

# CRM/LAW C116 & CHC/LAT 152A

## Race, Ethnicity & Social Control (Spring 2017)

*Class Information: Tuesdays & Thursdays 5:00pm-6: 20pm, Social Science Lab (SSL) 248*

*Class Website: <https://eee.uci.edu/17s/52070>*

### **Instructor:**

Analicia Mejia Mesinas, [amejiame@uci.edu](mailto:amejiame@uci.edu)  
Office Hours: Tuesdays, 6:30-7:30pm

### **Teaching Assistant:**

Alyssa Heckmann-Cisneros,  
[heckmana@uci.edu](mailto:heckmana@uci.edu)  
Office Hours: Thursday's 4-5pm

### **Introduction**

Welcome Students! The goal of this course is to explore the relationship between race, ethnicity, and social control in the United States. The politics of race and social control are central to understanding contemporary American politics. Implicit and explicit understandings of race and ethnicity underwrote systems of control such as slavery, immigration law, and Jim Crow, and exert their continued relevance through such modern practices as the War on Drugs, mass incarceration, racial profiling, and policing. You will learn about the social construction of race and ethnicity, and we will focus on the ways in which these social constructs have taken particular form in American society.

### **Prerequisites**

- CRM/LAW C7: Intro to Criminology, Law & Society

### **Student Learning Outcomes**

After successful completion of this course, students should be able to:

1. Explain how race and ethnicity are socially constructed.
2. Identify and discuss the concept of social control
3. Draw connections between race and law, and discuss the ways in which they are mutually constituted

### **Required Readings: EEE/Canvas**

All required reading will be posted on the class webpage (there are no books required for this class). All readings will be posted on the course website: <https://eee.uci.edu/17s/52070>

### **How to Succeed**

In order to be successful in this course, it is important to play an active role in your education.

- Come to class prepared: assigned readings should be completed **BEFORE** lecture
- Contribute to class discussion: ask questions, give feedback, and participate in group activities
- Focus on learning, do your assigned reading, and the grades will follow.
- If you have a question, please just ask. We are here to help!

### **How to Properly Contact the Instructional Team**

- Please contact the instructional team during office hours or by email.
- Email is answered on a regular basis but not immediately. Allow at least 24 hours for a response.
- All announcements will be sent via email – students are expected to read emails thoroughly.
- Grading concerns must be resolved with the TA within one week of posting. No exceptions.

**\*\*Don't be shy:** We welcome your visit during my office hours, or by appointment. Many of these readings are challenging, and I expect you to ask questions in class if you do not understand. I am interested in you and your reactions to the course material. Additionally, our Teaching Assistant is an invaluable resource. Together, we will do our very best to support your success.

### **Disability Accommodations:**

If you feel you may need an accommodation based on the impact of a disability, contact me or the Disability Services Center at 949-824-7494 as soon as possible.

### **Academic Dishonesty**

Our course is an academic community that is bound together by the traditions and practices of scholarship. Honest intellectual work – on exams and assignments – is essential to the success of our own community of scholars. Academic dishonesty includes plagiarism and cheating. It is unacceptable behavior and will not be tolerated. Evidence of any violations of the tenets of Academic Integrity will lead to sanctions and will be handled according to the UCI Academic Senate Policies on Academic Honesty.

All students are expected to adhere to the UCI Academic Dishonesty Policies (for more information, please visit <http://senate.uci.edu/files/2015/12/Appendix-VIII-UCI-Academic-Senate-Policy-on-Academic-Honesty.pdf>).

### **Regrades**

Grading concerns must be resolved with the TA within one week of posting. No exceptions. If you wish to have an assignment regarded, you must write a half-page explanation addressing why you believe your work merits a different grade. This does not guarantee a regrade in your favor (grades can go up OR down when regraded).

**Requirements & Grading**

- **Participation and Attendance: 10%**
- **Reading Logs: 20%**
- **Midterm: 30%**
- **Final: 40%**

**Scale:** Grades are as follows:

A+ ≥ 96.5	B+ ≥ 86.5	C+ ≥ 76.5	D+ ≥ 66.5
A ≥ 93.5	B ≥ 83.5	C ≥ 73.5	D ≥ 63.5
A- ≥ 90.0	B- ≥ 80.0	C- ≥ 70.0	D- ≥ 60
			60 > F

**Participation and Attendance: 10%**

Classroom participation is a crucial part of your grade and is predicated on having read the material. Please speak up in class—feel free to interrupt me if you have questions or comments. I enjoy discussing course material with students so you needn't be struggling to see me in office hours or after class. The same goes for the TA.

Please Note: Although I encourage active and enthusiastic class participation, students MUST remain respectful of one another (and me) when engaging in classroom discussion. Rants and conversational trolling will not be tolerated, particularly those of a racist, sexist, homophobic, or transphobic nature. Personal anecdotes can be valuable, but consider carefully their relevance and appropriateness before sharing.

