

CLS 116 & CHC/LAT 152A – Race, Ethnicity & Social Control – Fall 2017

Monday & Wednesday, 9:30-10:50am, in SSL 248

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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 redress. The course is organized in three corresponding sections: 1) foundational concepts, mechanisms, and harms of racialized social control; 2) contexts of racialized criminal social control; and 3) present challenges and possible futures of racialized social control.

Course Organization & Grades:

Evaluation is based on three in-class exams (**Exam 1:** Mon. Oct. 23; **Exam 2:** Mon. Nov. 13; and **Final Exam:** Wed. Dec 13, 8-10am), each accounting for around 1/3rd of the grade.* Exams cover topics from readings and class meetings (i.e., lectures and discussions) for each course section. Exams are section-specific (not cumulative) and consist of short-answer and essay questions.

Note: Blue Books are needed for each exam.

Readings:

All course readings are available in PDF format and distributed via the course website (EEE).

* Note: I use a system of “advantageous scaling” where higher exam grades are weighed *slightly* more than lower ones. For more information see the “calculator” page and tool on EEE.

Schedule

Week	Dates	Topics	Texts
<i>Section 1. Foundations: Concepts, Mechanics, and Harms of Racialized Social Control</i>			
1	Oct 2 & 4	<i>Conceptualizing Racialized Social Control: Racial Ideologies, Politics, & Structures</i>	- Bouie, "...The Myth of Black on Black Crime"; - Mills, The Racial Contract, Introduction & Ch. 1
2	Oct. 9 & 11	<i>Mechanics of Racialized Social Control</i>	- Brown, et al. White-Washing Race, Ch. 1; - Kang, "Trojan Horses of Race," Pt. 1; - Pickett and Ryon, "Race, Criminal Injustice Frames..."
3	Oct. 16 & 18	<i>The Violence of Racialized Social Control</i>	- Abrego & Menjivar, "Immigrant Latina Mothers as Targets of Legal Violence"; - Richardson, "Police Racial Violence"; - Sue et al., "Racial Microaggressions in Everyday Life"; - Ward, "The Slow Violence of State Organized Race Crime"
4	Oct. 23	Exam - Section 1 (In-Class)	
<i>Section 2. Contexts: Living Histories of Racialized Social Control</i>			
4, cont.	Oct. 25	Governing race through crime	- Behrens et al., "The Menace of Negro Domination"; - Linnemann and Wall, "This is Your Face on Meth..."
5	Oct. 30 & Nov. 1	Racial politics of immigration control; Revitalization and immigrant communities	- Calavita, "Immigration Law, Race, and Identity"; - Lyons et al., "Neighborhood Immigration, Violence, and...Opportunity Structures" - Zilberg, "Fools Banished from the

			Kingdom"
6	Nov. 6 & 8	Racialized social control in contemporary policing, courts, and communities	- Brown et al., <i>White-Washing Race</i> , Ch. 4; - Kang et al. "Implicit Bias in the Courtroom" Pt. II - Bridges & Steen, "Racial Disparities in Official Assessments"
7	Nov. 13	Exam - Section 2 (In-Class)	
<i>Section 3. Frontiers: Present Challenges and Possible Futures</i>			
7, cont.	Nov. 15	TBA	
8	Nov. 20 & 22	Mass Incarceration and its Collateral Group Consequences	- Wacquant, "From Slavery to Mass Incarceration"
9	Nov. 27 & 29	Legacies of Historical Racial Violence; Transitional Racial Justice	- Ward, "Microclimates of Racial Meaning" - Ifill, "Creating a Truth Commission for Lynching"
10	Dec. 4 & 6	Possible Futures of Race, Ethnicity and Social Control	- Carbado et al., "After Inclusion" - Checker, "It's in the Air" - Kang et al. "Implicit Bias in the Courtroom" Pt. III - Snyder, "The Next Genocide"
	Wed., Dec. 13, 8-10am	Final Exam	

Class Requirements and Tips:

In-Class Electronics:

Please **limit electronic device use to classroom purposes** (if at all). This includes phones, tablets and laptops. Studies find that you will learn and retain more with hand-written notes than you will if typing (see below). Also, neighbors are distracted by laptop activity/screens, esp. with content unrelated to classroom activity. Please respect the interests other students and I have in a less distracting learning environment, and take advantage of being *present* yourself.

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.

Tips on Getting Support, and Getting to Know Faculty and Graduate Students

It is generally a good idea to get to know the faculty and graduate students involved in your courses – so that they know you (for future reference), to learn more about the topics you are studying, to get help with your work, and to contemplate your own future. It is even more important to get support from faculty and graduate assistants if you are having difficulty, and to do so early and often, before problems escalate and remedies become more difficult. Don't hesitate!