

MAS 364E Policing Latinidad (also: AMS 324G & WGS 340:95)

Instructor: Professor Michael Roy Hames-García

Course Overview

CATALOGUE DESCRIPTION

How does the criminal justice system make itself felt in the everyday lives of Latinxs? From border enforcement, to stop and frisk, to the phenomenon of mass incarceration, many Latinxs 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 Latinxs navigate that system. This course will pay special attention to the troubled and unequal relationship between Latinxs and the criminal justice apparatus in the United States and how it has resulted in the formation of resistant political identities and activist practices.

PRE-REQUISITE

Upper-division standing.

LEARNING OUTCOMES

1. In a Midterm Letter, students will **examine** the forces leading to and maintaining U.S. Latine's experience of persistent marginalization within the U.S. criminal legal system (CLS), **identify** systemic barriers to equality and inclusiveness, **cite** evidence in support of Latine agency, **develop** a historical understanding of the disparate impact of the CLS on U.S. Latines, **examine** the impact of privilege and power differentials in the United States, **demonstrate** the complexity of U.S. Latine perspectives, and **write** accessibly to a non-expert.
2. In an Academic Journal, students will critically **reflect** on their respective cultural experiences and how those cultural experiences inform their worldviews, will **recognize** different perspectives and worldviews from underrepresented cultural groups in the United States, including those to which students may belong, on how their own lives are connected to those of CLS-impacted Latines and Latine communities, **reflect** on the role of social location, including their own, in shaping people's responses to the CLS, and **identify** appropriate roles and responsibilities as members of society and informed decision-makers to minimize marginalization in the United States.
3. In class discussions and in-class assignments, students will **recognize** areas of implicit bias in their respective experiences, **practice** methods of communicating mutual understanding and respect across cultural groups, and **apply** diverse cultural perspectives in evaluating complex problems.
4. Leading up to a writing a Policy Brief, students will **identify** one focused and manageable policy problem and **identify, gather, evaluate, and synthesize** at least 15 scholarly sources as well as

perspectives from CLS-impacted Latine communities in order to propose a solution to their chosen problem.

5. In a Policy Brief, students will **choose, outline, and follow** a research method or methods common to the disciplines of ethnic studies, history, public policy, and sociology, **identify and write** for an appropriate audience with the ability to change policy, **articulate** the urgency of a chosen policy problem and advocate on behalf of a solution, **demonstrate** a historical understanding of the policy problem and identify and explain the impact of root causes in creating and maintaining the policy problem, **formulate and present** the implications of a solution that is implementable, speaks to root causes of the problem, and is informed by both academic scholarship and CLS-impacted Latine perspectives, **incorporate** perspectives from CLS-impacted U.S. Latine communities and individuals throughout the brief, and **discuss** in detail and with rigor the limitations of one's recommendations and how future research can help address the policy problem.

DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Course Requirements and Grading

REQUIRED MATERIALS

1. Bender, S. W. (2003). *Greasers and gringos*. New York University Press.
2. Díaz-Cotto, J. (1996). *Gender, ethnicity, and the state: Latina and Latino prison politics*. State University of New York Press.
3. Hernández, K. L. (2017). *City of inmates: Conquest, rebellion, and the rise of human caging in Los Angeles, 1771–1965*. The University of North Carolina Press.
4. López, E., and Pérez-Torres, R. (2005). *To Alcatraz, death row, and back: Memories of an East LA outlaw*. University of Texas Press.
5. Martínez, M. M. (2018). *The injustice never leaves you: Anti-Mexican violence in Texas*. Harvard University Press.
6. Ríos, V. M. (2017). *Human targets: Schools, police, and the criminalization of Latino youth*. The University of Chicago Press.
7. Additional readings will be available via Canvas.

RECOMMENDED MATERIALS

1. Urbina, M. G. and Álvarez, S. E. (2018). *Hispanics in the U. S. criminal justice system: Ethnicity, ideology, and social control*. Charles C. Thomas Publisher.

