

**Policing the City: From Albuquerque to Rio de Janeiro**  
**CRP 355 & 570 / AMST 350/ GEOG 466**  
Community & Regional Planning | Fall 2020  
Instructor: Jennifer Tucker, PhD

Online class

Weekly zoom discussion sections Tuesdays 4-4:50

Drop-in availability (office hours): Tuesdays 2:00-4:00 pm (or by appointment)

Sign up for drop-in availability (office hours) online at:

<https://www.wejoinin.com/sheets/avoecu> on Learn and in my email signature)



A protester in Phoenix after the murder of Alton Sterling and Philando Castile by police, July 2016

## Course Description

What are the police for? Why does the US lock 2.3 million people in cages, more than any other country on earth? An unprecedented global uprising against racism and police brutality is challenging us to reimagine policing, prisons, safety and wellbeing in 21st century cities. Rooted in praxis, the intertwining of theory and action, this class strengthens students' capacities to contribute to movements for justice. Learning from front-line communities and social movements like Black Lives Matter, this class develops a historical, spatial and relational analysis of policing, broadly understood. We study the histories and functions of policing; race and the uneven distribution of vulnerability and violence; and the spatial forms of racism, like prisons, immigrant detention camps, reservations, segregated suburbs and ghettos.

Our key areas of inquiry include social movements, policing & incarceration, borders & border walls, housing, socio-spatial segregation, urban poverty, homelessness, city planning and urban policy. We develop a critical understanding of urban space as a lens to analyze the uneven distribution of safety, vulnerability and violence. We also study community creativity, resistance and resiliency, examining how ordinary residents reconfigure city spaces, institutions, and politics. The comparative, global frame of the class will put cases from cities around the world into conversation as a means to excavate key lessons, theories, and political possibilities.

### **Course Objectives**

By the end of this course, students will be able to:

- Analyze the history, functions and political economy of prisons and policing;
- Analyze how harm, violence and vulnerability are socially-produced and unevenly-distributed;
- Analyze the social production of space and the spatial forms of racism (eg, prisons, immigrant detention camps, segregated suburbs);
- Assess different sources of knowledge about racism and inequality, including the lived experience of those most exposed to these processes and the theories generated by social movements;
- Evaluate different theories of social change—including incremental reform, abolition and defunding the police—and locate themselves in these ecologies of change-making.

### **COURSE REQUIREMENTS + GRADING**

1. Participation, Attendance & Notes: 20%
2. Quizzes: 20%
3. Current Events Assignment: 10%
4. Three Reaction Papers: 30%
5. Final Project or Final Exam: 20%

### **Participation, Attendance & Notes (20%)**

Our class is a small seminar, in which we will learn from each other as well as the readings, lectures and course materials. Your active participation is an opportunity for your classmates to learn from and with you, as well as an opportunity for you share your insights and questions. Just as we will learn from class readings, we will learn from each other. This requires listening to your classmates' interpretations and learning from perspectives that are different from our own. In other words, our classroom will be a community of learners who listen well, participate freely, and create a welcoming environment for their peers. There will be multiple forums for participation: weekly zoom meetings, online discussion boards and other communities of learning. Please plan to read carefully, participate respectfully in our weekly discussion, and actively support one another. Your participation will be graded based on your general involvement and engagement with the course each week, rather than the frequency or originality of your comments. Attendance in the weekly zoom discussions is mandatory.

### *Reading Notes*

This is a reading intensive course. You are expected to read, reflect on, and take notes on weekly readings before arriving to class. Some of the reading may be challenging. It is part of the learning process to struggle to identify key ideas and arguments as we develop a shared vocabulary that may be new to you. We will practice critical reading skills together. Keep reading and taking notes and your comprehension skills will develop over the term.

*There will be 30-80 pages of required reading each week for undergraduates.*

Your participation grade will include submitting your reading notes for each week. These notes are not graded. Undergraduates are encouraged to submit their notes in Cornell style. Graduate students should submit notes or reading summaries.

**Supplemental graduate student reading list.** Graduate students will complete the required reading. In addition, graduate students will collectively construct a supplemental reading list. This graduate student supplemental reading list will consist of 10 or so additional academic articles, or one additional article each week. Students can select readings from the recommend reading list provided in this syllabus or draw from other sources.

