

## Policing Latinidad: From Border Wars to Mass Incarceration



### Professor

Marisol LeBrón

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### Course Meeting Time

Tuesday/Thursday 11:00am – 12:30pm

### COURSE DESCRIPTION

How does the criminal justice system make itself felt in the everyday lives of Latinas/os? From border enforcement, to stop and frisk, to the phenomenon of mass incarceration, many Latinas/os find themselves and their communities enmeshed within a dense web of surveillance, punishment, and detention. This interdisciplinary course will examine the historical, political, economic, and social factors that have, in many ways, criminalized *Latinidad* and/or rendered *Latinidad* illegal. We will examine how race, class, education, gender, sexuality, and citizenship shape the American legal system and impact how Latinas/os navigate that system. This course will pay special attention to the troubled and unequal relationship between Latinas/os and the criminal justice apparatus in the United States and how it has resulted in the formation of resistant political identities and activist practices.

### COURSE MATERIALS

All other readings for this course will be available online either via Canvas or a link. You will occasionally be asked to listen to a podcast or watch a video, which will also be available online.

### EXPECTATIONS

These are not normal times. I do not expect you all to function as if we are meeting on campus under ordinary circumstances. This current situation may provoke feelings of fear, stress, and/or uncertainty, which may affect your ability to focus on this course. I acknowledge this and I ask you all to acknowledge this as well. I will show up for you all and I ask you all to show up for each other to best of your abilities given everything going on. I know that the current crisis is affecting some of you more than others, please don't hesitate to reach out to me if you are struggling or need help. I care about your learning and growth, but more than anything else I care about your well-being and safety. Let's cultivate generosity and compassion together as we confront this crisis.

- If you are dealing with child or other family care responsibilities you might find it helpful to give me a heads up, but you don't have to if you are not comfortable doing so.

- Your attendance is expected for synchronous components of the course. If something prevents you from attending, please reach out to me.
- I understand that there are many reasons why folks might not be able to or feel comfortable using the camera function on zoom. You don't have to have your camera on during our synchronous sessions, but it is encouraged. Seeing each other's faces during synchronous sessions might help to cultivate a stronger sense of connection and overcome some of the awkwardness of not having an in person component.
- During our zoom calls, put yourself on mute when you're not speaking. Let's all work to minimize distractions and interruptions.
- Feel free to utilize the chat function on zoom. This can be a space to ask questions, show support for one another, share resources, or flag for me that something is unclear/confusing.
- Communicate, communicate, communicate! In general, the sooner you reach out to me about a concern or problem, the sooner we can work together to trouble shoot.

### **A NOTE ON DIFFERENCE, DISCOMFORT, & RESPECT IN THE CLASSROOM**

Respect for difference, in all its forms, is essential to building a classroom environment where everyone feels able to learn and contribute to class discussions. The material covered in this course will engage with questions of how difference produces distinct forms of knowledge and diverse experiences. The experiences and ways of knowing discussed in the course materials may be similar or different from your own experiences, both of which can result in questions and possibly even feelings of discomfort. When these moments arise, I encourage you to view them as valuable and important components of learning.

Thus, this course will ask you to think critically and thoughtfully about social differences and societal inequalities in ways that may expand or challenge previously held ideas. That said, the goal of this class is not to "force" certain ways of thinking onto anyone, but, rather, to expose everyone to ways of thinking and being in the world that may or may not be different from their own. I expect and encourage students to disagree with the course material, fellow classmates, and me; however, I expect that everyone will remain respectful and willing to listen at all times. Although you are under no obligation to agree with the course materials, the instructor, or the other students, you are still responsible for displaying a comprehension of the texts assigned and the conversations taking place.

If you have concerns about course content or the expectations regarding the classroom environment, please consult with me during the first week to determine whether this class is a good fit for you. If you are uncomfortable with or uninterested in discussions of race, gender, sexuality, class, histories of colonization, exploitation, capitalism, and violence, this class may not be for you as these will be central themes covered throughout the semester.

### **COMMUNICATION**

*Email:* You are welcome to email me with any questions or concerns. I expect, however, that you be timely and considerate with your emails. Please be professional in your email communications with all your professors, including me. Also, given that everything is now online, I am dealing with many more emails than normal. Unless it is urgent, please allow 12-24 hours for a response from me before following up.

*Office Hours:* Do not hesitate to come see me if you have any questions regarding the course materials or your written work. If you are unable to attend my scheduled office hours, contact me to set up another

time by appointment.

