CRM/LAW C180:
Power, Constructions of Deviance, and Social Control Syllabus

Class Meetings:
Time: Mondays & Wednesdays 3:30-4:50PM PST
Location: SSL 248 & Zoom

Class Zoom Information:
- Link: https://uci.zoom.us/j/95967417489
- Meeting ID: 959 6741 7489
- One tap mobile:
    - +13462487799,,95967417489# US (Houston)
    - +17193594580,,95967417489# US

Canvas Course Page:

Announcements, Powerpoint slides, and other class materials will be posted on the Canvas page for this course. Any and all changes to your assignments and all other matters will be announced on our Canvas page and/or by email. To access the Canvas course page, please follow the instructions below:

(1) Visit https://canvas.eee.uci.edu
(2) Enter your UCInetID and password
(3) CRM/LAW C180. Power, Constructions of Deviance, and Social Control should appear on the homepage

To learn more about how to use Canvas, visit https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents. If you are still having technical difficulties, email eee@uci.edu with the Canvas course page URL and a screenshot of your issue in the message.

Instructor Name: Courtney M. Echols
Instructor Email: courtnk1@uci.edu
Instructor Office Hours: Mondays 6:00-7:00pm PST or by appointment
Instructor Office Hours Zoom Information:
- Link: https://uci.zoom.us/j/99401129390
- Meeting ID: 994 0112 9390
- One tap mobile
    - +16694449171,,99401129390# US
    - +16699006833,,99401129390# US (San Jose)

Teaching Assistant:
Teaching Assistant Email:

Teaching Assistant Office Hours:
Teaching Assistant Office Hours Location/Zoom Information:

Please note: If you sign into office hours and we are already visiting with another student, it may take several minutes to let you in from the waiting room. Please be patient and know that we will start my meeting with you as soon as possible.

Course Overview

Race and ethnicity are fundamental to social control in the United States and racialized world system (i.e., wherever "race" has meaning). This is clear in mass media and other forms of expressive culture, in educational systems, immigration control, and various other realms of norm definition and enforcement, the basic social control functions. Yet racialized social control may be nowhere more pronounced or impactful than in contexts of criminal social control. Historically and today, race and ethnicity shape ideas and practices of crime and criminalization, including criminal punishment through state systems (e.g., by police, court, and legislative bodies). Yet the race, ethnicity and social control relationship is more complex than this, as crime and crime control not only reflect racial and ethnic stratification and contention but play active roles in shaping racialized social systems – or, in producing, organizing, and transforming racial meaning over time.

This course surveys these relationships with emphasis throughout on the co-production of white dignitary privilege and nonwhite disadvantage through racialized social control, the organization of specific sites of racialized social control, historically and today, and forward-looking questions of resistance and redress. The forms and limits of power in the construction of social deviants are first examined, and theories of state power are covered to understand the legal system as a contemporary driver of social inequality. The collateral consequences of mass incarceration are also partially discussed.

The course is organized in four corresponding sections: 1) Theoretical underpinnings & foundational concepts 2) Historical context of contemporary power & racialized social control 3) How systems of power & racialized social control are maintained today through constructions of crime and deviance 4) Resisting racialized social control & power within resistance.

My commitment to students:

- Because education is a continuous process of learning and unlearning with and from students, teachers, colleagues, parents, and the community, I believe an instructor is not a source of privileged knowledge but rather a collaborator and co-learner. Therefore, I believe my role as an educator is to allow the course material to come alive and have its own voice and then facilitate productive dialogue around that subject.
- I will also seek to create a learning environment that encourages students' transformation from merely passive consumers of knowledge to active and empowered participants in and beyond the classroom and knowledge producing members of their community.

