

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

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**Office Hours:** Tuesday 9:30-11 and Thursday 1-2:30 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.

### Course Requirements:

Attendance.....	10%
Active participation.....	15%
Captivity Journal.....	10%
Captive San Diego Project.....	15%
Readings Thesis and Questions.....	10%
Project.....	20%
Final.....	15%
Self reflection.....	5%

## ASSIGNMENTS

**Attendance and Active Participation** 10% of your grade depends on your attendance and 15% 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.

**Captivity Journal** Consider the notion furthered by this course that imprisonment/captivity is a central means through which we racially organize society. This assignment requires you to keep a journal and reflect on the ways that you witness this take place. Make a small creative journal, ideally using recycled

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paper. The first ½ of your journal grade is based on the physical creativeness of your journal and on your application of course ideas to your daily life. You will turn it in twice during the quarter, on April 22<sup>nd</sup> and May 20<sup>th</sup>. Your grade will depend not so much on quantity, although this is considered, but on the seriousness with which you engage the course ideas. For the second ½ of your journal grade you will respond to the following: Review your journal entries and discuss how you understand captivity in relation to the beginning of the quarter. Then write which journal entry was the most significant for you and why. It is due May 20<sup>th</sup> and it should not exceed 2 pages.

**Captive San Diego Project** The goal of this assignment is to collaborate and create an artistic representation of captivity in San Diego county. In groups of 5-6 students you will be assigned to research various sites of captivity and creatively map them onto a canvas. The following are the groups: 1. Background design; 2. Map of San Diego County with title “Captive San Diego”; 3. State and Federal Prisons (2); 4. Immigration Detention Center (1); 5. Jails (7); 6. San Diego Police Departments. In addition to marking the location on the canvas of these captive spaces, for prisons and detention centers, pertinent information such as number of captives, gender of facility, and racial demographics should be included. The day that you return the canvas to pass it on to the next group you’ll present on the information you found. The class is responsible for assigning 1/3 of the grade for this assignment based on the creativeness and information presented, the group itself assigns 1/3 of the grade based on the group members’ collaboration and overall project outcome, and the last 1/3 is assigned by the professor and this is based on a combination of creativeness, information presented, group collaboration, and overall outcome. The day you present you have to turn in a 1/2-1 page statement that discusses your collaborative efforts, outcome, and a self-grade from 0-5.

**Readings Thesis and Questions** Each day we meet you are responsible for submitting a document that contains the thesis for each reading assigned for that day and two critical questions, one of which has to connect that set of readings to previous ones.

**Group Project** The power of education comes from our ability to effectively convey messages that move others to reflect on the information provided to them and take positions on the issues they are presented with. The group project challenges you to formulate a position on an issue and present your argument in a creative and convincing manner.

In groups of 5-6 students, put together a two-part project on a pre-approved topic related to the course. Examples include the imprisonment as a continuation of slavery, criminalization and the War on Drugs, the U.S.-Mexico border as a site of prison expansion, imprisonment as gendered population control, etc.

For the first part of your project put together an informational handout as if you were going to distribute it to an audience. In the handout you need to include information on your topic, why your audience should care about this issue, and what are some possible steps towards addressing the concern(s) you bring to their attention. The handout consists of 5% of the total course grade and will be graded on visual presentation (2.5%) and effectiveness in relaying your argument (2.5%).

The second part of your group project makes up 15% of the total course grade. This component of your project will be time consuming and requires creativity and intense group cooperation. You need to design a creative project that speaks to the issue you address in the handout. Possible suggestions include short films, photo exhibits, paintings, banners, spoken word, short plays, board game, build a website that could be used as a teaching tool on the prison regime, etc.

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To provide you with feedback, your group is required to meet with me during office hours week 3 and week 7. If you do not meet with me you will be deducted 2% of your total grade for each meeting. You will present both the handout (1 copy per student) and creative component week 10. Expect your presentation to run from 15-20 minutes.