Graduate students will submit their supplemental reading list by **8/25**.

### **Quizzes (20%)**

There will be ten quizzes over the term based on course material from the week's readings. You may use your notes for these quizzes.

### **Current Events Assignment (10%)**

This assignment supports students becoming critical readers of news and media coverage, learning to assess how the histories of policing we are learning about show up in our world today. In this assignment, students will apply a class concept to a current event. Pick a news article about a current, related topic from the New York Times or the Wall Street Journal. You will put the concept in conversation with the current event, and make an argument, analyzing how the course concept you have chosen applies to the news event. How does the concept help us understand the event in a new light? How does the concept miss an important dynamic of the current event? How does it fall short? Is the news story relying on a different theoretical frame than your concept? What are the stakes of the different frames?

Students will prepare a 5-minute video presentation of their current event analyzed through the lens of their chosen concept. Students will upload their Current Events Assignment to Learn the Sunday before the class they have signed up for.

**Due: Sunday, 11:59 pm before the class where their concept will be discussed.** We will schedule current events presentations the first week of class.

**Due: Tuesday 3:59pm.** Students will watch and respond to the Current Events Assignments prepared by their peers. We will decide together how many times students will comment on their classmates' presentations together during the first week of class. Offer your responses in the spirit a friendly critic, someone who wants to support the presenter as they wrestle with course themes. Identify one strength of the presentation and one question or concern sparked by the presentation.

### **Writing Assignments (30% total)**

Over the semester, you will complete three writing assignments, which are: 1) active engagement in our **Transform Harm discussion board** and 2) **two short reaction papers**.

The Transform Harm discussion board will consist of writing 6 posts of about 400 words, each time also writing one substantive response to a classmate's post.

Reaction papers are your response to the prompts below, drawing from course themes and the readings for each unit. These papers should each be at least two full pages, with 1 inch or smaller margins, and in 12 pt Times New Roman font.

*Transform Harm Online Discussion: Six discussion posts*

This class strives to direct our collective attention to the many forms of community action, mutual aid and visionary organizing that are all around us, even if CNN doesn't cover it. Over this semester we will engage with the learning materials curated by the organizer Mariame Kaba at the website: **TransformHarm.org**. Six times over the term you will engage with one resource on the site: a short article, a podcast, a video, an organizing manual or an academic article. You will write a short reflection which includes two things 1) a short summary of what you learned 2) a short reflection about your questions or how this learning resource relates to course themes. You will also respond to one of your classmates' posts.

*Reaction Paper #1 Honoring the Victims of State Violence: Due September 22*

Select and analyze one case of police or vigilante violence, like the murders of George Floyd, Trayvon Martin, Michael Brown, James Boyd, Marielle Franco, Berta Cáceres, Sandra Bland Breanna Taylor or someone else. Often these people are remembered for their deaths. Learn about this person so you can reflect on what would it be like to honor their life. What strategies have activists or their family members used to humanize this person? Why is humanization important, in this particular case but also more generally? Create a life-affirming memorial to this person. You can be creative, mixing text, images, sound, video and/or art. Include a narrative that explains your thinking behind this memorial (2 full pages with 1 inch or smaller margins, and in 12 pt Times New Roman font).

*Reaction Paper #2 Policing and Space: Due November 10*

How would you characterize the role of the built environment in the history that we have traced in this unit? Would you argue that it has been an active force, shaping crime and punishment, or a passive bystander, simply providing the space in which crime and punishment unfold? Or some combination of the two? Explain your position, making links to course readings to support your argument.

Note: Students who opt for the Community Action Project can switch out Reaction Paper #2 for an assignment that will support their final project

**Final Evaluation (20%): 12/8**

Students will choose their final evaluation form.

Undergraduates may choose the final exam or the community action project.

Graduate students may choose the community action project or the analytic essay.

- 1) **Final Exam:** The final exam is a comprehensive take-home exam consisting of short answer and essay questions.
- 2) **Community Action Project:** Students will identify a case study of a real-world policing issue. Individually or with a group, you will develop a creative and relevant public intervention promoting a specific outcome related to your case. This could be an

online platform providing UNM students with information and opportunities for action, a short educational YouTube video or a publicity campaign designed to shift public opinion, just to give you a few ideas. Students are encouraged to relate this project to existing community efforts, like the ABQ Civilian Police Oversight Agency (CPOA), Millions for Prisoners or Abolish APD. Students must participate in one public event or activity related to the policing issue, like a public meeting, community event, interview of a key actor or other relevant activity.

