

ORIGINATOR'S SECTION:

1. College: X CHABSS CoBA
 CoEHHS CSM

Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes x No

3. Course will be a variable-topics (generic) course? Yes X No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* **SOC 618**

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Seminar in Critical Criminology

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Seminar in Critical Criminology (We were told this abbreviation was no longer necessary, but if it is: Sem in Crit Persp in Crim).

7. Number of Units: **2**

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 Examines the intersection of law, crime, and justice. Includes an emphasis on criminological and justice studies perspectives addressing power and resistance. Analyzes a specific theme within the topic of Criminology. May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

9. Why is this course being proposed?
 We are making changes to our graduate program and this is part of the P2 form. Currently, we have many offerings of elective graduate seminars but few are actually offered. Through an external review and self-discernment process, we realized that the best option is to offer 4 main elective seminars that will rotate. Students can predict which ones they are and faculty can plan their participation accordingly. This C form is **one of four** we are submitting that are for elective seminars. The themes were broadly conceived so that faculty could specify a theme that would draw upon their specialty and the learning outcomes and missions of the graduate program.

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---------------------|------------------------|---|
| Lecture | 2 | C2 |
| Activity | | |
| Lab | | |

11. Grading Method:*
 XX Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes x No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? X Yes No
 If yes, how many times? **2** (including first offering)

15. Is Course Crosslisted: Yes x No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): X Yes No
 Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

PS _____
 RP _____
 Tracker _____

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 BY: _____

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* every other year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 It fulfills an elective requirement for the Master of Arts in Sociological Practice Program

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

| | | | | |
|------------------|-----------------|------------|---------------|--------------|
| Discipline _____ | Signature _____ | Date _____ | Support _____ | Oppose _____ |
| Discipline _____ | Signature _____ | Date _____ | Support _____ | Oppose _____ |

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Kathleen Swan Date 10/25/17

2. Program Director/Chair [Signature] Date 10-25-17

3. College Curriculum Committee [Signature] Date 12/6/17

4. College Dean (or Designee) Mary Stoddard Hill Date 12/6/17

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Soc 618: Seminar in Critical Criminology

Theme: Critical Criminology in Theory and Practice (2 units)

(Per the University Credit Hour Policy, this class requires 2 hours per week in the classroom, and 4 hours of student learning outside of the classroom.)

Professor: XXXXX

Office Information: XXXXX

Office Hours: XXXXX

Messaging: Please contact me about this course using *Messaging* in Cougar Courses during the session.

General Catalog Description of Soc 618: Seminar in Critical Criminology

Examines the intersection of law, crime, and justice. Includes an emphasis on criminological and justice studies perspectives addressing power and resistance. Analyzes a specific theme within the topic of Criminology. Can be taken up to two times for a total of four units (different class themes required). *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice Program.*

Course Description for this Semester with the Theme: Critical Criminology in Theory and Practice

In this course, we will examine crime and delinquency, and justice systems from a critical perspective. The class will begin with a brief look at cutting-edge theoretical and methodological approaches that will help inform our discussions and activities for the rest of the class. Then we will move into an investigation of a substantive topics ranging from media, popular culture and crime; state crimes; hate crimes and violence; recent changes to criminal and juvenile justice policies in the California and the U.S.; and the social control of juveniles and adults. We will conclude the class with a look at efforts to reform, transform, and abolish current imprisonment and detention systems. Each seminar session will involve short lectures, discussion and both in-person and online class activities. There are several options built into the class in an effort to meet the varied needs and interests of people who are taking this large graduate seminar.

Required Materials

All of the articles required for this class will be available on electronic reserves and linked to our Cougar Course website. They are listed in the class schedule at the end of this syllabus.

Master of Arts in Sociological Practice Programmatic Student Learning Outcomes (PSLOs)

This course emphasizes the following PSLOs of the M.A. Program:

PSLO #1 Locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse (Familiarity with these skills will be assessed in your participation in class discussions, your weekly papers, your class writing project and your presentation of findings.)