- I will facilitate an educational space where students, no matter their career trajectory, can develop an intrinsic desire to understand the social problems facing society, gain knowledge and skills that can be used to address these problems, and understand how their own perspectives and actions can contribute to either the amelioration or perpetuation of these problems.
- I will also continuously refine my teaching methods through experiential learning and classroom feedback, allowing for an iterative process that shapes my identity as a teacher.
- I will use instructional methods that allow students to be active participants, including encouraging students to share their knowledge, experiences, and insights, as well as having students play an active role in shaping the class structure, activities, and lessons.
- Because there is no one size fits all approach to education, I believe it is important to incorporate different styles of learning into the curriculum. I will therefore use a variety of instructional methods that appeal to a wide range of learning styles.
- I will recognize, respect, and affirm differences among peoples and challenge oppression and structural and procedural inequities that exist in society, generally, and in local educational settings, specifically.
- I will promote an inclusive learning environment through every avenue possible including but not limited to: allowing flexibility in deadlines whenever possible, assigning texts that are free or low cost, selecting materials that are produced by a diverse authorship, assessing learning using a variety of methods that appeal to a range of learning styles, and giving students a voice in how this course is structured.
- I will view the individual identities and values of students in our class as a strength and aim to create a class atmosphere in which all students can learn. Those identities consist of a number of traits and beliefs, such as gender and gender identity, sexual orientation, race, ethnicity and national identity, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives, and other characteristics. I will strive to do my best to respect this diversity throughout the semester.
- Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Office of the Dean of Students.
- I will encourage every student to share their own experiences as they are relevant to the course, but I will continuously stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view.
- Students and faculty each have responsibility for maintaining a respectful learning environment in which to express their opinions. I will encourage meaningful and constructive dialogue throughout the semester, which requires of each of us: speaking up, a willingness to listen, and respect of one another's individual differences. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences such as race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age. **I will not, however, tolerate disruptive or insulting remarks, gender or racial slurs, or other forms of bullying, intimidation, racism, sexism, or hate speech.**

- I believe a learning centered approach to teaching recognizes that mistakes are part of the learning process. Therefore, in order to foster an environment that promotes growth and learning, students will be given additional chances to revise their work whenever possible in order to demonstrate their growth, as opposed to only getting one chance to achieve the desired grade.

Self-Care:

Like many sociology and criminology courses, in this course we will sometimes discuss topics that are difficult and distressing. Indeed, we may cover topics in this course that you or someone you love has personally experienced. Further, the general workload from college can be distressing, especially when balanced with work, social, and/or familial obligations. For this reason, it is incredibly important that you practice self-care and self-compassion throughout the semester. What this looks like will vary from person to person but may include activities such as setting aside time to rest and disengage, meditating, talking about what you are learning with a trusted friend or family member, or debriefing with your counselor or therapist. Your physical, mental, and spiritual health are vital and must be intentionally cared for now and throughout your life.

I have taken several steps to make this course as productive and healthy for as many people as possible. For example, in this course:

- I have developed a grade buffer that allows you to miss an assignment if you need to take a brief step back from the course (see the next section for additional details).
- I will also employ a variety of instructional methods that appeal to a wide range of learning styles.
- I will give you as much choice as possible about how you will earn your grade in the course.
- I am available as a resource for you. Please do not hesitate to get in touch with me if you need help accessing resources on campus or in the community, if you are falling behind in the course, or if you simply need someone to talk to. I will do my best to support you in whatever ways I am able and/or help get you connected with the appropriate resources.

Required Texts:

Education should be free. Therefore, there are no required textbooks for this course. All assigned readings will be made available to you on the course website. However, it is your responsibility to ensure you obtain a copy of the book you are assigned for the group project.

Zoom Classroom Expectations:

To ensure a good Zoom classroom learning environment, please:

1. *Mute Your Microphone*. Please mute your microphone at all times when you are not speaking, so that you do not transmit stray sounds.

2. *Zoom Name.* Please make sure the name displayed is the name you would like me and your classmates to use. Please also include your pronouns in your name display.
3. *Avoid Distractions.* Please be careful not to transmit distracting sounds or images to the class. Be thoughtful and sensible about what will appear in your background, and what sounds may occur around you.
4. *Raising Your Hand.* Use the "raise hand" function (which will put a blue hand icon on the screen) to let me know if you would like to talk. I will do my best to call on you when I can.
5. *Chat Decorum.* You are welcome to send messages in Zoom's chat to ask questions, make comments, etc. I will do my best to check chat when I can. You must be respectful and professional in all your chat messages, whether you send them to me or to other students.
6. *Let Me Know About Technical Obstacles.* If you have technical problems accessing or participating in our Zoom classes, please alert me as soon as possible.