- 3) Analytic Essay:** Students will write a short analytic essay, applying a theoretical framework to a topic or issue of your choice. The topical area can derive from your research, planning practice or social justice commitments. Your topic should be a real-world place, problem or possibility, like the UNM Sanctuary campus movement, policing in Brazil or decoloniality in the Zapatista struggle. Drawing from at least four course readings, construct a relevant conceptual framework that helps us understand the dynamics of your issue more clearly. The paper is an exploration and analysis of your topic in relationship to the conceptual framework. You can also choose to write a longer research paper, if that is helpful for your course of study. If you opt-in to a research paper, I will need to OK your paper topic.

*Due Dates (by 3:59 on the due date)*

8/25: Graduate student supplemental reading list

9/1: Carceral Feminism Discussion Board Post (*feedback from instructor by 9/8*)

9/15: Transformative Justice Discussion Board Post

9/22: Reaction Paper #1

9/29: Restorative Justice Discussion Board Post

10/6: Healing Justice Discussion Board Post

10/20: Community Accountability Discussion Board Post

11/10: Reaction Paper #2

11/17: Abolition Discussion Board Post

12/8: Final Evaluation Due

## **COURSE POLICIES**

### **Online Learning**

This class is a mix of a *synchronous (scheduled)* discussion section on zoom (Tuesdays 4-4:50) and *asynchronous (arranged)* learning activities that you will complete on your own time, during the week that they are assigned. Interactive asynchronous activities (about 100 minutes each week) will include:

- a video lecture from me (posted Tuesday evening each week)
- additional interactive content like videos, podcasts and guest lectures (posted Tuesday evening each week)
- discussion board participation (the “Current Events” and “Transform Harm” discussion board)

Think of these activities as what we would do if we were able to meet in a physical classroom for a 2.5-hour weekly seminar. In addition, there will be about 6 hours of other work, including reading, studying or writing for assignments (traditional homework, or the work you would do on your own, outside the traditional classroom setting). For some of you, the transition on online learning might be challenging or unwanted. I hear you! Please do your best and we will navigate this online learning environment together.

## **Online Etiquette and Course Norms**

The first week of class we will develop together our course norms and shared expectations for how students and the instructor can build a constructive learning environment together. In our interactions we will strive to honor the unique knowledge and experience that each student brings to the classroom and online learning environments, so that we can all learn from each other.

### **Attendance Policy**

Attendance for weekly discussion sections is required for this course. Please log-in on time. Arriving late is a disruption and a disservice to your fellow classmates. Unexcused absences and regular late arrival will negatively affect your participation grade. If you know that you will miss class for a reason other than illness or emergency, notify me, by email, at least 24 hours in advance. I will evaluate absences on a case-by-case basis.

### **Late Assignments Policy**

If you must submit an assignment late due to extenuating circumstances, communicate with me about your situation before the due date. I know that most of you are managing multiple important responsibilities outside of this class: work, family, kids, caretaking responsibilities and participating in activism and community work. We can most likely work something out, especially if you reach out beforehand to discuss your situation.

### **Email**

I will respond to emails 48-72 hours after I receive them. Do not expect a response to last minute emails before assignments are due. Substantive questions should be saved for class or my drop-in availability (office hours).

### **Academic Honesty**

Plagiarism is using the ideas or words of another without proper acknowledgment. I encourage study groups and working together to understand theory and concepts. All written work should be your own, unless otherwise specified. Do not use other students' papers or exercises for your assignments. Learning how to appropriately cite the work of others is an important part of any program of study. If you have any questions about what constitutes plagiarism, please read the Community & Regional Planning Program's "Ethics Statement." If you cite an author or use her/his ideas, you must cite properly. **If I find plagiarism in an assignment, even if it is unintentional, I will not grade it.** If you have any questions, please ask.

### **Grade Disputes**

Students who wish to dispute grades on an assignment must do so in writing. Indicate each issue that you dispute. You must submit grade disputes to me during office hours. Please note that I may lower as well as raise grades after reviewing assignments.