## ATTENDANCE & PARTICIPATION

Although we are online, attendance and participation are still vital and expected components of this course. Again, if something prevents you from attending and/or participating in class, please speak to me.

You are expected to attend our synchronous sessions and be present in our collective virtual space. ***Students will be allowed 4 absences without penalty – no questions asked.*** All other absences will impact your participation grade for the course, unless you have spoken to me. Additionally, you're still expected to arrive to class on time and stay the entire time.

## LATE ASSIGNMENT POLICY

No Late Assignments Will Be Accepted Without Penalty. If you need an extension for an assignment, you are expected to reach out to me in advance of the due date to request one. Not all requests for extensions may be given. If you turn in an assignment late and have not requested an extension, then a FULL letter grade will be deducted for every day that an assignment is late (i.e., B+ to C+). Late assignments also may not receive written comments. If you are having difficulty with an assignment, please talk to me during my office hours or email.

## ACADEMIC INTEGRITY

Any breach of academic integrity will not be tolerated and will result in disciplinary review. I expect all students to familiarize themselves with and adhere to UT's policies regarding academic misconduct, which can be accessed here: <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>

## WHAT IS PLAGIARISM?

Plagiarism is the appropriation of someone else's work or ideas – whether they are written or not – without acknowledgement, proper identification of the source, or citation. It is irrelevant whether this was done intentionally or not. Further, a lack of knowledge about U.S. standards of academic citation is not an excuse or explanation. While the most egregious forms of plagiarism use entire phrases, sentences, or paragraphs verbatim without quotation marks or citation, paraphrasing someone else's work without attribution *and* altering a few words to pass someone else's ideas off as your own also constitute equally serious forms of plagiarism. The inclusion of non-textual images (i.e. drawings, maps, graphs, charts, and photos) in a paper is also considered plagiarism if the images are not properly cited.

It is *YOUR* responsibility to consult with your instructor, a librarian, or writing tutor if you are unsure or unclear about how to properly use citations.

For more information about plagiarism, please consult the Purdue Online Writing Lab's webpage dedicated to avoiding plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01/>

## **PLAGIARISM DETECTION SOFTWARE**

Assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

## **NEED HELP WITH WRITING ASSIGNMENTS?**

I strongly recommend visiting the University Writing Center. At the Writing Center, you can work one-on-one with a trained writing tutor. Please avail yourselves of this wonderful resource – you will not regret it. For more information and to make an appointment: <http://uwc.utexas.edu/>

## **ACCESSIBILITY & ACCOMODATIONS**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Services with Students with Disability at 512-471-6259 or [ssd@austin.utexas.edu](mailto:ssd@austin.utexas.edu) as soon as possible to better ensure that such accommodations can be implemented in a timely fashion. For more information: <http://diversity.utexas.edu/disability/>

## **NAMES & PRONOUNS**

If you prefer to be called by a different name or referred to by a different gender pronoun than the one under which you are officially enrolled, please inform me. Students are expected to respectfully refer to each other by appropriate names and pronouns during class discussions. You may consider adding your pronouns to your zoom name, but it is not mandatory.

## **TITLE IX REPORTING**

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Mandatory Reporter and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a Mandatory Reporter. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

## **ASSIGNMENTS & GRADING**

*Attendance and Class Participation: 15%*

On-time completion of the reading assignments, active listening during lectures and in-class discussion, and adding to discussions by making comments and asking questions are all required of you in this course.

*Asynchronous Session Responses: 20%*

We have FOUR asynchronous sessions scheduled where you will be expected to produce an 750-1000 word paper responding to the texts assigned for that day. Your responses will be due at the start of the next class period. I will provide you with some questions beforehand to guide your response, but your response should be sure to address the following:

- the central argument/thesis of the text(s)
- how the author(s) develops their argument (i.e. the organization of the text)
- the evidence or examples the author/authors use to support their claims
- what connections the day's text(s) have with other texts from the course
- things you would like the author to address/address

*Midterm Exam: 30%*

This OPEN BOOK exam will test your knowledge and understanding of key themes and concepts in the course thus far. The exam will be comprised of short answer essay questions. This exam will be available starting at 9am on Monday, October 12 and will be **due at 11:59pm on Thursday, October 15**. Although the exam is open book, you are expected to complete this exam on your own and without assistance.

*Final Exam: 35%*

This OPEN BOOK exam will test your knowledge and understanding of key themes and concepts covered in the second half of the class. The exam will be comprised of short answer essay questions. This exam will be available starting at 12am on Thursday, December 3 and will be **due at 11:59pm on Thursday, December 10**. Although the exam is open book, you are expected to complete this exam on your own and without assistance.

