

CGS 118/ANSC 186: Gender and Incarceration
Spring 2018, T/R 3:30-4:50, Solis 109, UCSD

Professor: Joseph Hankins; [office hours T 5-6:30](mailto:office%20hours%20T%205-6:30), SSB295; jdankins@ucsd.edu

What We Intend to Learn

This course examines how the disciplines of gender and race overlap with punishment and incarceration. We develop a broad analysis of the prison industrial complex as a set of sites where certain types of gendered and racialized bodies are incapacitated, neglected, or made to die for the profit or good life of others. We examine abolitionist critiques of the prison industrial complex with particular focus on anti-carceral feminist approaches. We also work to identify carceral logics in our day-to-day lives and develop strategies for countering them.

Assessing Your Learning Process

Participation (5%)
Class Exercises (20%)
Abolitionist Notebook (20%)
Abolitionist Scripts (15%)
Abolitionist Project (40%)

Participation (5%): Black feminist thinker bell hooks talks about using the classroom to create a **learning community**. This is a community dedicated to transforming everyone in it – teachers and students alike. It is a community that comes together to share new knowledge but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other. It is a community that takes trust and work. I want you to think of your participation in this class in terms of responsibility not simply to yourself but to a learning community.

A few principles for making a learning community:

Time and Effort – Participation includes lots of things. First, it includes attendance. Come to class. Second, participation includes preparation. Do the readings ahead of time, come with questions. Do the assignments, let them challenge you, enjoy them. Make use of campus resources for writing.

Courage and Generosity – Take responsibility for the learning community with courage and generosity. This means being aware of how many people have talked and allowing space for everyone to participate. Challenge yourself to talk less if you talk a lot, to talk more if you are shy. Listen to what others say, try to understand where they are coming from. Take risks and be willing to change. We will be touching on some contentious issues in this class, and I am committed to creating an environment in which everyone might productively grapple with these issues. We may encounter conflict, and part of our task for the course is to strengthen our skills in dealing with conflict. (This of course can include the skill of breaking away from the community when necessary.)

CLASS EXERCISES (20%): In 6 of our sessions, class will start or end with a short, 10-minute exercise. These exercises will consist of a question that must be answered in written form (max. ½ page). These exercises will be averaged together for 20% of your final grade. **If you do not come to class or if your answer does not reflect any knowledge of the readings, you will receive 0 points.**

ABOLITIONIST NOTEBOOK (20%):

Your notebook comprises two parts: **Reflections (10%)** and **Community Notes (10%)**

Reflections (10%) – By 11:59pm Sunday of weeks 2, 4, 6, 8, you are expected to post a reflection on carceral logics you see in your day-to-day life. How do the logics of surveillance, punishment, and incarceration inform the ways people interact, how space and time are structured, how gender and race are enacted? Your post should draw insight from at least one reading in the course to help you analyze the day-to-day carceral logics you see in your life. The articles and theories that we will read and discuss in this course become valuable as you make them personal, as you locate them in the context of your lived experiences, desires, and goals.

Community Notes (10%) – By 11:59pm on Monday of weeks 2, 4, 6, 8, you should respond to someone else’s abolition reflections from the previous day. You can pose questions, share resources, offer critical affirmations, or present your own reflections. The primary concern of your response will be to facilitate and engage in meaningful conversation around collective learning, not length of response.

To help build a learning community, you are asked to respond to the learning intentions of a different classmate each week. Though you are expected to post only one response a week, you are encouraged to read more than one classmate’s learning intentions and engage in multiple conversation threads in the forum.

The community notes are invitation to participate in other people’s learning processes through facilitation, mediation, and interlocution. Learning to speak with and listen to one another in ways that are accountable to each other’s radically different social locations is vital to the project of building a learning community. This is also an intentional departure from logics of individual achievement on which the University system is based.

