
2 classroom credits

This seminar will examine the history of policing in the United States. Topics will include the emergence of a uniformed police force in the nineteenth century, the police professionalization movements of the Progressive Era and twentieth century, law enforcement during Prohibition, public challenges to the police in the Cold War, and the rise of community policing in the 1980s. We will consider the extent to which trends in American policing have been unique or reflected broader global shifts in law enforcement; the dynamic relationship between police practices and judicial rules governing state power; the role of unions; the relationship between municipal police forces and more specialized federal or undercover officers; and the evolving role of race and gender in American police departments. For their final papers, students may either examine a historical chapter in American policing or draw on our historical discussions to address contemporary issues in law enforcement.

International Criminal Law
Professor Alex Whiting
Spring 2018 course
M 5:00pm - 7:00pm
2 classroom credits

Prerequisites: Public international law is helpful but is not a prerequisite.

This course will focus on the prosecution of international crimes (genocide, crimes against humanity, war crimes, aggression, torture, and terrorism) by international and national courts. We will study the development of the law of these crimes -- including the elements of crimes, modes of liability, and defenses -- as well as the institutional, political, strategic, logistical and procedural challenges faced by prosecutors, defense lawyers, and judges who adjudicate these crimes. The ambition of the course will be to understand the law and its development, as well as the dynamic application of the law in the courts that pursue these cases.

Law and Neuroscience
Judge Nancy Gertner
Spring 2018 seminar
W 5:15pm - 7:15pm
2 classroom credits

Prerequisites: By permission of the instructor.
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**  
Judge Nancy Gertner  
Spring 2018 course  
T 1:00pm - 4:00pm  
3 classroom credits

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 grown 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.

**Mind and Criminal Responsibility in the Anglo-American Tradition**  
Professor Elizabeth Papp Kamali  
Spring 2018 seminar  
W 3:00pm - 5:00pm  
2 classroom credits

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.

**Race, Gender, and Criminal Law**
Professor Paul Butler  
Spring 2018 seminar  
W 5:00pm - 7:00pm  
2 classroom credits

The course examines the role of race and gender in substantive criminal law and criminal procedure. Selected topics may include rape, racial disparities, intersectionality, hate crimes, victimization, race and gender based defenses, including cultural defenses and the "battered spouse" defense, jury selection and participation, sex crimes, and racial profiling. Readings will consist primarily of cases and scholarly articles and books.

**Reinventing Criminal Law**
Professor Alice Ristroph  
Fall 2017 reading group  
W 5:00pm - 7:00pm in WCC Room 5050  
1 classroom credit

The American criminal justice system is broken, according to a range of critics who decry overcriminalization, racial bias in enforcement, abusive policing, mass incarceration, wrongful convictions, and the long stigma of a criminal record. This reading group considers several such recent critiques and corresponding proposals for reform. Of particular interest is the nostalgia of reform efforts, which profess a desire to return American criminal law to its purportedly more just and fair origins. We will ask: Is radical change needed? Can nostalgia be radical? Is the system best described as broken, or is it just doing what it was designed to do -- insofar as it was designed to do anything?

**Seeing Criminal Justice: Examining the Interplay of Visual Media, Storytelling and Criminal Law**
Ms. Rebecca Richman Cohen  
Spring 2018 seminar  
T 5:00pm - 8:00pm  
2 classroom credits

The law is awash in stories. Stories from within and beyond the walls of the courtroom shape our impressions of the criminal justice system; they challenge or affirm our norms; they help us make sense
of the world and its complexities. Yet these stories often stand in tension with one another. 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. Together, we will explore different approaches to understanding how visual technologies, particularly with respect to video, have shifted the way we come to understand criminal justice narratives. Visual media commands a unique power to evoke empathy and to make powerful claims about truth. But such power can also distort and mislead. Grounded in these understandings, we will embark on a project of "media literacy" and explore questions around audience, authorship, truth, and objectivity as we consider how visual media may be used as a conduit to communicate criminal justice stories.

**Sentencing Law, Policy and Practice**  
Mr. Jonathan Wroblewski  
Fall 2017 seminar  
T 5:00pm - 7:00pm in Lewis Room 202  
2 classroom credits

This seminar will examine the law, underlying policy, history, philosophy, and administration of criminal sentencing. It will focus on the shared and intertwined powers and responsibilities of legislators, prosecutors, judges, defense lawyers, probation and pretrial officers, treatment providers, law enforcement, victims, sentencing commissions, and the community on sentencing outcomes. The course will explore the foundational role of the criminal code in sentencing and how different forms of statutory crimes and sentencing guidelines impact the sentencing process and the distribution of sentencing power. Students will learn the basic elements of the federal sentencing guidelines, apply those elements to various fact patterns, and prepare a sentencing memorandum for at least one of them. The course will also explore the issues of prosecutorial and judicial discretion, plea-bargaining, mandatory minimum sentencing statutes, truth-in-sentencing, racial, ethnic and gender disparities in sentencing, and recent congressional and state efforts to reform sentencing.

**The Effects of Mass Incarceration: Experiences of Prison and Parole—Fall Reading Group**  
Professor Dehlia Umunna  
Fall 2017 reading group  
M 5:00pm - 7:00pm in WCC Room 3012  
1 classroom credit

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 $60 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 reading group 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._

_Note: The reading group will meet on the following dates: 9/11, 9/25, 10/23, 11/6, 11/13, and 11/27._

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**The Effects of Mass Incarceration: Experiences of Prison and Parole—Spring Seminar**  
Professor Dehlia Umunna  
Spring 2018 seminar  
M 5:00pm - 7:00pm  
2 classroom credits

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 $60 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.

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_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._
ID 240 - Principles of Injury Control
David Hemenway
Spring 2018   Th  4:00 p.m. - 6:50 p.m.   Kresge 200 (HSPH)
Credits 2.5
Graduate

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 alcohol and firearms, are examined in detail.
Prerequisite(s)

GHP 511 - International Perspectives on Justice for Children
Cecile Aptel
Winter 2018   TuWThF  Tuesday 8:00 a.m. - 11:00 a.m.; Tuesday 2:00 p.m. - 5:15 p.m.; Wednesday 8:00 a.m. - 11:00 a.m.; Wednesday 2:00 p.m. - 5:15 p.m.; Thursday 8:00 a.m. - 11:00 a.m.; Thursday 2:00 p.m. - 5:15 p.m.; Friday 8:00 a.m. - 11:00 a.m.; Friday 2:00 p.m. - 5:15 p.m.   Kresge 202A (HSPH)  Kresge 202B (HSPH)
Credits 2.5
Graduate

This course seeks to help students resolve some of the crucial challenges that arise when children interact with the legal system as victims, witnesses, or alleged offenders. By studying the many country-specific, formal and informal justice systems that exist to protect, punish, and rehabilitate children, the course will also examine a number of thematic concepts related to child discrimination, especially on the bases of gender, disability, and sexual orientation. Students will learn to rely on data from justice systems, clinical medicine, social science, and public health to inform the evidence base for discussions, and merge these sciences with legal precepts and human rights to advance actions that are in a child best interest. By exploring case law pertaining to decision-making within and outside the formal justice system, this course will lay a foundation for further study in the discipline, and also bolster the repertoire of professionals using the law in advocacy work.