**Week One: Introduction to Course**

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Thursday, August 27

- Introductions and review of syllabus

**Week Two: Origins of the Police in the U.S.**

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Tuesday, September 1

- READ or LISTEN: Jill Lepore, "[The Invention of the Police](#)"
- LISTEN: Throughline podcast, "[American Police](#)"

Thursday, September 3

- READ: selection from *Policing A Class Society*

**Week Three: The Violence of Border Formation**

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Tuesday, September 8

- READ: selection from *Operation Gatekeeper: The Rise of the "Illegal Alien" and Remaking of the U.S. - Mexico Boundary*

Thursday, September 10

- READ: selection from *Migra!: A History of U.S. Border Control*

### **Week Four: Extrajudicial Violence and Lynching on the Border**

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Tuesday, September 15 *\*(asynchronous session)*

- READ: selection from *Lynching in the West 1850-1935*
- READ and VIEW SLIDE SHOW: Maurice Berger, "[Lynchings in the West, Erased From History and Photos](#)"

Thursday, September 17

- TURN IN: Response Paper #1
- READ: Chapter 2, *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*

### **Week Five: The Afterlives of Violence**

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Tuesday, September 22

- READ: Chapter 5, *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*

Thursday, September 24

- READ: Chapter 6, *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*

### **Week Six: Zoot Suit Riots I**

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Tuesday, September 29 *\*(asynchronous session)*

- WATCH: PBS American Experience: [Zoot Suit Riots](#)

Thursday, October 1

- TURN IN: Response Paper #2
- READ: Chapter 4, *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.*

### **Week Seven: Zoot Suit Riots II**

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Tuesday, October 6

- READ: Chapter 7, *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.*

Thursday, October 8

- READ: Chapter 8, *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.*

### **Week Eight: Midterm Exam**

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Tuesday, October 13

- Exam questions will be made available at 9am today.

Thursday, October 15

- Exam will be due by 11:59pm today.

### **Week Nine: Coming of Age in the Era of Mass Incarceration**

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Tuesday, October 20 *\*(asynchronous session)*

- READ: Preface, *Punished: Policing the Lives of Black and Latino Boys*
- WATCH: [The Pushouts](#)

Thursday, October 22

- TURN IN: Response Paper #3
- READ: Chapter 3, *Punished: Policing the Lives of Black and Latino Boys*

### **Week Ten: Wraparound Violence and the School-to-Prison Pipeline**

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Tuesday, October 27

- Introduction and chapter 1, *Caught Up: Girls, Surveillance, and Wraparound Incarceration*

Thursday, October 29

- Chapter 4 and Conclusion, *Caught Up: Girls, Surveillance, and Wraparound Incarceration*

### **Week Eleven: Generation Stop and Frisk**

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Tuesday, November 3

- Election Day – No Class.

Thursday, November 5

- READ: Carmen Solis, Eduardo Portillos, and Rod Brunson, “Latino Youths’ Experiences with and Perceptions of Involuntary Police Encounters”
- READ and WATCH: [Stopped-and-Frisked: ‘For Being a F\\*\\*king Mutt’](#)

### **Week Twelve: Manufacturing the Transnational Gang Crisis**

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Tuesday, November 10 *\*(asynchronous session)*

- WATCH: [Fruits of War](#)
- READ: Elana Zilberg, “Fools Banished from the Kingdom: Remapping Geographies of Gang Violence between the Americas (Los Angeles and San Salvador)”

Thursday, November 12

- TURN IN: Response Paper #4
- Steven Osuna, “Transnational moral panic: neoliberalism and the spectre of MS-13”

### **Week Thirteen: Deportation Nation**

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Tuesday, November 17

- David Manuel Hernández, “Carceral Shadows: Entangled Lineages and Technologies of Migrant Detention”

Thursday, November 19

- READ: selection from *The Deportation Machine: America's Long History of Expelling Immigrants*

### **Week Fourteen: Thanksgiving Break**

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Tuesday, November 24

- No class – enjoy!

Thursday, November 26

- No class – enjoy!

### **Week Fifteen: Where do we go from here? The movement for abolition.**

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Tuesday, December 1

- READ: Derecka Purnell, "[How I Became a Prison Abolitionist](#)"
- READ: Mariame Kaba, "[Yes, We Mean Literally Abolish the Police](#)"
- READ: Naomi Paik, "[Abolishing Police Includes Abolishing ICE and Border Protection](#)"

Thursday, December 3

- Wrapping up