

GENDER, RACE, POLICING and INCARCERATION*

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COURSE DESCRIPTION

This course will examine women of color's experiences with policing, incarceration and detention from a global perspective. Racism, sexism, homophobia, and classism affect women's ability to survive everywhere around the world. This is especially the case within the structures of the state, which often heavily disciplines citizens based on their conformity and non-conformity to social norms. How do the structures and policies of state policing and incarceration uniquely impact the lives of women of color? We will especially consider the politics of racism, sexism, homophobia, classism, violence, health and survival.

Objectives: 1) To identify and analyze how issues of gender and race influence current issues related to policing and incarceration; 2) To think critically about the history of policing and incarceration in the United States and around the world and how women are particularly impacted by these institutions; 3) To consider how race, gender and sexuality shape the experience of policing and incarceration transnationally; 4) To explore the relationship between policing, incarceration, nationhood and movement (particularly immigration).

* Syllabus is subject to updates and adjustments by the instructor. Any modifications will be communicated in a timely manner and updates on the syllabus online via Canvas.

Key topics: Over the past several decades, we have become increasingly aware of the unique ways state discipline is gendered. For example, the rates of women's incarceration globally, but particularly in the Americas, has grown exponentially. The United States has the highest rate of incarcerations and detentions in the world, in both per capita and pure numbers. Texas as a state has one of the highest incarceration rates and the highest immigration detention rate of any state. We will take a close, critical look at the politics of gender, race, policing and incarceration globally from a comparative lens, with a particular emphasis on the state of Texas. Students will learn that the line between incarceration and freedom is often much thinner than they imagine, and they are implicated in the politics of who is interpreted as a criminal and who is not.

Required Books

Angel-Ajani, Asale (2010), *Strange Trade*

Davis, Angela (2005), *Abolition Democracy*

COURSE SCHEDULE

Week 1 – January 22 & 24 - Course Introduction

Policing

Week 2 – January 29 & 31

- [“Say Her Name: Resisting Police Brutality Against Black Women”](#)
- Monet, Aja (2017), “#SayHerName”
- ◆ Goff, Phillip et. al., “Ain’t I a Woman”

Suggested: Spillers, Hortense (1987). “Mama’s Baby Papa’s Maybe”

Documentary: “Traffic Stop”

Week 3 – February 5 & 7

- Ritchie, Andrea (2017). *Invisible No More* – Introduction and Chapter 1

Documentary: “Say Her Name – Sandra Bland”

Week 4 – February 12 & 14

- Smith, Christen (2018), “Lingering Trauma in Brazil: Police Violence Against Black Women”
- Maynard, Robyn (2017), *Policing Black Lives*, Chapter 4 & 5

Week 5 – February 19 & 21

- Falcón, Sylvanna (2006), “‘National Security’ and the Violation of Women: Militarized Border Rape at the US-Mexico Border”
- Deer, Sarah (2006), “Federal Indian Law and Violent Crime”
- Smith, Andrea (2006), “Heteropatriarchy and the Three Pillars of White Supremacy”

Prisons

Week 6 – February 26 & 28

- Levi, Robin and Ayelet Waldman (2011), *Inside This Place, Not of It*, Timeline and Appendices

Week 7 – March 5 & 7

- Neve, Lisa and Kim Pate (2005), “Challenging the Criminalization of Women Who Resist”
- Kina, Robbie (2005), “Through the Eyes of a Strong Black Woman Survivor of Domestic Violence: An Australian Story”

Documentary: “Me Facing Life: The Cyntoia Brown Story”

Week 8 – March 12 & 14

- Ritchie, Beth (2012). *Arrested Justice* – Introduction and Chapter 2

March 18-22 SPRING BREAK

Week 9 – March 26 & 28

- Angel-Ajani, Asale (2010), *Strange Trade*

Week 10 – April 2 & 4

- Davis, Angela (2005), *Abolition Democracy*

Week 11 – April 9 & 11

- Diaz-Cotto, Juanita (2005), “Latinas and the War on Drugs in the United States, Latin America and Europe”
- Kampfner, Cristina Jose (2005), “Las Mujeres Olvidas”

Week 12 – April 16 & 18

- Speed, Shannon (2016) “States of Violence: Indigenous women migrants in the era of neoliberal multiculturalism”

Transformation, Justice

Week 13 – April 23 & 25

- CeCe McDonald (2017) [Edited by Omise’eke Tinsley], “Go Beyond Our Natural Selves: The Prison Letters of CeCe McDonald”
- Sudbury, Julia (2009), “Maroon Abolitionists: Black Gender-Oppressed Activists in the Anti-Prison Movement in the U.S. and Canada”

Week 14 – April 30 & May 2

- “Do We Want Justice or Do We Want Punishment: A Conversation About Carceral Feminism Between Rachel Caidor, Shira Hassan, Deana Lewis, and Beth Ritchie” (2018)
- Law, Victoria (2018), “Against Carceral Feminism”
- Kaba, Miriam (2018), “Circles of Grief, Circles of Healing”

Week 15 – May 7 & 9

- Final project presentations

GRADING CRITERIA AND COURSE GUIDELINES

Grade Center columns that are automatically graded, such as Tests, will be converted to this display option according to the grade mapping provided below. To enter grades in the Grade Center manually using this display option, mappings from each symbol into a percentage of points possible must be provided.

