

## **Criminalization of Chican@s/Latin@s and the U.S. Prison Regime**

**Instructor:** Martha D. Escobar

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**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@s /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@s/Latin@s. We will survey the historical criminalization of Chican@s/Latin@s, 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@s/Latin@s and the U.S. Prison Regime Reader available at AS Soft Reserves.

Several readings will be made available by instructor.

### **Majoring or Minor in Ethnic Studies at UCSD**

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 [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu).

### **Course Requirements:**

Attendance.....	20%
Active participation.....	20%
Lead Class Discussion on Readings.....	10%
Reading Thesis.....	16%
Collaborative Class Project.....	15%
Final.....	15%
Course and self reflection.....	4%

## **ASSIGNMENTS**

Note: I reserve the right to make changes to this syllabus. If changes occur you will be notified in a timely manner.

## **Criminalization of Chican@s/Latin@s and the U.S. Prison Regime**

**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 a 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 31<sup>st</sup>, 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

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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

Rodriguez, Dylan. 2008. "Warfare and the Terms of Engagement," in *Abolition Now! Ten Years of Strategy and Struggle Against the Prison Industrial Complex*. Oakland, CA: AK Press, 91-102. (June 30)

Silliman, Jael and Anannya Bhattacharjee. 2002. "Introduction" and "Private Fists and Public Force: Race, Gender, and Surveillance," in *Policing the National Body*. Boston: South End Press, ix-54. (June 30)

Foucault, Michel. 1995. "Complete and austere institutions" and "Illegalities and Delinquency," in *Discipline & Punish: The Birth of the Prison*. New York: Vintage Books, 231-292. (July 5)

Kim, Gilmore. "Slavery and Prison - Understanding the Connections." *Social Justice*, September 2000. (July 5)

Davis, Angela Y. "Race, Gender, and Prison History." *Prison Masculinities*. Philadelphia, PA: Temple University Press, 2001. (July 5)

Urbina, Martin G. and Leslie Smith. "Colonialism and Its Impact on Mexicans' Experiences of Punishment in the United States," in *Race, Gender, and Punishment*, ed. By Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press, 2007, pp. 49-61. (July 7)

Mae M. Ngai, "Introduction. Illegal Aliens: A Problem of Law and History"; "The Johnson Reed Act of 1924 and the Reconstruction of Race in Immigration Law"; and "Deportation Policy and the Making and Unmaking of Illegal Aliens," *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press: 1-90. (July 7)

Pagán, Eduardo Obregón. "Los Angeles Geopolitics and the Zoot Suit Riot, 1943." *Social Science History*, 2000. (July 12)

Escobar, Edward J. "Bloody Christmas and the Irony of Police Professionalism: The Los Angeles Police Department, Mexican Americans, and Police Reform in the 1950s." *Pacific Historical Review*, Vol. 72, No. 2 (May, 2003), pp. 171-199. (July 12)

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Parenti, Christian. 1999. "Part I." in *Lockdown America: Police and Prisons in the Age of Crisis, Revised and Expanded Edition*. London; New York: Verso. 1-68. (July 12)

Lopez, Ian F. Haney. "Repression, and Race: Legal Violence and the Chicano Movement." *University of Pennsylvania Law Review*, Vol. 150, No. 1 (Nov., 2001), 205-244. (July 14)

Gómez, Alan. "'Nuestras vidas corren casi paralelas': Chicanos, Puerto Rican Independentistas, and the Prison Rebellion Years at Leavenworth, 1969-1972." *Latino Studies*, (Vol. 6: (1-2), Spring/Summer, 2008): 64-96. (July 14)

Gómez, Alan. 2006. Resisting Living Death at Marion Federal Penitentiary, 1972. *Radical History Review* 96(Fall): 58–86. (July 14)

Gilmore, Ruth. 2007. "The California Political Economy" and "The Prison Fix," in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press, 30-127. (July 19)

Oboler, Suzanne. "'Viviendo En El Olvido': Behind Bars, Latinos and Prison." *Latino Studies* (2008) 6, 1–10. (July 19)

Morín, José Luis. "Latinas/os and US Prisons: Trends and Challenges." *Latino Studies* (2008) 6, 11–34. (July 19)

Diaz-Cotto, Juanita. "Latina Imprisonment and the War on Drugs," in *Race, Gender, and Punishment*, ed. By Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press, 2007, pp. 184-199. (July 21)

Rios, Victor M. "The Hyper-Criminalization of Black and Latino Male Youth in the Era of Mass Incarceration." *Souls*, Vol. 8, No. 2 (Spring, 2006), pp. 40-54. (July 21)

Inda, Jonathan Xavier. "The Value of Immigrant Life." *Women and Migration in the U.S.-Mexico Borderlands* (2007). 134-157. (July 26)

Syd Lindsley, "The Gendered Assault on Immigrants," *Policing the National Body: Race, Gender, and Criminalization*. Cambridge: South End Press, 2002: 175-196. (July 26)

Bosworth, Mary. 2006. "Identity, Citizenship, and Punishment," in *Race, Gender and Punishment*, edited by Mary Bosworth and Jeanne Flavin. Piscataway: Rutgers, 134-148. (July 26)

Hernández, David Manuel. "Pursuant to Deportation: Latinos and Immigrant Detention." *Latino Studies* (2008) 6, 35–63. (July 26)

Olguín, Ben V. "Toward A Pinta/o Human Rights? New/Old Strategies For Chicana/o Prisoner Research and Activism." *Latino Studies* (2008) 6, 160–180. (July 28)

Rodriguez, Dylan and Angela Y. Davis. "The Challenge of Prison Abolition: A Conversation Between Dylan Rodriguez and Angela Y. Davis." (July 28)