

**Learning by Giving:
Crime, Punishment and Collateral Damage**

Sociology 307/Writing 307
Fall 2019

Monday and Thursday, 11:20 – 12:35 PNE 151

Anne Brubaker, The Writing Program
200G-1 Brackett, Clapp Library, ext.3897
Office hours: Wednesday, 10:00 – 12:00; and by appointment

Lee Cuba,
Sociology PNE
336, ext. 3565
Office hours: Wednesday, 10:00 – 12:00; and by appointment

Books recommended for purchase

Susan Burton and Cari Lynn, *Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women*

Deborah S. Koch, *How to Say It: Grantwriting*

Guest speakers and foundation award decision meeting

Thursday, October 3*	Robyn Coons and FMDC Program Inmates
Thursday, October 10	Dawn Grenier, Grants and Communications Consultant
Thursday, November 14	Dana Neshe, Executive Vice President and Chief Operating Officer, Middlesex Savings Bank, and President, Middlesex Savings Charitable Foundation
Thursday, December 8*	Foundation Meeting

*On these days class will extend until 1:50 and lunch will be served. Please make advanced arrangements to be present during the 12:35–1:50 lunch period on these days, or otherwise let us know about conflicts as soon as possible.

Workload, Self-Assessment, and Feedback

This course will ask you to balance your time in a number of different ways: as partners working to develop a fundable project with your non-profit organization; as team members working together to write a grant to fund this project; as individual classroom citizens prepared to engage with our course materials and in our discussions; and as foundation members working toward a decision made by consensus. It on the basis of these four main roles that we will ask you to reflect and assess your own learning in the course.

“There is an extreme mismatch between what we value and how we count.”

-Cathy N. Davidson

The experiential nature of this course means that much of your learning process will happen outside the classroom. While your written work and contributions to discussion will demonstrate your effort and progress within the course, we cannot set limits on what each of you will learn about yourselves, your peers, your partners, and the reverberating effects of mass incarceration. This is why we will give you several opportunities throughout the semester to reflect and assess your own goals, progress, and learning, and we will ask you to determine your mid-semester and final grades for the course. We will provide you with specific guidelines for these self-assessments.

We do reserve the right to change final grades if necessary, particularly if some work is missing or incomplete, but we hope that you will seek us out if you have questions or concerns about your progress in the course. You can expect us (as well as your peers) to provide frequent feedback on your written work and your grant proposal drafts, and we will also respond to your self-assessments. We will not grade individual assignments or drafts; our feedback will ask questions and offer comments with the intention of helping you learn and grow.

Accessibility Statement

This course is intended for all students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that might negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact us by email or during office hours to discuss your specific needs.

If you have a disability or condition, either long-term or temporary, and need reasonable academic adjustments in this course, please also contact the Office of Accessibility and Disability Resources to get a letter outlining your accommodation needs and submit that letter to us. **This Office can help you define appropriate accommodations without disclosing your condition or diagnosis to course instructors.** You should request accommodations as early as possible in the semester, or before the semester begins, since some situations can require significant time for review and accommodation design. If you

need immediate accommodations, please arrange to meet with us as soon as possible. If you are unsure but suspect you may have an undocumented need for accommodations, you are encouraged to contact the Office of Accessibility and Disability Resources. They can provide assistance including screening and referral for assessments.

The Office of Accessibility and Disability Resources can be reached at accessibility@wellesley.edu, at 781-283-1300, or by visiting their offices on the 3rd floor of Clapp Library, rooms 315 and 316.

Laptop policy

Given that this is a small, discussion-based course, we prefer that you not take notes on a computer or tablet. If you choose to use a laptop or tablet, you may only use it to reference course materials.

First Class Meeting - Thursday, Sept. 5

Why Punish? An Overview of the Course

- Introductions
- Philosophies of punishment
- Course overview

Week 1

Laying the Groundwork

Foundation Goals

Discuss Learning by Giving grant and class as foundation

Grant Writing Goals

Teams arrange visits to their organizations (to discuss the focus scope, and timeline for grant writing that will inform the Memorandum of Understanding)

Sunday, Sept. 8

Writing

Beginning reflections on course posted by 4pm

Monday, Sept. 9

The Meaning of Giving

Reading

- Elizabeth M. Lynn and D. Susan Wisely, "[Toward a Fourth Philanthropic Response: American Philanthropy and Its Public](#)"
- O. Henry, "[Two Thanksgiving Day Gentlemen](#)"
- Gwendolyn Brooks, "[The Lovers of the Poor](#)"