Video Camera Policy:

Student participation in class with video cameras on greatly enhances the online learning environment, particularly when engaging in group work and presenting in class. Among other things, live video enables the instructor to gage student engagement and understanding more effectively than is possible with video off. Live video also facilitates community building among class participants. However, for a variety of reasons, students may not feel comfortable turning on their cameras, which I fully understand. I simply ask that regardless of whether you turn your video on or off, you remain engaged in the course and actively participate.

Grading Overview

- Introductory survey – 5%
- Critical Reflection Journal – 20%
- Midpoint Check-in Survey – 10%
- Midpoint Assessment – 15%
- Book Project & Presentation – 35%
- Final Paper – 20%

Total: 105%

Below, you will find additional information about each of these categories. But before then, you will notice that there are 105 total available percentage points in this course. However, you are only required to earn 100% in this course to earn full points. This means that you have a 5 percent buffer built into your score, and it is up to you as to when and if you want to take advantage of this buffer. For example, if you are going on a vacation one week, you can skip your critical reflection journal submission and still earn full points in this class. Alternatively, you can also earn a 95% on the midterm, and still earn full points in this class.

Introductory Survey - 5%

During week 1, you will be asked to complete a very brief introductory survey. This survey is meant to help me get to know you a little bit so that I can help you succeed in the course in whatever ways I am able. This survey is also intended to help me understand how you best learn as well as what you would like to get out of this course so that I can best tailor it to your learning style.

Critical Reflection Journal – 20%

During the first and last 5-10 minutes of each class session you will be asked to answer a series of questions related to the lecture and assigned readings. After each class meeting you will then need to upload your answers to canvas. These questions are intended to assess your engagement with the material and allow you to critically reflect on the material. Each journal entry should demonstrate an understanding of the assigned topics and themes, and draw connections to your own experiences, and/or current events. You should answer each question in 3-5 sentences. Your entry should be double spaced, using times new roman, 12-point font. Each journal entry will be due the following day of the corresponding class by 11:59pm (ie: for Monday classes, the assignment will be due on Tuesdays by 11:59pm; Wednesday classes, the assignment will be due on Thursdays by 11:59pm).

Midpoint Check-in Survey – 10%

In Week 5, you will be asked to complete a brief midpoint check-in survey. This survey is meant to gauge how the course is working for you thus far as well as provide you an opportunity to reflect on your growth in the class and how I can better support you through the remainder of the course.

Midpoint Assessment – 15%

After we complete the first five weeks of the course, you will be given a midpoint assessment during week 6. This assessment will be open notes and open book, and you will be given one week to complete it.

Book Project – 35%

During the second half of the course, you will participate in an online book group. By week 2, you will complete a form ranking your preference as to which book you would like to be assigned to read. I will do my best to honor your top request. However, in the event that more than a handful of students select the same book as their number one preference, I will then

randomly select 4-5 students. If you are not selected, you will then be given priority for your second selection. It is your responsibility to make sure you have your book by Week 4. Your options are:

- Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965* (University of North Caroline Press, 2017).
- Talitha LeFlouria, *Chained in Silence: Black Women and Convict Labor in the New South*(University of North Carolina Press, 2015).
- David Oshinsky, *Worse Than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice* (Free Press, 1996).
- Sarah Haley, *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity* (University of North Carolina Press, 2016).
- Browne, S. (2015). *Dark matters*: *On the Surveillance of Blackness.* Duke University Press.
- Heather Ann Thompson, *Blood is in the Water: The Attica Prison Uprising of 1971 and its Legacy* (Pantheon, 2016).
- Nell Bernstein, *Burning Down the House: The End of Juvenile Prison* (The New Press, 2016).
- Victor Rios with Rudy Sanda, *Punished: Policing the Lives of Black and Latino Boys* (Tantor Media, 2017).
- Morris, M. (2016). *Pushout: The criminalization of Black girls in schools*.
- Childs, D. (2015). *Slaves of the state: Black incarceration from the chain gang to the penitentiary*. U of Minnesota Press.
- Chacón, J. A., Chacón, J. A., & Davis, M. (2006). *No one is illegal: Fighting violence and state repression on the US-Mexico border*. Haymarket Books.
- Ritchie, A. J. (2017). *Invisible no more: Police violence against Black women and women of color*. Beacon press.
- Max Felker-Kantor, *Policing Los Angeles: Race, Resistance, and the Rise of the LAPD* (University of North Carolina Press, 2018).
- Dorothy Roberts. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage, 1997.
- Micol Seigel, *Violence Work: State Power and the Limits of Police* (Duke University Press, 2018).
- Angela J. Davis, ed. *Policing the Black Man: Arrest, Prosecution, and Imprisonment* (Vintage, 2017).
- Haas, J. (2011). *The assassination of Fred Hampton: how the FBI and the Chicago police murdered a Black Panther*. Chicago Review Press.
- Davis, A. Y. (2011). *Abolition democracy: Beyond empire, prisons, and torture*. Seven Stories Press.
- Western, B. (2006). *Punishment and inequality in America*. Russell Sage Foundation.
- Gilmore, R. W. (2007). *Golden gulag*. University of California Press.
- Ifill, S. A. (2018). *On the courthouse lawn, revised edition: confronting the legacy of lynching in the twenty-first century*. Beacon Press.
- Sims, A. D. (2016). *Lynched: The power of memory in a culture of terror*. Baylor University Press.

More details will be provided later in the course. However, your grade for the book project will be based on the following components:

- Group presentation
- Group worksheets
- Individual group feedback
- Individual class feedback
- Self-Assessment

Final Paper – 20%

You will complete a minimum five-page paper that 1.) Describes an issue or inequality related to Power, Constructions of Deviance, and Social Control and that was discussed in class 2.) Critiques previous attempts to address or remedy the issue/inequality, describing the shortcomings and limitations of these reforms 3.) Discusses alternative solutions to address and remedy the root causes of the issue/inequality. Your paper will be due during finals week. Additional details will be provided after the midpoint assessment is completed.

Final Grading Schema:

Your final grade in this course will be based on the following figures. Please note: Because you have 5 buffer percentage points to use throughout the semester, the minimum percent needed to earn a given letter grade is lower than you probably see in most courses. For this reason, it is important to remember that this grading schema is unique to this course.

Final Letter Grade	Minimum Percent Needed to Earn Final Letter Grade (Minimum Percentage Points / 105 Points)
A	89.5%
A-	85.7%
B+	82.9%
B	80.0%
B-	76.2%
C+	73.3%
C	70.5%
C-	66.6%
D+	63.8%
D	61.0%
D-	57.1%

Late Policy:

Especially in a course that focuses on matters related to race and ethnicity, it is important to recognize the ways in which privilege and disadvantage impact the college experience along racial lines and the ways in which the college experience exacerbates racial inequalities. For example:

- Compared with white students, Black college students and other students of color report higher rates of loneliness and emotional stress, anxiety, depression, and hopelessness. Untreated mental illness can hinder a student's academic performance, as well as their social and emotional well-being.
- Black students are also more likely to experience food and housing insecurities.[1]
- Additionally, 43 percent of all full-time undergraduate students and 81 percent of part-time students are employed while enrolled. The financial need to work while enrolled, with all its negative consequences, disproportionately burdens students from historically underserved groups.
- While students from all family backgrounds work for pay, students from low-income families are more likely to do so—and, among those who are employed, work more hours on average—than their higher-income peers. 16 percent of Black full-time students and 13 percent of Latinx full-time students worked at least thirty-five hours per week while enrolled, compared with just 9 percent of white full-time students.[2]
- According to a recent study conducted by the Office of Civil Rights, COVID-19 has deepened racial and class divides across our nation's classrooms and campuses.[3]
- California studies also confirm this; over half of college students across California say their incomes have declined during the pandemic, and 57 percent reported basic needs insecurity.[4]
- Black, Indigenous, and other students of color are experiencing a far greater burden during the pandemic as compared to white students. COVID-19 has had a greater impact on communities of color, resulting in greater loss of loved ones, more financial and housing challenges, less access to the technology needed to engage in academic obligations, and inadequate access to healthcare.[5]