Grades Scored Between	Will Equal	Grades Manually Entered as	Will Calculate as	Insert Rows
97 % and 100%	A+	A+	98.5 %	<input type="button" value="Delete Row"/>
94 % and Less Than 97%	A	A	95 %	<input type="button" value="Delete Row"/>
90 % and Less Than 94%	A-	A-	91.5 %	<input type="button" value="Delete Row"/>
87 % and Less Than 90%	B+	B+	88.5 %	<input type="button" value="Delete Row"/>
84 % and Less Than 87%	B	B	85 %	<input type="button" value="Delete Row"/>
80 % and Less Than 84%	B-	B-	81.5 %	<input type="button" value="Delete Row"/>
77 % and Less Than 80%	C+	C+	78.5 %	<input type="button" value="Delete Row"/>
74 % and Less Than 77%	C	C	75 %	<input type="button" value="Delete Row"/>
70 % and Less Than 74%	C-	C-	71.5 %	<input type="button" value="Delete Row"/>
67 % and Less Than 70%	D+	D+	68.5 %	<input type="button" value="Delete Row"/>
64 % and Less Than 67%	D	D	65 %	<input type="button" value="Delete Row"/>
60 % and Less Than 64%	D-	D-	61.5 %	<input type="button" value="Delete Row"/>
0 % and Less Than 60%	F	F	55 %	<input type="button" value="Delete Row"/>

3. **Submit**
Click Submit to proceed. Click Cancel to quit.

How your grade in this class will be calculated:

Class Participation – 30%

- Attendance – 10%
- Engaged participation in class discussion (including in-class assignments) – 20%

Final Research Paper– 50%

- Scaffolding assignments – 25%
- Final Paper – 25%

Collaborative Team Presentation - 10%

Collective Class Project – 10%

Writing Requirements:

This is a writing intensive course. Your grade will primarily be evaluated on your ability to synthesize your ideas and relay your thoughts clearly and thoughtfully through your writing. The following are the course writing assignments:

Final Research Paper (3000 words)

Each student will be responsible for writing a research paper for this course. The research paper will focus on one aspect of the course topic that the student finds interesting (ex, police racial profiling and mothering). Although the student will choose the topic, all students will be required to discuss and analyze the ways the topic refers back to the themes of the course and interrogates these themes in a critical way. This student will also be required to analyze this topic from a transnational perspective and will be encouraged to think comparatively between the U.S. and other countries. The student will be expected to conduct critical archival research in preparation for the research paper and complete a series of “scaffolding” assignments that will help the student to develop a solid structure for the paper throughout the semester.

Satisfactory completion of each assignment will be an important aspect of the final paper grade.

*Bibliography requirements: Students will be required to have 15 sources minimum: 6 scholarly peer-reviewed articles or books; 5 citations from course readings; 4 popular sources)

Scaffolding Assignments and Due Dates:

February 14 - Scaffolding: Submit preliminary research topic

February 21 - Scaffolding: Thesis statement

March 7 - Scaffolding: annotated bibliography (10 sources minimum: 6 scholarly peer-reviewed articles or books; 4 popular sources)

March 12 - Scaffolding: Paper abstract (Group peer review)

March 28 - Scaffolding: Submit final paper outline

April 11 - Scaffolding: Draft of Final Research Paper Due (exchange for peer review and instructor comments)

May 10 - Final Research Paper Due

Free-writing (in-class): Weekly, we will do free writing on a question related to the theme of the course for that week. The purpose of these exercises will be to get you warmed up to reflect deeply and critically about key topics related to the class, get you used to writing constantly, and help you think towards the weekly reflection paper. These weekly free-writes will not be graded, but your completion of them will count toward your class participation.

Peer Review From time to time I will ask you to exchange your written work for peer review. This exercise is not designed to embarrass you, but to help you improve your writing. One of the best ways to improve your writing is to share it with a colleague. So, be prepared for peer reviews.

Collective Class Project:

Together, our class will conduct a collective, comparative, qualitative investigation of women's experiences with incarceration from a transnational perspective. Through the use of digital archives, ethnography and historical research, the class will pick 5-10 stories of women of color's (WOC) experiences with policing and incarceration and analyze them critically from a comparative perspective. In what ways are WOC's experiences with policing and incarceration similar globally, in what ways are they different, and how is the local also connected to the global? This project is a **guided-inquiry** method of learning. Students will be asked to use the resources of the university's research archives (library, digital archives, reports). The project will extend the entire semester and will include but not be limited to participatory mapping, archival research and fieldwork. Together the class will determine a medium for communicating the results of the collective research project to the public in the form of a website, wiki, storify or

other media form that will allow us to collectively analyze and share the semester's discussions.