\*(If you absolutely cannot make the commitment to a group project, then, as a last resort, you can create an individual project but you are limited to 3-4 minutes for presentation, and I will be strict on this) and it absolutely has to be creative, engaging, and fun. You are responsible for both the creative component and informative and creative handout).

**Final** The final will be held Tuesday June 8<sup>th</sup>, 2010 from 11:30-2:30 and it is cumulative. Further information will be provided toward the end of the quarter.

**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 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 June 3<sup>rd</sup>, 2010.

**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 11a.m. the day of your absence.

## **SCHEDULE OF READINGS**

### **Contextualizing and Theorizing the U.S. Prison Regime**

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. (Apr. 1)

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. (Apr. 6)

Kim, Gilmore. "Slavery and Prison - Understanding the Connections." *Social Justice*, September 2000. (Apr. 8)

Davis, Angela Y. "Race, Gender, and Prison History." *Prison Masculinities*. Philadelphia, PA: Temple University Press, 2001. (Apr. 8)

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

Critical Resistance. "Statement on Policing." (Apr. 13)

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. (Apr. 13)

Incite! Women of Color Against Violence and Critical Resistance. "Statement on Gender Violence and the Prison Industrial Complex." (Apr. 13)

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. (Apr. 15)

Wacquant, Loic. "The Great Penal Leap Backward: Incarceration in America from Nixon to Clinton." John Pratt et al. (eds.), *The New Punitiveness: Current Trends, Theories, Perspectives*, London: Willan, 2005, 3-26. (Apr. 20)

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. (Apr. 20)

Davis, Angela. "Masked Racism: Reflections on the Prison Industrial Complex." *Colorlines* #2, Fall 1998. (Apr. 22)

Critical Resistance. "What is Abolition?" (Apr. 22)

Rodriguez, Dylan and Angela Y. Davis. "The Challenge of Prison Abolition: A Conversation Between Dylan Rodriguez and Angela Y. Davis." (Apr. 22)

Gordon, Avery F. "Globalism and the Prison Industrial Complex: An Interview With Angela Davis." *Race and Class* 40(1999): 145-157. (Apr. 22)

Braz, Rose. "Kinder, Gentler, Gender Responsive Cages: Prison Expansion is not Prison Reform." *Women, Girls and Criminal Justice*, October / November 2006. (Apr. 27)

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. (Apr. 27)

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

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. (Apr. 29)

Oboler, Suzanne. "'Viviendo En El Olvido': Behind Bars, Latinos and Prison." *Latino Studies* (2008) 6, 1-10. (Apr. 29)

Pagán, Eduardo Obregón. "Los Angeles Geopolitics and the Zoot Suit Riot, 1943." *Social Science History*, 2000. (May 4)

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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. (May 4)

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. (May 6)

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. (May 11)

Gómez, Alan. 2006. Resisting Living Death at Marion Federal Penitentiary, 1972. *Radical History Review* 96(Fall): 58–86. (May 11)

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. (May 13)

Morín , José Luis. "Latinas/os and US Prisons: Trends and Challenges." *Latino Studies* (2008) 6, 11–34. (May 13)

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. (May 13)

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. (May 18)

Bosworth, Mary. 2006. "Identity, Citizenship, and Punishment," in *Race, Gender and Punishment*, edited by Mary Bosworth and Jeanne Flavin. Piscataway: Rutgers, 134-148. (May 20)

Syd Lindsley, "The Gendered Assault on Immigrants," *Policing the National Body: Race, Gender, and Criminalization*. Cambridge: South End Press, 2002: 175-196. (May 20)

Welch, Michael. "Ironies of Social Control and the Criminalization of Immigrants." *Crime, Law and Social Change* 39: 319-337, 2003. (May 20)

Nicholas P. De Genova, "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31: 419 – 47 (2002). (May 25)

Hernández, David Manuel. "Pursuant to Deportation: Latinos and Immigrant Detention." *Latino Studies* (2008) 6, 35–63. (May 27)