ASSIGNMENTS

The following table represents how you will demonstrate your learning and how I will assess the degree to which you have done so.

Assignments	Points Possible
1. Academic journal	10
2. List of ten possible policy brief topics	5
3. Midterm letter	20
4. Annotated twelve-source bibliography	5
5. Draft of policy brief	5
6. Policy Brief	40
7. One-on-one meetings with the instructor (3)	15 (5 each)
Total	100

LATE WORK AND MAKING UP MISSED WORK

It is in your interest to get work in on time. It keeps both you and me from falling behind and makes less work overall for both you and me. I am happy to make accommodations on due dates, but even if you have an official accommodation for due dates, it is your responsibility to communicate directly with me about each assignment to let me know (a) what you have done, (b) what you have left to do, and (c) when you expect to turn the assignment in. This will enable us to arrange a new due date. If you simply do not turn in an assignment, you will not receive points for it. It is not possible to make up missed work without an accommodation agreed to in advance of the due date.

ABSENCES

You will do better in classes, remember more from them, and get more out of them if you attend all the time or as frequently as possible. In my experience, students attend classes that require attendance more often than classes that do not. To help you get the most out of this course, I am therefore implementing an attendance policy. For this class, the final grade you can receive is limited by how many classes you have attended. Your unexcused absences after the add deadline (08/24/2023) determine the highest possible final course grade you are eligible for. *“Excused” absences are those for religious observances or university-related activities, if cleared in advance.* Those due to illness, injury, vacation, wedding, etc., you should think of as the “sick days” you might get at a job. Save your sick days for such occasions or for emergencies so that unexpected circumstances do not affect your grade. Excessive or frequent tardiness will also count as absence. If you have circumstances that give you concern about this policy, please come speak with me; I am happy to make accommodations and alternative arrangements as necessary.

Absences (after 8/24)	Percentage of 24 classes attended	Maximum possible final course grade
1–2	91.67–95.83%	A
3–4	83.33–87.50%	B
5–7	70.83–79.17%	C

8–9	62.50–66.67%	D
≥ 10	≤ 58.33%	F

USE OF A CURVE

Grading for this course will not use a curve.

EXTRA CREDIT

There will not be opportunities for extra credit for this course.

+/- GRADNG POLICY

This course will use +/- grades for the final class grade.

GRADE BREAKS

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Outline

All instructions, assignments, additional readings, rubrics and essential information will be on Canvas at utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require, but I will always try to discuss changes with student input. Any changes will be announced in class and via a Canvas announcement. It is your responsibility to note changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week	Date	Subject Matter	Assignments Due
1	8/22	U.S. Criminal Legal System	-
1	8/24	Stereotypes, Media, Law	-
2	8/29	Structural Inequality	-
2	8/31	Eradicating Stereotypes	-
3	9/5	Lynchings in Texas	-
3	9/7	The Porvenir Massacre	List
4	9/12	Cultures of Violence	Meeting I
4	9/14	Reckoning with Violence	Meeting I

5	9/19	Slavery & Genocide	Meeting I
5	9/21	Exclusion	Meeting I
6	9/26	Caging Mexicans	Meeting I
6	9/28	Anti-Blackness	Meeting I
7	10/3	Policing Labor	-
7	10/5	A Pinto Memoir	Letter
8	10/10	A Pinto Memoir	Meeting II
8	10/12	A Pinto Memoir	Meeting II
9	10/17	Latine Prison Politics	Meeting II
9	10/19	Latine Prison Politics	Meeting II
10	10/24	Latine Prison Politics	Meeting II
10	10/26	Latine Prison Politics	Meeting II
11	10/31	Criminalizing Youth	-
11	11/2	Criminalizing Culture	-
12	11/7	Policing Youth	-
12	11/9	Border Control	Bibliography
13	11/14	Illegality & Deportability	-
13	11/16	Crimmigration	Journal
14	-	No Class	-
15	11/28	Policy Briefs	Draft Meeting III
15	11/30	Policy Briefs	Meeting III
16	12/4	No Class	Policy Brief