PSLO #2 Critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts (You will be assessed on this in the class participation component of this class and in your weekly papers.)

PSLO #4 Demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression (e.g., gender, race/ethnicity, social class, sexuality, age, abilities, region, nationality), and their implications for social theory and social justice (You will be assessed on your ability to do in your weekly papers and in your writing project and presentation.)

PSLO #5 Demonstrate ability to advocate for sociologically informed decision-making (You will be assessed on your ability to do this in your weekly papers and in your writing projects.)

Class Student Learning Outcomes

In addition to the PSLOs that are met in this class, I also hope for you to accomplish some more specific learning outcomes. *My primary goal in this seminar is for all of you to leave it with a greater understanding of scholarly and activist efforts related to crime, delinquency and systems of social control, which will inform your future sociological endeavors.*

1. Identify and explain cutting-edge, critical theories in the field of criminology. (This will be assessed in the papers for Week 2 and 3.)
2. Comprehend and synthesize the major findings related to the assigned journal articles on current critical criminological and juvenile justice topics. (This will be assessed in the papers for Weeks 4-13.)
3. Evaluate current crime and juvenile justice policies in light of critical criminological scholarship. (This will be assessed in several of your weekly papers and in your class participation.)

Course Requirements

1. **Class Participation (25 points):** As in all graduate seminars, your focused engagement with the material and with one another will be at the center of the course. The success of the class depends upon your participation as active learners, rather than passive recipients of

knowledge. In order to earn a solid A for participation in the class, you need to attend nearly all the classes (missing no more than 1), stay for the entire class, be prepared, and demonstrate a high level of engagement with the material that raises the level of the class discussion. (The weekly notes requirement will aid you in your preparation.) I will post a rubric of the various other levels of participation on Moodle and take note of your participation each class. You will also evaluate yourselves online periodically throughout the class.

In order to help us keep the class moving in a positive direction, I am limiting laptop use in this classroom to note-taking purposes. If I notice that you are not paying attention to our class and are using a computer for other purposes, I will ask you to put the computer away. I do not expect this to be a problem in this graduate seminar, but am spelling this out as a precaution. Typically other behavior problems are also not as much of a concern in graduate classes as in others, but you should note the following reminders just in case:

- Please silence your cell phone ringer while in class, and put your phone away and off your desk during class (it is simply too tempting for most of us to handle...) If you have children or others for whom you are the primary caretaker, or need to attend to some other emergency situation, please discuss this with me at the beginning of class.
- Drinking (non-alcoholic) beverages in class is fine. If you need to eat a little in class to keep the body and mind working, that is also fine, just be cognizant of the noise you might be making and choose your food accordingly. Be willing to clean up after yourselves as well.
- Respect all people in the room even when you disagree with them. Work to make the classroom a safe space for all. This means respecting the privacy of our class space and our conversations (e.g., no filming or taping the class is allowed) and you are encouraged not to post details negative messages about class discussions on your public social networking sites in the name of collegiality.)
- Demonstrate that you are paying attention to the class and avoid engaging in other unrelated activities.

2. **Discussion Leadership (20 points):** On one day of the semester, you will work with one other person (or two in the case of one group) to co-facilitate the beginning of our class discussion by presenting and leading discussion around **two of the following three things:** 1/

a short video related to the subject/s of the day; 2/ a summary of a news event or policy change relevant to the class material and/or 3/ information garnered from a short interview of a person who has some sort of connection to the topic of the week—such as someone who works in an institution related to the topic, someone who has been part of a related institution (as for example, a juvenile detainee or prisoner), or an activist working for social change in an area related to our topic. Another possibility for this third option of your discussion leadership would be to bring a guest speaker from outside of our university into the class, or speak yourself about your own experiences if highly relevant. (Please discuss this option with me as soon as possible if it is one that appeals to you.)