### **Technology Policy**

Please turn off your cell phones before discussion section begins, unless you have urgent family or caretaking responsibilities.

### **Technology Requirements**

This class is designed for online delivery with professional instructional design support and recommended best practices for online instruction. Course materials are prepared specifically for online students and instruction. Computer and Internet connection required.

### **Campus & classrooms free from discrimination, violence and harassment**

Our online community, our zoom classroom and our university should always be spaces of mutual

respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website. Please note that, because UNM faculty are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university's Title IX coordinator.

### **Support for undocumented students**

As an educator, I fully support the rights of undocumented students to an education and to live free from fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations. For more information and/or resources, please contact the New Mexico Dream Team at [info@nmdreamteam.org](mailto:info@nmdreamteam.org).

### **Accommodation Policy**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. We can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

### **Resources**

CRP Ethics Statement: <http://saap.unm.edu/academic-programs/community-regional-planning/index.html>

LoboRESPECT: <http://loborespect.unm.edu/>

For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>

Accessibility Resource Center: 277-3506

## **COURSE SCHEDULE**

### **Unit 1: Histories of Policing**

Week 1. August 18: Policing & Lives that Matter

Week 2. August 25: The Origins of Policing

Week 3. September 1: The Rise of Mass Incarceration

Week 4. September 8: Black Lives Matter

Week 5. September 15: Defund the Police

### **Unit 2: Criminalization, Race & Poverty**

Week 6. September 22: Racism, Whiteness & the Social Construction of Race

Week 7. September 29: State Violence

Week 8. October 6: Film viewing (13<sup>th</sup> or *The Prison in Twelve Landscapes* or *When Two Worlds Collide*)

Week 9. October 13: The Criminalization of Poverty

Week 10. October 20: Community Policing & Citizen Oversight

### **Unit 3: Spaces of Social Control**

Week 11. October 27: Racializing Space

Week 12. November 3: *Break Day No Class*

Week 13. November 10: Prisons & Borders

Week 14. November 17: Abolition

Week 15. November 24: Socio-Spatial Segregation & Defensible Space

Week 16. December 1: Reparations

## **Unit 1. Histories of Policing**

The US imprisons more people per capita than any other country on the planet. How did we get here? The “tough on crime” policies in the US or *mano duro* policies in Latin American cities are not pre-ordained or natural. They are a product of our history. To understand this, unit one takes a long view of policing. As we learn from Hernández, prisons did not exist in this land now called the United States until after the arrival of colonists. These newcomers introduced the prison, one of their first imports. The French social theorist Michel Foucault argues that the birth of the prison in Europe represented a cultural shift towards new, expansive forms of social discipline, of which incarceration was just one part. We study the rise of mass incarceration out of the post-Civil War era, through convict leasing and the backlash against the gains of African Americans under Reconstruction, and later, the Civil Rights movement. Michelle Alexander has dubbed mass incarceration as “the new Jim Crow” to underscore the persistence of racial hierarchies and exclusions in new forms. We consider various state and civil society response to social problems. The responses can be punitive, reform-oriented or radical. Mass incarceration is a punitive response to social problems like economic inequality and poverty. We begin our study of pathways towards change by learning from one of this century’s most powerful social movements: Black Lives Matter (BLM). We trace the rich lineages of BLM, which today’s organizers both honor and move beyond, reading the classic “Letter from a Birmingham Jail” penned by Rev. Dr. Martin Luther King. Social movements like BLM push us expand our political imagination, envisioning more just societies as well as charting pragmatic pathways towards change. There can be no change without prior imagination. This is exemplified in BLM’s call to defund the police, a demand that would have been unthinkable just a few months before we started this class. Over the semester, keep asking yourself: What do you think are the most powerful pathways toward justice?

### ***Week 1. August 18. Policing & Lives that Matter***

Butler, Judith. 2015. “What’s Wrong With ‘All Lives Matter’?” *New York Times*, January 12.

“A Vision for Black Lives: Policy Demands for Black Power, Freedom, & Justice.” 2016. The Movement for Black Lives.

