

# CRM/LAW 116 & CHC/LAT 152A

## RACE, ETHNICITY & SOCIAL CONTROL (WINTER 2019)

---

**Instructor: Melissa Barragan**

Office: 3304 Social Ecology II

Email: [Melissa.barragan@uci.edu](mailto:Melissa.barragan@uci.edu)

Office Hours: Tuesday 12:30pm-1:30pm, or by appointment

**Teaching Assistant:**

Emma Conner

Office: 2358 Social Ecology II

Email: [econner@uci.edu](mailto:econner@uci.edu)

Office Hours: Thursday 1:45pm-2:45pm

**Class Information: Tuesday & Thursday, 11:00am-12:20pm, Social Science Lab (SSL) 290**

### INTRODUCTION

Race and ethnicity are fundamental to social control in the United States. Whether we look to historical periods like slavery and Jim Crow or to more contemporary issues like the War on Drugs, mass incarceration and immigrant deportation, it is clear that race and ethnicity continue to play a central role in controlling the minds, bodies, opportunities, and experiences of people within and beyond America's borders. In this class, we explore the enduring significance of race and ethnicity within the context of crime and social control in the U.S.

We begin the quarter by examining definitions of race, ethnicity and social control, and how such definitions evolve and mutually reinforce each other over time. We then examine how racial and ethnic understandings have shaped several key institutions and practices within the criminal social control apparatus, including policing, incarceration, immigration, and capital punishment. We finish the by course by examining transitional justice efforts in the U.S., where the intent of these efforts is to purposefully acknowledge and make amends for the harms caused by racialized social control, from lynching in the American south to the systematic torture of black men by Chicago police.

Pre/Co-Requisites: CRM/LAW C7 – Introduction to Criminology, Law and Society

### STUDENT LEARNING OUTCOMES

After completing this course, students should be able to:

1. Define and explain how race and ethnicity are socially constructed
2. Identify how race and ethnicity have historically operated as tools for social control
3. Apply understandings of race and ethnicity to current contexts of criminal social control, and to personal experiences or observations outside of class

### HOW TO SUCCEED

1. **Be open and respectful** – this class will cover sensitive and difficult topics. An open mind and respect for others of differing opinions and experiences is key to creating a safe and welcoming class environment

2. Play an *active* role in class – you will be asked to participate in individual *and* small group activities in class, and this will factor into your grade via participation points.
3. Come to class prepared to discuss course materials
4. Ask questions – engage your classmates in class, your TA, and the instructor

### COURSE MATERIALS

All course readings will be available electronically for download via the Canvas course website. Lecture slides will also be posted an hour before class and available for download. See the course schedule below for weekly readings.

Note, you are expected to read all course materials **BEFORE** class and will be expected to participate in class to demonstrate your understanding and/or questions about the material.

I-clickers are required for class – please purchase before Class 1!

**Please bring an internet-abled device with you to each class** – tablet, computer, or smartphone. We will use these devices for occasional interactive activities. Outside of these activities, please only use these devices for taking notes or reviewing course materials.

### OFFICE HOURS & EMAIL

Both the TA and myself are available to meet with students during our designated office hours, by appointment, and/or via email. In addition to providing a space to discuss any questions or issues you may be having in class, stopping by for office hours is a great way to build rapport with your instructor and TA for future letters of recommendation and for general guidance on academic and a career planning. If you are having trouble in class, please come see us early so that we can help you devise a plan before it is too late. Our main goal is to help each of you succeed in this class, so don't be shy and come have a chat!

With regard to emails, we will try to answer them as early as possible, but do not expect an immediate response. Allow 24-48 hours for a reply. No email will be responded to on weekends. Also, be sure to title emails relating to course material with C116 in the email header. E.g., C116 – Confusion About Reading. This allows us to easily pick out emails from this class.

Please read over the syllabus and ask fellow classmates before asking about anything on the syllabus (e.g., where to find readings, where to send assignments). Often times, the answer to these types of questions are right in front of you!

### ASSIGNMENTS & EXPECTATIONS

- **Attendance & Participation:** You are expected to attend and actively participate in every class meeting. Both attendance and participation will be gauged using iClickers that are connected to an in-class activity. For instructions on how to purchase and register your iClicker, please see the “iClicker Instructions” document loaded in Week 1. Research has shown that creating an active learning environment improves student engagement,

retention of learning, and student satisfaction with the class. Please come to class ready to interact and share your perspectives and observations with your classmates.

You are responsible for purchasing and bringing your iClicker to every class – whether that is the physical iClicker or the iClicker Reef app on your phone/tablet/laptop. To allow some flexibility for students to purchase/register their iClicker, I will not be tracking participation or attendance the first week. I will also allow some flexibility in case you need to miss class. As such, your grade will consist of only of 16/18 possible i-Clicker submissions (one point per iClicker submission). If you miss or come late to class, you must email your TA to determine if it is possible to regain the points. You only get one opportunity to make up a participation point.