As part of this assignment each student will be required to participate in a collaborative research team as part of their participation in this course. Each team will be assigned a general theme to investigate and report on for the class. Each research team will prepare a 20min collaborative, informative presentation on this theme. This presentation will be graded collectively. We will discuss research team assignments and details on this assignment in class.

Class Participation:

Attendance and Engaged Participation: Students who acquire six or more unexcused absences will receive a failing grade.

This course depends on close reading and engagement with the texts (readings, films, video clips, web links and information posted to Canvas), as well as active and informed participation in class discussions. You will be responsible for checking the Canvas course site and your email regularly for additional texts and announcements.

Your class participation grade will be based on attendance and ***meaningful*** participation in class discussions. Meaningful participation is taken to be analytic engagement with the texts and course themes in class discussions (both in the classroom and in virtual classroom space i.e. the Facebook discussion board), not vague commentary or generalizations. Each student is expected to come to class prepared to participate actively in class discussions each week. This includes but is not limited to doing the assigned reading and preparing thoughtful questions to share with the class. You are expected to come to class prepared to discuss the readings.

Those students who take the initiative to engage critically with the readings and themes of the class and actively participate in class discussions by sharing their ideas and thoughts openly and respectfully on a regular basis will be graded highly. Those who do not participate in class discussions unless called upon will be graded down. *Always be prepared to speak when you are called upon.*

In-Class Assignments: Students will also be graded on their thoughtful completion of in-class assignments. In-class assignments will be assigned throughout the semester at the discretion of the instructor and will include but not be limited to free-writes and occasional peer review assignments. In-class assignments will be announced in class and/or posted to Canvas.

GEM Activities (DATES TBD):

- Introduction to Benson library
 - Tour
 - Presentation of Human Rights Documentation Initiative (HRDI)
- Hands-on exploration of HRDI

GUIDELINES

**ALL ASSIGNMENTS MUST BE SUBMITTED ELECTRONICALLY VIA CANVAS AND BY
HARD COPY AT THE BEGINNING OF CLASS ON THE DUE DATE
*LATE ASSIGNMENTS WILL BE HEAVILY PENALIZED***

Due Dates/Late Policy: As a general policy late assignments will not be accepted without the instructor's prior approval. Any late assignments accepted will carry a penalty of 10% of the assignment grade per day late. – **Six days late or more will automatically receive a grade of 0.**

I will make exceptions to this penalty policy **only** in the event of a documented medical or family emergency, or if you have official, documented University of Texas business off-campus; in such a case, please notify me as soon as possible.

Format Guidelines for Writing Assignments:

All coursework must be double-spaced and typed in 12pt Times New Roman font. All papers must have 1-inch margins on all sides. Please use the AAA Style Guide: http://www.aaanet.org/pubs/style_guide.pdf as a guideline for bibliographies and citations.

Grading Evaluation

Rubrics: Rubrics will be used as grading criteria for most course assignments including class participation. These rubrics will be available on Canvas and will be discussed in-class.

Class Policies

1. Again, please come to class on time and prepared to participate actively in class discussions each day.
2. Hot and cold beverages are okay to bring to class, but please **NO FOOD ALLOWED IN THE CLASSROOM** (unless you have brought a goodie for everyone and you have cleared it with me first).
4. Please be attentive and polite to one another during class. If you wish to read the *Texan*, surf the web, talk with your neighbor during lecture, sleep, or do anything else disruptive, then please go elsewhere.
5. Please respect your classmates and your instructor. In this course, there will be a lot of lively discussion and debate. Even if you don't agree with someone, you should still treat that person with respect and be kind. We are all here to learn!
5. Due dates for all assignments are listed on the syllabus and/or will be announced in class and/or will be announced on Canvas. Late assignments carry stiff penalties. Please see note on "due dates" above.
6. **ACADEMIC HONESTY IS IMPERATIVE.** I will refer all cases of academic dishonesty (i.e. cheating and plagiarism) to the Dean of Student's Office. If you have questions about what

constitutes academic dishonesty, visit the University's official statement:
http://deanofstudents.utexas.edu/sjs/acint_student.php

Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 or <http://uwc.fac.utexas.edu> The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with 'problems'. Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. *(Note to Faculty: Details of a student's disability are confidential. Faculty should not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.)*

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:
http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must

miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Process for grade appeals (Liberal Arts): Students must first contact course instructor, then if dispute not resolved, they must contact Associate Chair. If Associate Chair declines appeal, the student can appeal to the Dean. See below for details. (I have attached the linked pdf to this email as well)

http://www.utexas.edu/cola/student-affairs/files/pdf/grade_appeals_form_student_version.pdf