You will self-select into your week of leadership on our course website during the first week of class. You will be graded on your choice and presentation of materials (preparation) and your ability to use them effectively to start our discussion. You do not have to lead the entire discussion, nor do you have to turn in discussion questions.

Discussion leaders for a given week should send their two choices of discussion tools to me on the appropriate assignment link on Cougar Courses **by the Saturday prior to the discussion that they are starting by noon at the latest** (earlier is better so I can help you get back on course if the plan is not ideal.) I will respond to your ideas, give you feedback, and possibly ask you for clarification or to change your choices. So be sure to keep checking back on CCs after you submit.

3. **Weekly Papers (50 points):** On the 11 weeks that we have class between Week 2 and Week 13, you will be asked to turn in a short (min. 750-word) paper that responds to a reading prompt I will post a week prior to its due date on Cougar Courses. These papers are due on the Tuesday of class by 2 p.m. via Moodle. These papers should demonstrate that you understand the main ideas of all of the readings and are thinking sociologically about the ideas presented in the readings and their relevance to world around you. **You get to choose one week in which you do not turn in a paper. Save it for a rough week, not simply a lazy week! I will not be making any other exceptions because I built this one into the class to cover your most urgent time of need.**

These papers will be graded on a five-point scale that is related to both the content and presentation of information. 5 points will be given for excellent work (in both content and

style), 4 for good work, 3 for average work, 2 for below average work, and 1 for inadequate work. No points will be given to those who do not do their work or attempt to turn in late work without permission to do so. (Please do ask for permission if you experience a documented emergency.)

4. **Class Writing Project: Blog Activity or Class Paper or Short Class Paper with Film Review (75 points)** (Options, options, options....)

For the last requirement of the class you have a choice between

- participating in a blogging exercise that will take place throughout the entirety of the class,
- writing a detailed paper (13-15 standard pages) related to a sub-topic covered in this class,
- or writing a film review (2-3 standard pages) and a short class paper (7-9 pages) on an agreed-upon topic inspired by material from this class.

This choice needs to be made early on because the blogging will begin on Week 3. If you know you do not want to participate in the blogging activity, you can tell me if you are planning to do Option 2 or 3 by Week 5.

Option 1: **Blogging Activity Option**

In the blogging exercise I will ask those who want to participate to discuss a possible subtopic of a blog with me. Once I pre-approve your sub-topic (e.g., changes in California's juvenile justice system or the role of music as resistance for institutionalized and formerly institutionalized people) you will create a simple blog on Moodle that can only be read by others in this class. Don't worry, you do not have to tech-savvy to do this throughout the course you will draw upon **recent** scholarly work and the work of reputable non-profits and grassroots groups to write posts that teach your classmates about cutting-edge work and activism around a particular topic. You will explicitly cite the work or sources you are drawing upon in your posts (minimum of 14 sources) and at some point will compile a list of all of the resources you used in one large reference list. You will be required to post a minimum of 375 words a week of your own writing, which can be divided into as many posts as you want (one is sufficient if it is very detailed). You will also be required to respond in a meaningful way to a pre-set number of your fellow students after we determine who is participating in this option. To engage in such

responses, you may need to watch something that is posted by your fellow students, or read some additional information in order to intelligently respond.

Option 2: Long Paper Option

In the “ long” paper option, you will be writing a paper about a sub-topic inspired by one or more of the readings in presented in this class. If you choose this option we will first sit down and discuss your ideas in order to come to an agreement about a plan that either starts you off in a new direction that you have not explored before, or expands on work that you have already begun (note the word expands rather than replicates---to replicate is academically dishonest and can result in a failing grade on the paper). You will be required to utilize sources from the class, as well as other sources related to criminological, justice studies, and/or sociology of law research.

