

# Abstracts

## *Global Capitalism and the Restructuring of Education: The Transnational Capitalist Class' Quest to Suppress Critical Thinking*

William I. Robinson

As globalization has advanced there has been a dual process in the subordination of global labor. One mass of humanity has been dispossessed, marginalized, and locked out of productive participation in the global economy, while another has been incorporated or reincorporated into capitalist production under new, precarious, and highly exploitative capital-labor arrangements, often engaged in deskilled work that requires little more than basic numeracy and literacy skills. Transnational capital faces the challenge of imposing a system of global education that imparts just enough skills to supply the labor needed by the economy and at the same time transmits an ideological content that compels conformity and undercuts critical thinking.

## *Finding a Home in the Stop-and-Frisk Regime*

Wendy Wright

NYPD's stop-and-frisk program has been hailed as both a model of policing and a prime example of the evils associated with racial profiling. While its reform continues in New York City, police departments across the country are replicating its procedures, which targets of the practice describe as "humiliating," "intimidating," and "violating." This article identifies and analyzes the alienation resultant from stop-and-frisk policies through the concept of the home. The home is mobilized as a framework to analyze the harm that stop-and-frisk produces, as it destabilizes the secure foundation upon which the liberated subject is constructed.

## *Indigenous Peoples and the Globalization of Restorative Justice*

Juan Marcellus Tauri

Much of the criminological research and literature to date on the globalization of crime control has focused on macro-level theorizing about whether such globalization exists, and if so, its extent, scale, and impact. Little attention has been paid to the micro-level impact of all this activity, and in particular to the experiences of Indigenous peoples residing in settler colonial contexts. This article seeks to address this gap while also meeting Aas's exhortation that criminologists systematically explore connections between globalization and

colonization. The article argues that the globalization of the restorative justice industry, especially the development of interventions such as family group conferencing, has had a profound impact on the ability of Indigenous peoples to develop and practice their own responses to social harm.

*Switzerland's Apology for Compulsory Government-Welfare Measures: A Social Justice Turn?*

Ursula M. Baer

This article offers some insights into the history of historical compulsory government-welfare measures and the issue of children and youth in state care. It introduces a barely known history (Switzerland's compulsory government-welfare measures) and analyzes the content of the official apology Switzerland offered in 2013 to the victims of such measures. By focusing in particular on the history that warranted the apology and the terminology used in the apology itself, this article seeks to contribute to a new interdisciplinary field of study devoted to the long and diverse international history of (former) children and youth in "care" who were un-familied through compulsory measures informed by heterosexual, patriarchal, and racial norms.

*The Case for Higher Education in Prison: Working Notes on Pedagogy, Purpose, and Preserving Democracy*

Ragnhild Utheim

College programs inside prison comprise important sites of personal, interpersonal, and sociopolitical transformation that reach beyond the overt confines and consequences of imprisonment. Correctional education can serve as an important crossroads for civic engagement and cultural exchange in our quest to discern and redress persistent social inequalities and to unearth the pathways that often lead the incarcerated into prison. This article draws from the work of college educators and students inside a maximum security prison and explores broader questions related to the role of education for civil society, equality, and the preservation of democracy.