ABOLITIONIST SCRIPTS (15%): One of the goals of the course is to increase your capacities in speaking to other people about the prison industrial complex, its history, and its wide-ranging effects. In small groups in the class, you will develop different “scripts” for speaking to people outside the class on this topic, and then collectively revise those scripts based on feedback as you try them out in your lives. **Your first Abolitionist Script will be due in class April 17th.** You should arrive with a written copy, and ready to report back on at least three conversations you have had with people outside of class using your script. **We will work on these scripts weeks 3-5.**

ABOLITIONIST PROJECT (40%): For the final assignment, your group will design, carry out, and present an Abolitionist Project. Drawing insights from works in the class and from your Abolitionist Notebooks, you will collectively identify carceral logics in your day-to-day life, and then design and conduct a project with abolitionist aims. There are two components to this

project: a group and an individual one. Your group will prepare a twenty-minute presentation of your Abolitionist Project; additionally, each person will submit a 750-word statement explaining the group project and how it relates to the readings in the course. More details on the assignment will be given as it approaches. **Final presentations will happen during finals week. Individual papers will be submitted the same day via TritonED.**

For every day that assignments are handed in late, 2.5%/calendar day will be subtracted.

Critical Gender Studies at UCSD

This course is cross-listed as a course both in Anthropology and Critical Gender Studies. Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or 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. A Critical Gender Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work, and many other careers. If you would like information about the Critical Gender Studies major or minor at UCSD, please contact Joje Reyes-Alonzo, Critical Gender Studies Program Advisor, via email at cgs@ucsd.edu.

Schedule

Weeks 1, 2 – Abolition

- T 4/3 *Visions of Abolition* in class
R 4/5 **Michel Foucault** “To punish is the most difficult thing there is” *Power* 3p
Angela Davis 2003 Chp1, 2 *Are Prisons Obsolete?* 9-29
T 4/10 **Angela Davis** Chp4, 5, 6 *Are Prisons Obsolete?* 60-115
R 4/12 **Eric Stanley** 2011 “Fugitive Flesh: Gender Self-Determination, Queer Abolition, and Trans Resistance” *Captive Genders: Trans Embodiment and the Prison Industrial Complex* 1-11
Morgan Bassichis, Alexander Lee, and Dean Spade 2011 “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got” *Captive Genders* 15-41

Weeks 3, 4 – Defining the Prison Industrial Complex from the Inside Out

- T 4/17 **S. Lamb** 2011 “Transforming Carceral Logics” *Captive Genders* 269-299
Eric Schlosser 1998 “The Prison-Industrial Complex” *The Atlantic* 24p
R 4/19 **Critical Resistance** Picturing the PIC Exercise, Questions for Abolitionist Work: 7 Easy Steps” *Captive Genders* 345-354
Robin Levi and Ayelet Waldman eds. 2011 Foreword, Introduction, first four stories *Inside this Place, Not of It* 11-86
T 4/24 **Robin Levi and Ayelet Waldman** eds. 2011 next five stories *Inside this Place, Not of It* 87-163
R 4/26 **Victoria Law** 2009 *Resistance Behind Bars*

Week 5 – Power, Punishment, Sex

- T 5/1 **Michel Foucault** 1984 “Right to Death and Power over Life” *History of Sexuality* 133-159
Judith Butler 1990 “Subjects of Sex / Gender / Desire” *Gender Trouble* 1-13
- R 5/3 **Michel Foucault** 1975 “The Body of the Condemned” “Panopticism” “The Carceral” *Discipline and Punish* 3-31, 195-230, 293-308