Option 3: Film Review and Short Paper Option

In the short paper option with the film review, we will discuss the possible topic for a paper in the same manner outlined above, as well what film from the last 1-3 years you might want to analyze in a film review. I will provide you with examples of film reviews that have been published in a scholarly journal in order for you to get a sense of how to analyze a film by bringing in relevant scholarship and theory. As with your papers, the film review must be original and be based on a criminological, justice studies and sociological thought. Before pre-approving your film I will do a quick web search to make sure no other such film reviews are in existence. If they are, we can discuss how your approach will differ from what is currently available.

There will be more details about each of the three options posted on Cougar Courses.

5/ Presentation of Writing Project Findings and Experiences (30 points)

At the end of the semester, you will each give an oral presentation on your writing assignment. You will highlight what you did, what you learned, and how you built upon your initial understanding of your chosen topic or theme throughout the class. I will provide more details about this portion of the class as the semester proceeds. This presentation will likely be about 10-12 minutes in length per student.

Grading Summary

Participation = 25 points

Discussion Leadership = 20 points

Weekly Papers = 50 points

Class Writing Assignment = 75 points

Presentation of Findings /Experiences = 30 points

Total points possible = 200 points

Grading Scale

185-200=A

184-179=A-

178-175=B+

174-165 =B

164-159 = B-

158-155 = C+

154-145 = C

144-139 = C-

138-135 = D+

134-125 = D

124-119 = D-

118 and lower = F

No Final Exam will be required for this course.

University Writing Requirement: Note that the amount of writing required in this class will far exceed the University's requirement of 2500 words due to the weekly papers and class writing assignment.

If you feel you need help with your writing skills, please let me know at the beginning of the session and I will suggest some helpful materials and provide other related suggestions.

Similarly, if you have other special needs that need to be addressed, please notify me at the beginning of the session so I can attempt to make proper accommodations for you.

In the event of an emergency, please contact me as soon as you reasonably can so we can assess your situation promptly and avoid unnecessary complications. If you do not do so I cannot guarantee that you will be allowed to make up work missed. This policy rarely comes into play, but experience has demonstrated that it is necessary to make explicit.

Special Needs Policy

Students with disabilities who require accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4200, and can be contacted by phone at (760) 750 –

4905, or TTY (760) 750 – 4909. You can also email them at dss@csusm.edu. If you are authorized by DSS to receive accommodations please notify me as soon as possible so I can begin working with them on meeting your learning needs.

Academic Honesty Policy: If you are found to have plagiarized any work for this class you will earn an F on the paper/assignment in question and you will face serious consequences. Please go to: <http://courses.csusm.edu/plagiarism/> to read more about plagiarism.

COURSE SCHEDULE

Readings should be done by the class day on which they are listed.

WEEK 1

Introduction to the Course

WEEK 2

An Exploration of Cutting-Edge Critical Criminology Theory, Part I

- Chesney-Lind, Meda and Merry Morash. 2013. *Transformative Feminist Criminology*, 21: 287-304.
- Gledhill, Cara. 2013. "Queering state crime theory: The state, civil society, and marginalization." *Critical Criminology* 21:1-12. (There are no page numbers listed on this article so you can just number them.)
- Ferrell, Jeff. 2013. "Cultural criminology and the politics of meaning." *Critical Criminology* 21: 257-271.
- Potter, Hillary. 2013. "Intersectional criminology: Interrogating identity and power in criminological research and theory." *Critical Criminology* 21: 305-318.

Week 2 paper is due before 2 p.m. on Moodle.

WEEK 3

An Exploration of Cutting-Edge Critical Criminology Theory (Part II) & Methods

- Lam, Kevin D. 2012. "Racism, schooling and the streets: A critical analysis of Vietnamese American youth gang formation in Southern California." *Journal of Southeast Asian American Education and Advancement* 7: 1-16.
- Leyva, Martin & Christopher Bickel. 2010. "From corrections to college: The value of a convict's voice." *Western Criminological Review* 11(1): 50-60.