- **Participation:** All class sessions are designed to have some type of individual or collaborative activity that goes beyond sitting and listening to lecture. I will gauge participation with the i-Clicker and other activities.
- **Short Writing Assignments:** To help students prepare for each major exam in class, students will be asked to submit two 0.5-1-page writing assignments that address a specific prompt provided by the instructor. The questions asked will be very similar in structure to those you will find on the mid-term and final. We will provide feedback on these assignments so that you know what specific analytic and writing skills you can improve upon for the mid-term and final.
- **Mid-term:** The midterm will be in class and consist of multiple choice and short answer responses. The midterm will cover material from the first half of the course, including lecture and course readings. You can bring two pages of notes to assist you during the exam. Please bring a Scantron, Bluebook, and pen and pencil for the exam.
- **Final:** The final will be in class and consist of multiple choice and short answer responses. The final is not cumulative and will cover material from the 2<sup>nd</sup> half of the course, including lectures, course readings, and films. You can bring two pages of notes to assist you during the exam. Please bring a Scantron, Bluebook, and pen and pencil for the exam.

### ACADEMIC DISHONESTY

All students are expected to adhere to the UCI Academic Dishonesty Policies (for more information, please visit <https://aisc.uci.edu/students/academic-integrity/index.php>).

### CAMPUS RESOURCES

At the end of the syllabus you will find a list of on-campus resources that you can access should you need additional support during the quarter and beyond. I encourage you to seek out support services early if you feel you are struggling with an issue, be it with writing, time management, financial stress, emotional stress, etc. There is a vast array of resources on campus to help you. If you need to discuss anything with me personally, please set up an appointment for office hours.

### GRADING

Attendance & Participation                      10%

Short Writing Assignments	20%
Mid-term	35%
Final	35%

## WEEKLY SCHEDULE

### WEEK 1 – January 8 & 10 – THE SOCIAL (RE)CONSTRUCTION OF RACE & ETHNICITY

- Cornell & Hartman (1998): “Mapping the Terrain – Definitions”
- Omi & Winant (2015): “The theory of racial formation,” Chapter 4 in *Racial Formation in the United States*
- Don’t forget to register your i-Clicker!

### WEEK 2 – January 15 & 17 – RACE & ETHNICITY IN THE 21<sup>ST</sup> CENTURY

- Bonilla-Silva (2017): “The central frames of color-blind racism,” Chapter 3 in *Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in America*
- Russell-Brown (2018): “The academic swoon over implicit racial bias: Costs, benefits and other considerations”
- Muhammad (2012): “Playing the Violence Card”, *The New York Times*  
<https://www.nytimes.com/2012/04/06/opinion/playing-the-violence-card.html>
- Williams (2012): “The Trayvon Martin Tragedies”, *The Wall Street Journal*

### WEEK 3– January 22 & 24 – RACIALIZING CRIME AND THE CRIMINAL

- Muhammad (2011): “Where did all the white criminals go? Reconfiguring race and crime on the road to mass incarceration”
- Sentencing Project (2014): *Race and Punishment: Racial Perceptions of Crime and Support for Punitive Policies* (pp. 3-26)
- Bouie (2013): “The Trayvon Martin killing and the myth of ‘black-on-black’ crime”  
<https://www.thedailybeast.com/the-trayvon-martin-killing-and-the-myth-of-black-on-black-crime>
- Assignment #1 Due Thursday

### WEEK 4 – January 29 & 31 – POLICING

- Epp et al (2017): “Beyond profiling: The institutional sources of racial disparities in policing”
- Zimmer & Hansen (2018) “‘Stop and Frisk’ is Over, But Low-Level NYPD Encounters Now Raise Concerns.” *City Limits*.
- Lynch et al (2013): “Policing the ‘progressive city’: The racialized geography of drug law enforcement”
- Reitman (2018): “U.S. law enforcement failed to see the threat of white nationalism, now they don’t know how to stop it.” *New York Times Magazine*.