For these reasons, I believe flexibility is extremely important, particularly in order to foster an inclusive environment, and I also believe care has to be our number one priority in this moment. As such, the late policy for this course is reflective of this. Rather than setting firm deadlines, the due dates for assignments are what I consider "target dates," dates that I believe you should have the assignment submitted by in order to remain on track in this course. If for some reason you are unable to submit the assignment by the target date, you should email me to let me know. However, you will not be penalized for failing to meet the target date so long as you notify me in advance.

Resources To Help You Succeed

[1] https://files.eric.ed.gov/fulltext/ED596506.pdf
[2] https://www.aaup.org/article/recognizing-reality-working-college-students#.YRqkQi1h3GI
[3] https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf
[4] https://ticas.org/wp-content/uploads/2021/04/The-Impact-of-COVID19-on-CA-College-Students.pdf
[5] https://www.mghclaycenter.org/parenting-concerns/young-adults/college-students-of-color/

Tips on Note-taking: Use Handwriting to Increase Benefit (Digitize Later):

Laptops are a common site in classrooms today and are surely valuable technological resources. However, studies find that **using a laptop to take notes in class is detrimental to learning**, especially in comparison to note taking by hand. In essence, the efficiency of using a laptop translates into more shallow learning, as you are spending less effort on processing information (with your brain – rather than a word/computer processor). More information here.

Tips on Reading: Being Strategic about Reading Academic Texts:

Academic writing offers carefully crafted insight rooted in logical argument and empirical evidence. Yet the crafts (and related writing) are not easy to understand (and interpret) for non-experts in the field, so it helps to have perspective on the nature of these texts, and strategies for taking them in. Here is a short video on reading scholarly writing, strategically. Note that this video and other sources you will find focus on scientific writing (e.g., quantitative studies), but similar advice pertains to other kinds of texts, such as qualitative case studies, theoretical texts, and so on.

Disability Services:

If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. Please contact the DSC directly at (949) 824-7494 or TDD (949) 824-6272. You can also visit the DSC's website: http://www.disability.uci.edu/. The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.

Other resources:

UC Irvine Writing Center link: For students seeking feedback and guidance through the writing process.

http://www.writingcenter.uci.edu (949)-436-8060, 193 Science Library

CARE (Campus Assault Resources and Education): For students who need confidential advice and counseling about a sexual assault.

https://care.uci.edu/ 949-824-7273, Student Center G320A

Center for Excellence in Writing and Communication: For students who need help with writing: understanding prompts, developing arguments, organization.

https://www .writingcenter. uci.edu/ 949-824-8949, Science Library 193

Cross Cultural Center: For BIPOC students who want to get involved in campus programs and leadership opportunities.

https://ccc.uci.edu/ 949-824-7215, Ring Road across from Aldrich Hall

Counseling Center: For students who are feeling anxious, depressed or are struggling to manage their mental health. Student appointments are free.

https://counseling.uci.edu/ 949-824-6457, Student Services 1 Room 203

Division of Career Pathways: For students who seek to develop professionally or prepare for their careers.

https://career.uci.edu/ 949-824-6881, 100 Student Services 1

DREAM Center: For students impacted by immigration policy seeking academic, social, and professional support.

https://dream.uci.edu/ 949-824-6390, 4079 Mesa Rd.

FRESH Basic Needs Hub: For students who need food or toiletries, assistance obtaining basic needs, or life skill training.

https://basicneeds.uci.edu/ 949-473-2806, 4079 Mesa Rd.

International Center: For international students who need help and support while transitioning to life in the US-from tax information to conversation courses.

https://ic.uci.edu/ 949-824-7249, Student Center G302.

Latinx Resource Center: For Latinx individuals looking to network and connect with the Latinx community.