- Root, Carl, Jeff Ferrell & Wilson R. Palacios. 2013. "Brutal serendipity: Criminological *verstehen* and victimization." *Critical Criminology* 21:141-155.
- Yuen, Felice. 2011. "Embracing emotionality: Clothing my "Naked Truths'." *Critical Criminology* 19, 75–88.

Week 3 paper is due before 2 p.m. on Moodle.

WEEK 4

Crime, Media, and Popular Culture

- Cecil, Dawn K. 2010. "Televised images of jail: Lessons in controlling the unruly." *Sociology of Crime, Law & Deviance* 14: 67-88.
- Kort-Butler, Lisa. 2013. "Justice league?: Depictions of justice in children's superhero cartoons." *Criminal Justice Review* 38: 50-69.
- Saleh-Hanna, Viviane. 2010. "Crime, resistance and song: Black musicianship's black criminology." *Sociology of Crime, Law & Deviance* 14: 145-171.
- Tepper, Steven J. 2009. "Stop the beat: Quiet regulation and cultural conflict." *Sociological Forum* 24(2):276-305.
- Yar, Majid. 2012. "Crime, media and the will-to-representation: Reconsidering relationships in the new media age." *Crime, Media, Culture* 8(3): 245-260.

Week 4 paper is due before 2 p.m. on Moodle.

WEEK 5

State Offenses and Wrongdoing

- Griffin, O. Hayden and Bryan Lee Miller. 2011. "OxyContin and a Regulation Deficiency of the Pharmaceutical Industry: Rethinking State-Corporate Crime." *Critical Criminology* 19:213-226.
- Haney, Lynn. 2010. "Working through mass incarceration: Gender and the politics of prison labor from east to west." *Signs* 36(1): 73-97.
- Norton-Hawk, Maureen. 2010. "Exporting gender injustice: The impact of the U.S War on Drugs on Ecuadorian women." *Critical Criminology* 18:133-146.
- Ruggiero, Vincent and Nigel South. 2010. "Green criminology and dirty collar crime." *Critical Criminology* 18:251-262.

Week 5 paper is due before 2 p.m. on Moodle.

WEEK 6

Hate Crimes and Violence

- Jones, Nikki. 2008. "Working 'the code': On girls, gender, and inner-city violence." *The Australian and New Zealand Journal of Criminology* 41(1): 63-83.
- Meyer, Doug. 2014. "Resisting hate crime discourse: Queer and intersectional challenges to neoliberal hate crime law." *Critical Criminology* 22: 1-13. (Note that you will need to number these pages yourself.)
- Taylor, Nik. 2011. "Criminology and human-animal violence research: The contribution and the challenge." *Critical Criminology* 19: 251-263.

Week 6 paper is due before 2 p.m. on Moodle.

WEEK 7

Recent Changes to California (and U.S.) CJ/ JJ Policies and Institutions

- Hopper, Allen, Margaret Dooley-Sammuli, and Kelli Evans. 2012. *Public Safety Realignment: California at a Crossroads*. American Civil Liberties Union of California.
- Krisberg, Barry, Linh Vuoung, Christopher Hartney, and Susan Marchioma. 2010. *A New Era in California Juvenile Justice: Downsizing the State Youth Corrections System*. Berkeley Center for Criminal Justice, University of California, Berkeley and The National Council on Crime and Delinquency.
- Eckholm, Eric. 2014 (Jan. 20). "Juveniles facing lifelong terms despite rulings." *The New York Times*. Retrieved from http://www.nytimes.com/2014/01/20/us/juveniles-facing-lifelong-terms-despite-rulings.html?nl=todaysheadlines&emc=edit_th_20140120&r=0

Week 7 paper is due before 2 p.m. on Moodle.

