Instructor: Martha D. Escobar  
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E-mail: mdescoba@weber.ucsd.edu  
Office Hours: Monday and Wednesday 2-3:30 and by appointment. I will hold office hours in the Cross Cultural Center.

Course Description:
In this course we will examine the criminalization and imprisonment of Chican@/Latin@s. The first part of the course is dedicated to theorizing the rationale and function of imprisonment in the U.S. The analysis underscores imprisonment as a constituting logic of U.S. nation-building; as a mechanism of social control that serves to secure gendered and racialized power relationships. We trace the development of prisons over the last four decades and highlight how policies and practices that serve to racialize and control one group are refashioned and used to target other groups. In the case of prisons, while largely produced to police Black bodies, over time they are adapted to police other groups racialized as non-white, including as Chican@/Latin@. We will survey the historical criminalization of Chican@/Latin@, including how the anti-immigrant sentiment serves to target not just undocumented immigrants, but bodies visually marked as undocumented. We end the course with a discussion on the possibilities of collective resistance that the contemporary prison abolition movement presents.

Required Texts:
Criminalization of Chican@/Latin@ and the U.S. Prison Regime Reader available at AS Soft Reserves.

Several readings will be made available by instructor.

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<th>Majoring or Minoring in Ethnic Studies at UCSD</th>
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<td>Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or <a href="mailto:yescamilla@ucsd.edu">yescamilla@ucsd.edu</a>.</td>
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<th>Course Requirements:</th>
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<td>Attendance...............20%</td>
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<td>Active participation...20%</td>
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<tr>
<td>Lead Class Discussion on Readings.10%</td>
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<tr>
<td>Reading Thesis..........16%</td>
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<tr>
<td>Collaborative Class Project.15%</td>
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<tr>
<td>Final....................15%</td>
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<td>Course and self reflection.4%</td>
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ASSIGNMENTS

Note: I reserve the right to make changes to this syllabus. If changes occur you will be notified in a timely manner.
Attendance and Active Participation 20% of your grade depends on your attendance and 20% depends on your ACTIVE participation. This means that you are expected to attend class, be on time, be prepared by having done your assignments and readings by the beginning of class, engage in class discussion, including not dominating the discussion and encouraging others to speak, and when we have guest speakers, videos, or other class activities, take notes and ask questions. This will ensure that the class is as engaging as possible and that we make the best of our time together.

Lead Class Discussion on Readings Given the small size of the course, it will largely be run as a seminar. Each student will be assigned a set of readings and that student is responsible for leading a class discussion. You will be graded on your ability to engage students and clearly draw the main themes from the readings.

Readings Thesis Each day we meet you are responsible for submitting a document that contains the thesis for each reading assigned for that day.

Collaborative Class Project Imprisonment, jailing, detention, and deportation are policies and practices that are increasingly affecting migrant communities. As a class, we will develop a guide on imprisonment and deportation. Individuals will each take a particular aspect of this phenomenon, conduct research, and collaboratively create a guide that could potentially be utilized by imprisoned individuals and their families. The intent is to place the criminalization of migrants in historical and political context, understand the impact that these policies and practices have on imprisoned migrants and their families, concisely bring together information that may clarify some questions particular to imprisoned migrants, and provide possible resources for individuals affected by these issues. The following are the areas that will be worked on:

- Historical Trends of Migrant Criminalization
- Imprisonment and Legal Status
- Prisoner Transfer Treaties
- Family (Re)unification
- ICE and “Voluntary Departures”
- Deportation Process
- Role of Consulates

Final The final is due Saturday July 31st, 2010 at 11a.m. You are required to write an 8-10 page research OR project proposal that centers imprisonment as an element of racialized domestic warfare. Most students in the class are juniors and seniors and are considering the next steps in your careers. Whether you decide to continue on to graduate school or enter the workforce immediately after college, organizing and writing a proposal is a valuable skill that you can employ in the future. Throughout the course we will have workshops on this process.

Course and Self-Evaluation The purpose of education is to transform ourselves intellectually. We should not be the same persons that entered through the classroom doors on the first day. We should leave transformed in one way or another, and this transformation largely depends on our ability and willingness to engage the course. Write a 2-3 page self and course evaluation. What have you learned? How have you transformed throughout the course? What was your investment in the course? How much of yourself did you give to the course? How did the course make you think differently or reinforce what you already knew? If you were to assign yourself a grade, what would it be and why? Reflect on your
Criminalization of Chican@/Latin@ and the U.S. Prison Regime

performance on course assignments, participation, incorporation of course ideas into your personal and intellectual lives. Be specific! Also, provide constructive criticism of the course. How can it be improved? What worked and what did not work and why? This assignment is due the last day of class.

**ADA Statement** If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

**Policy on Late Papers and Make-up Assignments** I do not accept late papers or make-up assignments. If you have to be absent, e-mail the assignment by 10:30 a.m. the day of your absence.

**SCHEDULE OF READINGS**


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