No physical address: @MesaUnidaUCI, mesaunidaucirvine@gmail.com

Learning and Academic Resource Center (LARC): For students who want study habits training or modestly priced peer tutoring for difficult courses.

https://larc.uci.edu/ 949-824-6451, Rowland Hall 284

LGBT Resource Center : For students seeking programs for the lesbian, gay, bisexual, transgender community.

https://lgbtrc.uci.edu/ 949-824-3277, Student Center G302

Office of Inclusive Excellence For students and instructors seeking to learn more about diversity, equity, and inclusion.

https://inclusion.uci.edu/ 949-824-1540, 515 Aldrich Hall

Office of Equal Opportunity and Diversity (OEOD): For students who want to report discrimination, sexual harassment, sex offenses or retaliation, or want to discuss other resources. As mandated reporters instructors must report such incidents to the OEOD.

https://www .oeod.uci.edu/ 949-824-5594, 103 Multipurpose Science and Technology Building
Office of the Ombudsman: For students or instructors who want to discuss concerns or disputes in an impartial, informal, independent, and confidential space.

https://ombuds.uci.edu/ 949-824-7256, 205 MSTB

Student Outreach and Retention Center (SOAR): For students from historically marginalized communities who want to lead or participate in programs to improve college access, readiness and retention.

https://soar.uci.edu/ 949-824-5762, 106 Gateway Study Center

Veterans Services Center : For veteran students or dependents of veterans who need assistance in obtaining the federal and state educational benefits to which they are entitled.

https://veteran.uci.edu/ 949-824-3500, G306 Student Center Building

Class Schedule

Date the week begins	Week	Session	Topic	Assigned Reading(s)
09/26	1	1	Course Introduction	N/A
09/28	1	2	Conceptualizing Racialized Social Control- Racial Ideologies, Politics, & Structures	Article: <u>The Trouble with Crime Statistics</u> Quinney, R. (1973). Crime control in capitalist society: A critical philosophy of legal order. Issues Criminology, 8, 75. Hepburn, J. R. (1977). Social control and the legal order: legitimate repression in a capitalist state. Crime, Law and Social Change, 1(1), 77.
10/03	2	3	Conceptualizing Racialized Social Control: Racial Ideologies, Politics, & Structures	Chapter 4: Understanding Race and White Privilege. Barak, G., Leighton, P., & Flavin, J. (2018). *Class, race, gender, and crime: The social realities of justice in America.* Rowman & Littlefield Publishers. Calathes, W. (2017). Racial capitalism and punishment philosophy and practices: What really stands in the way of prison abolition. Contemporary Justice Review, 20(4), 442-455.
10/05	2	4	Historical Constructions of Deviance & Racialized Social Control	Chang, R. S. (2020). The great white hope: Social control and the psychological wages of whiteness. Law, Culture and the Humanities, 16(3), 379-390. Chapter 1: Worlds Collide: New World, New Indians. Ross, L. (1998). *Inventing the savage: The social construction of Native American criminality.* University of Texas Press.
10/10	3	5	Historical Constructions of Deviance &	Chapter 2. Blackmon, D. A. (2009). Slavery by another name: The re-enslavement of black Americans from the Civil War to World War II. Anchor.