### WEEK 5 – February 5 & 7 – MIDTERM (on 5<sup>th</sup>) and FILM, 13<sup>TH</sup> (on 7<sup>th</sup>)

### WEEK 6 – February 12 & 14 – INCARCERATION

- Travis et al (2014): “Underlying causes of rising incarceration: Crime, politics, and social change”, Chapter 4 in *The Growth of Incarceration in the United States: Exploring Causes and Consequences*

[https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1026&context=jj\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1026&context=jj_pubs)

- Lynch & Omori (2018): “Crack as proxy: Aggressive federal drug prosecutions and the production of black-white inequality.”
- Cohen (2015): “How white users made heroin a public health problem”, *The Atlantic* <https://www.theatlantic.com/politics/archive/2015/08/crack-heroin-and-race/401015/>

#### WEEK 7 – February 19 & 21 – COLLATERAL CONSEQUENCES OF PUNISHMENT

- Travis (2002): “Invisible punishment: An instrument of social exclusion” in *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*
- Mock (2017): “Locking up the poor, one fine at a time.” *Pacific Standard Magazine*.
- Wakefield & Wildeman (2011): “Mass imprisonment and racial disparities in childhood behavioral problems”

#### WEEK 8 – February 26 & 28 – IMMIGRATION

- Provine & Doty (2017): “The criminalization of immigrants as a racial project”
- Calavita (2007): “Immigration law, race and identity”
- Kubrin et al (2018): “Immigration and crime: What does the research say?” from *The Conversation* <http://theconversation.com/immigration-and-crime-what-does-the-research-say-72176>
- Assignment #2 Due on Thursday

#### WEEK 9 – March 5 & 7 – CAPITAL PUNISHMENT

- Eberhardt et al (2006): “Looking deadworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes”
- Beckett & Evans (2016): “Race, death and justice: Capital Sentencing in Washington State, 1981-2014”

#### WEEK 10 – March 12 & 14 – TRANSITIONAL JUSTICE

- Institute for Transitional Justice: “What is transitional justice?” from the International Center for Transitional Justice <https://www.ictj.org/sites/default/files/ICTJ-Global-Transitional-Justice-2009-English.pdf>
- Equal Justice Initiative (2017) – Confronting Lynching & Trauma and the Legacy of Lynching (Chapters 5 & 6) in *Lynching in America: Confronting the Legacy of Racial Terror* <https://lynchinginamerica.eji.org/report/>
- Moore (2017). Payback, Part 1 in the Marshall Project’s Southside series. <https://www.themarshallproject.org/2018/10/30/payback>
  - **Optional review of high school curriculum on Burge’s Torture Scandal:** “Reparations won: A case study in police torture, racism, and the movement for justice in Chicago. High School United States History Curriculum” [https://blog.cps.edu/wpcontent/uploads/2017/08/ReparationsWon\\_HighSchool.pdf](https://blog.cps.edu/wpcontent/uploads/2017/08/ReparationsWon_HighSchool.pdf)

#### WEEK 11: FINAL – Tuesday March, 19 10:30am-12:30pm, same room (SSL 290)

## ON-CAMPUS RESOURCES

### [Counseling Center](#)

203 Student Services I, Irvine, CA 92697-2200  
(949) 824-6457

Provides mental health support services for free to all enrolled students at UC Irvine. Services include individual, couples, and group counseling; urgent care; crisis response; consultation; and outreach programming.

### [Cross-Cultural Center](#)

UCI Cross-Cultural Center, Irvine, CA 92697-5075  
(949) 824-7215

Offers opportunities for students to be involved in campus activities and programs to celebrate the cultural diversity of UCI's student body.

### [Disability Services Center](#)

100 Disability Services Center, Irvine, CA 92697-5130  
(949) 824-7494 / TDD: (949) 824-6272

Students with all types of disabilities are eligible for support services. When requesting for accommodations, documentation verifying the disability and supporting the accommodations must be provided. Services offered include: pre-admission planning, priority registration for classes, specialized individual or group orientation to campus, adaptive technology, testing accommodations, note-taking services, sign language interpreters, preferential seating in class, readers, and scribes.

### [International Center](#)

G302 Student Center, Irvine, CA 92697-5255  
(949) 824-7249

Counsels and assists international students, faculty, researchers, staff, and scholars with immigration, orientation, employment, and adjustment needs during their stay at UCI.

### [Lesbian Gay Bisexual Transgender Resource Center \(LGBTRC\)](#)

G301 Student Center, Irvine, CA 92697-5125  
(949) 824-3277

Resource Center dedicated to providing a safe and welcoming environment for UCI's diverse lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally communities. Services and programs provided include open houses and receptions introducing the campus to LGBT programs, training sessions, workshop presentations, and collaborative projects.

### [Student Support Services](#)

2100 Student Services II, Irvine, CA 92697-5400  
(949) 824-6234  
osss@uci.edu

Student Support Services (SSS) is an academic support program dedicated to helping first-generation college, Pell eligible/low-income, and/or students from disadvantaged backgrounds/circumstances succeed and thrive at UCI. The goal of SSS is to help students successfully transition and enhance their academic experience.

### [Wellness Workshops](#)

Includes series on caregiving, parenting, and stress resilience. Check the UCI Worklife & Wellness website for upcoming dates and sign up through EEE.