Sometimes lateness and absences happen. I encourage you to talk to me about this if/when it occurs. If you have a University-approved absence, let me as soon as possible so that you can regain points that you may otherwise lose. Without an approved excuse, you may not get points for activities missed. If you and I (and/or the TA) reach a verbal understanding about these matters, THIS MUST BE CONFIRMED VIA EMAIL OR IT IS NOT VALID. I NEED A WRITTEN ELECTRONIC RECORD.

**Reading Logs: 20%**

The Reading Log is a collection of summaries for readings completed in the course. Students will be required to turn in 1-2 paragraph(s) summaries of each course reading during the term. These summaries are submitted through EEE and will not be accepted after 5 minutes into the start of class. Summaries should highlight the main points of the reading, present specific questions that the student had about the reading, or present implications of the reading. These DO NOT need to be comprehensive summaries—but they do need to demonstrate that you read the material. Each summary will be graded with a “check” if reading comprehension was demonstrated. Assignments turned in late or not at all will receive 0 points toward the student's final grade.

**Midterm: 30% & Final: 40%**

The midterm and final will consist of essay questions covering all related course content. A blue book is required for the midterm and final. More details will be provided in class.

**Schedule/Readings**

*\*\* This schedule is subject to change. If I make consequential changes to this schedule, I will notify you in class and/or by email.*

	<b>Lecture</b>	<b>Topic</b>	<b>Readings</b> <i>*To be completed before class</i>
Week 1	Tuesday, April 4 <sup>th</sup>	Introduction	none
	Thursday, April 6 <sup>th</sup>	Race and Ethnicity	<b>Cornell &amp; Hartman:</b> Mapping the Terrain: Definitions in Ethnicity and Race  <b>Penner &amp; Saperstein:</b> How Social Status Shapes Race
Week 2	Tuesday, April 11 <sup>th</sup>	Race, Racism, and the 21 <sup>st</sup> Century	<b>Morning:</b> Toward a Sociology of Racial Conceptualization for the 21st Century  <b>Harrison:</b> The Persistent Power of Race in the Cultural and Political Economy of Political Racism
	Thursday, April 13 <sup>th</sup>	Deviance and Social Control	<b>CLASS CANCELLED</b>
Week 3	Tuesday, April 18 <sup>th</sup>	Constructing Crime	<b>Deflem:</b> Deviance and Social Control  <b>Bonilla-Silva:</b> Racism Without Racists
	Thursday, April 20 <sup>th</sup>	Race and Law	<b>Reiman:</b> Chapter 2: A Crime by Any Other Name...  <b>Cadogen:</b> Walking While Black
Week 4	Tuesday, April 25 <sup>th</sup>	Constructing Race and Racial Inequality: Film: 13 <sup>th</sup>	<b>Waquant:</b> From Slavery to Mass Incarceration  <b>Chicos et al:</b> Racial Typification
	Thursday, April 27 <sup>th</sup>	Race, Crime, and Mass Incarceration	<b>Chavez:</b> Latino Threat
Week 5	Tuesday, May 2 <sup>nd</sup>	The Latinx Threat	<b>NO READINGS DUE</b>
	Thursday,	In Class Review Session	<b>Beckett:</b> End of an Era?

	May 4 <sup>th</sup>		
Week 6	Tuesday, May 9 <sup>th</sup>	IN CLASS MIDTERM	**Please bring a blue book, a pen, and your student ID's to class
	Thursday, May 11 <sup>th</sup>	Policing Race: Gang Injunctions	<b>Muniz:</b> Police, Power, and the Production of Racial Boundaries
Week 7	Tuesday, May 16 <sup>th</sup>	Policing Race: Drug Laws	<b>Lynch et al:</b> Policing the “progressive” city <b>Kilty &amp; Joseph:</b> Institutional Racism and Sentencing Disparities for Cocaine Possession”
	Thursday, May 18 <sup>th</sup>	Gentrification	<b>NPR Report:</b> The Systemic Segregation of Schools
Week 8	Tuesday, May 23 <sup>rd</sup>	Schools & Prisons	<b>Sojoyner:</b> Land of Smoke and Mirrors <b>Wun:</b> Unaccounted Foundations
	Thursday, May 26 <sup>th</sup>	Gentrification	<b>Sojoyner:</b> Land of Smoke and Mirrors <b>Wun:</b> Unaccounted Foundations
Week 9	Tuesday, May 30 <sup>th</sup>	Capital Punishment	<b>Eberhardt et al:</b> Looking Deathworthy <b>Goff et al:</b> The essence of Innocence
	Thursday, June 1 <sup>st</sup>	Resistance	
Week 10	Tuesday, June 6 <sup>th</sup>	Review Session	TBD
	Thursday, June 8 <sup>th</sup>	IN CLASS FINAL	**Please bring a blue book, a pen, and your student ID's to class