			Racialized Social Control	Chapter 3. Blackmon, D. A. (2009). Slavery by another name: The re-enslavement of black Americans from the Civil War to World War II. Anchor.
10/12	3	6	Historical Constructions of Deviance & Racialized Social Control	Introduction: The Mismeasure Of Crime. Muhammad, K. G. (2010). *The condemnation of Blackness: Race, crime, and the making of modern urban America.* Harvard University Press. Chapter 1: Saving The Nation: The Racial Data Revolution And The Negro Problem. Muhammad, K. G. (2010). *The condemnation of Blackness: Race, crime, and the making of modern urban America.* Harvard University Press.
10/17	4	7	Legacies of Racialized Social Control	Pages 261-271. Hinton, E., & Cook, D. (2021). *The mass criminalization of Black Americans: A historical overview.* Annual Review of Criminology, 4, 261-286. Smith, E., & Hattery, A. J. (2008). Incarceration: A tool for racial segregation and labor exploitation. Race, Gender & Class, 79-97.
10/19	4	8	Legacies of Racialized Social Control	Smångs, M. (2017). The lynching of African Americans in the US South: A review of sociological and historical perspectives. Sociology compass, 11(8), e12500. Owusu-Bempah, A. (2017). Race and policing in historical context: Dehumanization and the policing of Black people in the 21st century. Theoretical Criminology, 21(1), 23-34.
10/24	5	9	Governing Race through law & crime	Ward, G. (2015). The slow violence of state organized race crime. *Theoretical Criminology, 19(3),* 299-314. Lerman, A. E. and Weaver, V. (2013). Race and crime in American politics: From law and order to willie horton and beyond. Pages 271-281. Hinton, E., & Cook, D. (2021). *The mass criminalization of Black Americans: A historical overview.* Annual Review of Criminology, 4, 261-286. Article: The Myth of Black on Black Crime
				Midterm Review

10/26	5	10		
10/31	6	11		Midterm
11/02	6	12	Governing Race through law & crime	Podcast: Black Americans And The Racist Architecture Of Homeownership Chapter 2 & 3. Banished: The New Social Control in Urban America. Executive Summary. Whose Land? The Surveillance And Policing Of Looted Lands.
11/07	7	13	Governing Race through law & crime	Munger, F. W., & Seron, C. (2017). Race, law, and inequality, 50 years after the Civil Rights Era. Annual Review of Law and Social Science, 13, 331-350. Behrens, A., Uggen, C., & Manza, J. (2003). Ballot manipulation and the "menace of Negro domination": Racial threat and felon disenfranchisement in the United States, 1850–2002. American Journal of Sociology, 109(3), 559-605. Mauer, M., & Chesney-Lind, M. (2002). Invisible punishment. New York: The New.
11/09	7	14	Racial Politics of Contemporary Crime Control	Romero, M. (2000). State violence, and the social and legal construction of Latino criminality: From el bandido to gang member. Denv. UL Rev., 78, 1081. Hallsworth, S. (2006). Racial targeting and social control: Looking behind the police. Critical Criminology, 14(3), 293-311.
11/14	8	15	Racial Politics of Contemporary Crime Control	Hester, T. (2015). Deportability and the carceral state. The Journal of American History, 102(1), 141-151. Menjívar, C., Gómez Cervantes, A., & Alvord, D. (2018). The expansion of "crimmigration," mass detention, and deportation. *Sociology Compass, 12(4),* e12573. Abrego, L. J., & Menjívar, C. (2011). Immigrant Latina mothers as targets of legal violence. International Journal of Sociology of the Family, 9-26.

				Light, M.T., Massoglia, M., & King, R.D. (2014). "Citizenship and punishment: The salience of national membership in US criminal courts." *American Sociological Review*, 79(5), 827–849.
11/16	8	16	Power & Resistance	Barbalet, J. M. (1985). Power and Resistance. The British Journal of Sociology, 36(4), 531–548. https://doi.org/10.2307/590330 Palacios, L. C. (2016). Killing abstractions: indigenous women and black trans girls challenging media necropower in white settler states. Critical Ethnic Studies, 2(2), 35-60.
11/21	9	17	Power & Resistance	Chapter 3: Formation and Purpose of the Party: What Makes it Different? In Newton, H. P. (1980). *War against the Panthers: A study of repression in America* (Doctoral dissertation, University of California, Santa Cruz). Chapter 7: From #BlackLivesMatter to Black liberation. In Taylor, K. Y. (2016). From# BlackLivesMatter to Black liberation. Haymarket Books.
11/23	9	18	Power & Resistance	King, D. S., & Page, J. M. (2018). Towards transitional justice? Black reparations and the end of mass incarceration. Ethnic and Racial Studies, 41(4), 739-758.
11/28	10	20		Group Presentations
11/30	10	21		Group Presentations
12/03-12/09				FINAL EXAMS

Subject to Change

This syllabus is subject to change. I will make every effort to notify you in advance about any changes. These changes will be announced during class.