WEEK 8

Juvenile Social Control

- Myers, R. Ross. 2012. “‘Society must be protected from the child’: The construction of US juvenile detention as necessary and normal.” *Critical Criminology* 20:395-407.
- Cate, Elizabeth. 2010. “Teach your children well: Proposed challenges to inadequacies of correctional special education for juvenile inmates.” *New York University Review of Law & Social Change* 34:1-18 required (according to the pdf—the rest of the pages are optional footnotes). For correct citation purposes in the future complete article is pages 1-53 and page numbers are listed as[*page number] throughout the paper.
- Flores, Jerry. 2013. “‘Staff here let you down’: The cultivation and co-optation of violence in a California detention center.” *Signs* 39(1): 221-241.
- Marksamer, Jody. 2008. “And by the way, do you know he thinks he’s a girl? The failures of law, policy and legal representation for transgender youth in juvenile delinquency courts.” *Sexuality Research and Social Policy* 5(1): 72-92.

Week 8 paper is due before 2 p.m. on Moodle.

WEEK 9

Adult Social Control

- Kilgore, James. 2013. “Progress or more of the same? Electronic monitoring and parole in the age of mass incarceration.” *Critical Criminology* 21:123-139.
- Olaoluwa Olusanya and Jeffery M. Cancino. 2012. “Cross-examining the race-neutral frameworks of prisoner re-entry.” *Critical Criminology* 20: 345-358.
- Dingeman, Katherine & Ruben G. Rumbaut. 2010. “The immigration-crime nexus and post-deportation experiences: En/Countering stereotypes in Southern California and El Salvador.” *University of La Verne Law Review* 31:363-402.

Week 9 paper is due before 2 p.m. on Moodle.

WEEK 10

Online blog/ paper/ paper & film review workday

WEEK 11

Intervention, Reform and Transformation

- Lopez-Aguado, Patrick. 2013. "Working between two worlds: Gang intervention and street liminality." *Ethnography 14*:186-206.
- Rodríguez, Cesar. 2011. *Youth Summit Report*. Santa Barbara Community Summit.
- Sumner, Michael D., Carole Silverman, Mary Louse Frampton. 2010. *School-Based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland*. Berkeley: University of California, Berkeley School of Law.

Week 11 paper is due before 2 p.m. on Moodle.

WEEK 12

Intervention, Reform and Transformation (continued)

- Carter, Susan, Kee J.E. Straits, and McClellan Hall. 2007. *Project Venture: Evaluation of a positive, culture-based approach to substance abuse prevention with American Indian Youth*. The National Indian Youth Leadership Project. Gallup: NM. www.niylp.org.
- Goddard, Tim and Randy Myers. 2011. "Democracy and demonstration in the grey area of neoliberalism." *British Journal of Criminology 51*:652-670. [on Free LA high school]
- Rucker, Lila. 2005. "Yoga and restorative justice in prison: An experience of 'responsibility to harms'." *Contemporary Justice Review 8*(1):107-120.
- Solinger, Rickie. 2007. "Interrupted life: Incarcerated mothers in the United States: A traveling public art exhibition." *Meridians: Feminism, Race, Transnationalism 7*(2): 63-70.

Week 12 paper is due before 2 p.m. on Moodle.

WEEK 13

Changing/ Abolishing Imprisonment and Detention

- Dlugash, Mark. 2013. "'Nudging' prison reform: New hope for real prison reform." *Harvard Kennedy School Review XIII*: 50-55.
- Meiners, Erica and Maisha T. Winn. 2010. "Resisting the school-to-prison pipeline: the practice to build abolition democracies." *Race, Ethnicity & Education 13*(3): 271-276.

- Piché, Justin and Mike Larsen. 2010. "The moving targets of penal abolitionism: ICOPA, past, present and future." *Contemporary Justice Review* 13(4): 391-410.

Week 13 paper is due before 2 p.m. on Moodle.

WEEK 14

Presentation of blog activity/ paper/ paper and film review findings and experiences

WEEK 15

Potluck and continued presentation of blog activity/ paper/ paper and film review findings and experiences