Thursday, Sept. 12

The Meaning of Giving (continued)

Reading

- Robert Reich, *Just Giving*, [Chapter 2](#)
- Phil Buchanan's "[Critiques of Philanthropy Are Important, but Some Have Entered the Realm of the Absurd](#)"

Week 2

Team-Building & Non-profit Partnering

Grant Writing Goals

- Teams visit their organizations (to discuss the focus, scope, and timeline for grant writing that will inform Memorandum of Understanding)
- Teams write contracts about expectations and common understandings

Monday, Sept. 16

The Nonprofit Sector

Reading

- Peter Frumkin, *On Being Nonprofit* (Chapter 1) [[ebook](#)]
- [Charity Navigator](#)
- Koch's "Introduction" to *How to Say It: Grantwriting*

Writing

- [Team Contract](#) due by 4pm

Wednesday, Sept. 18

Response post on Wacquant due by 4pm

Thursday, Sept. 19

Mass Incarceration: Punishment and Race

Reading

- Loïc Wacquant, "[Deadly Symbiosis: When Ghetto and Prison Meet and Mesh](#)"

Week 3

Project Formation

Grant Writing Goals

Teams finalize Memorandum of Understanding with organizations (e.g., scope of work, skills needed to write grants, attendance at meetings, amount of time students will spend on site (and when), deadlines and timetables, criteria for evaluation of team assessment)

Monday, Sept. 23

Reading

Pipelines to Prison and Deportation

- CFJJ & ACLU's, [Arrested Futures: The Criminalization of School Discipline in Massachusetts's Three Largest School Districts](#)
- Patricia Maloney, [The School to Deportation Pipeline: The Perspectives of Immigrant Students and Their Teachers on Profiling and Surveillance within the School System](#)

Wednesday, Sept. 25

Response post on sample grants due by 4pm

Thursday, Sept. 26

Reading

Grant Writing Workshop

- Koch, "Creating a Well-Organized and Well-Structured Proposal" & Chapters 1 & 3
- Sample grant proposals & RFPs
- [Grant Proposal Guidelines](#)

Writing

[Memorandum of Understanding](#) due by 4pm

Week 4

Class as Grant Writers

Grant Writing Goals

- Teams begin to conduct site visits, fieldwork, and community based research
- Teams begin to define and articulate project, gather data, and collect and write-up detailed notes
- Teams complete Pre-proposal I

Sunday, Sept. 29

Discussion Group I questions on prison life due by 4pm

Monday, Sept. 30

Life in Prison: Subjugated Bodies and Degraded Selves

Reading

- Erving Goffman, "[On the Characteristics of Total Institutions](#)"
- The Marshall Project and New York Magazine, "[This is Rikers](#)"
- [Hudson v Palmer](#), 468 U.S. 517 (1984)
- Benko, "[The Radical Humaneness of Norway's Halden Prison](#)"
- Koch, Chapters 9-11 & 14

Thursday, Oct. 3

Guest Lecture (Class extended until 1:50pm with lunch)

Robyn Coons and FMDC Program Inmates
[Federal Medical Center Program Introductory Letter](#)

Writing

Pre-proposal I due by 4pm

Week 5

Class as Grant Writers

Grant Writing Goals

- Teams continue to conduct site visits, fieldwork, and community-based research
- Teams continue to define and articulate project, gather data, and collect and write-up detailed notes

Monday, Oct. 7

Report on Current Issues in Mass Incarceration

Writing

Team Progress Report I due by 4pm

Thursday October 10

Guest Lecture

Dawn Grenier, Grant Writing and Communications Consultant

Week 6
Class as Grant Writers

Grant Writing Goals

- Teams continue to conduct site visits, fieldwork, and community-based research

- Teams draft Pre-proposal II

Monday, Oct. 14

No class (Fall Break)

Wednesday, Oct. 16

Pre-proposal II due by 4pm

Thursday, Oct. 17

Pre-proposal II Peer Review

Week 7
Class as Grant Writers

Grant Writing Goals

Teams continue to conduct site visits, fieldwork, and community-based research

Sunday, Oct 20

Discussion Group II questions due by 4pm

Monday, Oct. 21

Reading

Collateral Damage: The Effects of Detention and Incarceration on Families

- Wakefield and Wildeman, *Children of the Prison Boom* ([Chapter 3](#))
- Sarah Yager, "[Prison Born](#)"
- Lauren Martin, "[The geopolitics of vulnerability: children's legal subjectivity, immigrant family detention and US immigration law and enforcement policy](#)"
- Koch, Chapter 6