Weeks 6, 7 – Criminal Genders

- T 5/8 **Angela Davis** 1972 “Reflections on the Role of the Black Woman in the Community of Slaves” 81-100
Beth Richie 1996 “Six Paths to Crime” and “The Story of Gender Entrapment” *Compelled to Crime: The Gender Entrapment of Battered Black Women* 101-158
- R 5/10 **Maria Mies** 1997 “Housewifization and Colonization” 74-111
- T 5/15 **Manning Marable** 2015[1983] “Black Prisons and Punishment in a Racist/Capitalist State,” *How Capitalism Underdeveloped Black America: Problems in Race, Political Economy, and Society* 94–115
Assata Shakur 1978 “Women in Prison”
- R 5/17 **Cisneros** “Criminal Masculinity” 89-103
Beth Richie 2012 “Black Women, Male Violence, and the Buildup of a Prison Nation” *Arrested Justice* 99-125

Week 8 – Producing Race through Punishment

- T 5/22 **Michelle Alexander** 2010 “Introduction” *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* 1-19
Lisa Marie Cacho 2014 “The Presumption of White Innocence” *American Quarterly* 1085-1090
Nikhil Pal Singh 2014 “The Whiteness of Police” *American Quarterly* 1091-1099
Marie Gottschalk 2014 “Catch and Keep: The Criminalization of Immigrants” in *Caught: The Prison State and the Lockdown of American Politics* 215-240
- R 5/24 **Mike Davis** 1995 “Hell Factories in the Fields” *The Nation* 5p
Ruth Wilson Gilmore Chapters 1-3 of *Golden Gulag* 5-127

Week 9 – Anticarceral Feminisms

- T 5/29 **Victoria Law** 2014 “Against Carceral Feminism” *Jacobin Magazine*
Kate Pickert 2013 “What’s Wrong with the Violence Against Women Act?” *Time Magazine*
Yasmin Nair 2009 “Loving Hate” *Bilerico*
Critical Resistance and INCITE! Women of Color Against Violence “Gender Violence and the Prison-Industrial Complex” 3p
Toya Like and Jody Miller 2006 “Race, Inequality, and Gender Violence” *The Many Colors of Crime: Inequalities of Race, Ethnicity, and Crime in America* 157–76.
- R 5/31 **Histories of Sexuality and the Carceral State part 1**
Emily Thuma “Lessons in Self-Defense: Gender Violence, Racial Criminalization, and Anticarceral Feminism” *Women’s Studies Quarterly* 52–71

Sylvia Rivera Law Project, FIERCE, Queers for Economic Justice, Peter Cicchino Youth Project, Audre Lorde Project 2009 “Open Letter of Non-Support for The Gender Employment Non-Discrimination Act”

Week 10 – Abolitionist Projects

T 6/5

CR10 Publications Collective 2008 *Abolition Now: Ten Years of Strategy and Struggle Against the Prison Industrial Complex*

Bo Brown, Reina Gosset, and Dylan Rodriguez 2011 “Abolitionist Imaginings” *Captive Genders* 357-378

Michel Foucault “Alternatives to the Prison: Dissemination or Decline of Social Control?” *Theory, Culture, and Society* 12-24

Dean Spade “Their Laws Will Never Make Us Safer” *Prisons will not Protect You* 1-12

José Martin 2015 “Policing is a Dirty Job, But Nobody’s Gotta Do It: 6 Ideas for a Cop-Free World” *Rolling Stone*

Communities Against Rape and Abuse (CARA) 2006 “Taking Risks: Implementing Grassroots Community Accountability Strategies” *The Color of Violence* 250-266

R 6/7

Reina Gossett + Dean Spade (Part 1): Prison Abolition + Prefiguring the World You Want to Live In: <https://www.youtube.com/watch?v=XDQIW1uJ8uQ> 3min

Reina Gossett + Dean Spade (Part 2): Practicing Prison Abolition Everyday: <https://www.youtube.com/watch?v=o1-2F3W9VSQ> 11min

Reina Gossett + Dean Spade (Part 3): What About the Dangerous People?: <https://www.youtube.com/watch?v=O4WSHvZetkw> 8min

Reina Gossett + Dean Spade (Part 4): Gun Control + Producing Dangerousness: https://www.youtube.com/watch?v=llhlp_7x9sI 7min