Wednesday, Oct.23

Mid-semester self-assessment due by 4pm

Thursday, Oct. 24

Writing

Team Meetings with Professor Brubaker and Cuba

Team Progress Report II due by 4pm

Week 8

Class as Grant Writers

Grant Writing Goals

- Teams continue to conduct site visits, fieldwork, and community-based research
- Teams draft Pre-proposal III

Sunday, Oct. 27

Discussion Group III questions on the effects of incarceration on neighborhood readings due by 4pm

Monday, Oct. 28

Collateral Damage: The Effects of Incarceration on Neighborhoods

Reading

- Todd R. Clear, *Imprisoning Communities* (Chapters 4 & 5) [[ebook](#)]
- Sampson and Loeffler, "[Punishment's Place: The Local Concentration of Mass Incarceration](#)"
- National Public Radio, "[Million Dollar Blocks' Map Incarceration Cost](#)"

Wednesday, Oct. 30

Pre-proposal III due by 4 pm

Thursday, Oct. 31

Pre-proposal III Peer Review

Week 9

Class as Grant Writers

Grant Writing Goals

- Teams continue to conduct site visits, fieldwork, and community-based research

Sunday, Nov. 3

Discussion Group IV questions on re-entry readings due by 4pm

Monday, Nov. 4

Re-entry Issues: The Ex-prisoner's Dilemma

Reading

- David J. Harding et al, "[Making Ends Meet after Prison](#)"
- Bruce Western et al, [Boston Prisoner Study](#)
- David J. Harding et al, "[Home is Hard to Find: Neighborhoods, Institutions, and the Residential Trajectories of Returning Prisoners](#)"

Writing

Team Progress Report III due by 4pm

Wednesday, Nov 6

Response posts on re-entry readings due by 4pm

Thursday, Nov. 7

Re-entry Issues: The Ex-prisoner's Dilemma (continued)

Reading

- Leverentz, *The Ex-Prisoner's Dilemma: How Women Negotiate Competing Narratives of Reentry and Desistance* [[ebook](#)] (Introduction, Chapters 1,4,6, and concluding chapter optional)
- Wyse, Harding and Morenoff, "[Romantic Relationships and Criminal Desistance: Pathways and Processes](#)"
- Martinez and Abrams, "[Informal Social Support Among Returning Young Offenders: A Metasynthesis of the Literature](#)"

Week 10

Class as Grant Writers & Foundation

Foundation Goals

Revisit foundational values and establish preliminary guidelines for decision-making process

Monday, Nov. 11

Foundation and Pre-proposal IV workshop

Reading

Reading on grant-making and philanthropic foundations (TBD)

Revisit Foundational values discussion, begin conversation about decision-making process, and prepare for Pre-proposal IV drafts

Thursday, Nov. 14

Guest Lecture

Dana Neshe, President, Middlesex Savings Charitable Foundation

Week 11

Class as Grant Writers & Foundation

Grant Writing Goals

Teams draft and review Pre-proposal IV

Sunday, Nov. 17

Pre-proposal IV due by 4pm

Monday, Nov. 18

Pre-proposal IV Peer Review

Writing

Team Progress Report IV due by 4pm

Thursday, Nov. 21

Team Meetings with Professor Brubaker and Cuba

Week 12

Class as Grant Writers & Foundation

Grant writing Goals

- Complete draft of Grant Proposal
- Individual team meetings on complete grant proposal

Foundation Goals

Revisit foundation evaluation criteria and agenda

Monday, Nov. 25

Writing & Evaluating Grants

Discussion of Foundation process

Wednesday, Nov. 27

Complete Draft of Grant Proposal due by 4pm

Thursday, Nov. 28

No class (Thanksgiving Break)

Week 13

Class as Grant Writers & Foundation

Foundation Goals

- Discussion of grant proposals
- Final drafts of grant proposals

Monday, Dec. 2

Bringing It All Together: Finalizing Grant Proposals

“Q” session

Wednesday, Dec. 4

Final Grant Proposal due by 4pm

Thursday, Dec. 5

**Making Decisions: Foundation meeting
(Class extended to 1:50pm with lunch)**

Reading

Class Grant Proposals

Discussion

Award Decision

Last Class

Class Reflections

Foundation Goals

- Debrief grant making and funding

Monday, Dec. 9

Reflections on the Future of Punishment and on the Course

Writing

Self-evaluation and reflection on course

Class calls to nonprofit awardees

Final reflections on the course and on the future of punishment in the U.S.