### ***Week 2. August 19-25. The Origins of Policing***



- Correia, David, and Tyler Wall. 2018. "Slave Patrol" and "Vagrancy" In *Police: A Field Guide*, 154–156; 200–204. Verso Books.
- Hernández, Kelly Lytle. 2017. "The Eliminator Option," *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*. Chapel Hill: The University of North Carolina Press, 16–21; 30–44.
- Vitale, Alex. 2017. "The Police Are Not Here to Protect You." *Red Pepper*, October 17, 2017.

One of these:

- Whitehouse, David. 2014. "Origins of the Police." *Worx In Theory*.
- Waxman, Olivia. 2017. "The History of Police in America and the First Force." *Time*, May 18, 2017. 1–4.

### **Week 3. Aug 26-September 1. The Rise of Mass Incarceration**

**Due: Transform Harm Online Discussion on Carceral Feminism:**

<https://transformharm.org/carceral-feminism/>

- Alexander, M., & West, C. 2012. The Rebirth of Caste and The Lock Down, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 1–15 & 40–96.
- Wacquant, Loïc. 2003. "Toward a Dictatorship Over the Poor?: Notes on the Penalization of Poverty in Brazil." *Punishment & Society* 5 (2): 197–205.
- Müller, Markus-Michael. 2012. "The Rise of the Penal State in Latin America." *Contemporary Justice Review* 15 (1): 57–76.

*Graduate Students:*

- Hall, Stuart, Chas Critcher, Tony Jefferson, John Clarke, and Brian Roberts. 2013. *Policing the Crisis: Mugging, the State and Law and Order*. Palgrave Macmillan.

### **Week 4. September 2-8. Black Lives Matter**

- Taylor, Keeanga-Yamahtta. 2016. *From #BlackLivesMatter to Black Liberation*. Chicago, Illinois: Haymarket Books, 21–50 & 153–177.
- King Jr, Martin Luther. 1963. "Letter from a Birmingham Jail." In *Why We Can't Wait*, 77–100.
- Murch, Donna. 2015. "Ferguson's Inheritance," August 5, 2015, 1–12.
- Kendi, Ibram X. 2020. "'Patience' Is a Dirty Word." *The Atlantic*, July 23, 2020.

*Recommended Film: Black Power Mix Tapes*

### **Week 5. September 9-15: Defund the Police**

**Due: Transform Harm Online Discussion on Transformative Justice:**

<https://transformharm.org/transformative-justice/>

- Correia, David, and Tyler Wall. 2018. "Introduction: Copspeak and the False Promise of Police Reform." In *Police: A Field Guide*, 1–11. Verso Books.
- Estes, Nick. 2019. "Seige." In *Our History Is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*, 25–66. Verso.
- Bean, Brian, and Jasson Perez. 2020. "The Black Abolitionist Network, an Interview with Jasson Perez." *Rampant*, July 10, 2020.
- Byers, Jackie, and Manuel Criollo. 2020. "The Long Arc of Resistance to Police in Oakland Schools." *San Francisco Bay View*, June 24, 2020.

## **Unit 2. Criminalization, Race & Poverty**

The US Department of Justice found that the Albuquerque Police Department "engages in a pattern or practice of use of excessive force, including deadly force" (Justice Department, 2014: 1). How did we get here? This unit considers the intersections between race, class and policing. We study the creation of wealth alongside the reproduction of poverty, and the role of the state in both. Especially since the 1970s, poverty policies tend to criminalize the survival strategies of the poor at the same time as the 'war on drugs' and the roll back of the social safety net disproportionately affect communities of color. State-sanctioned violence against Native Americans goes back much further, to the first colonial settlements, and it continues to the present day in different forms. Today, mass incarceration is an industry with a profit motive and an expansive reach. While the economic imperative is important, alone it cannot explain the racial inequities in justice outcomes. For this we need to understand racialization, evident in inaccurate but still powerful racial stereotypes, like the "welfare queen" or the "thug." Thus, we also study the paradox of race. Race is socially constructed, with no real biological basis, and yet race has very real impacts in the world. We also consider various strategies for addressing poverty, racial injustice and over-policing. In this unit we study reform-oriented approaches to addressing police brutality, namely community policing and citizenship oversight of police departments.

### ***Week 6. September 16-22. Racism, Whiteness & the Social Construction of Race***

#### ***Due: Reaction Paper #1***

- Omi, Michael, and Howard Winant. 1986. "The Theory of Racial Formation." *Racial Formation in the United States*. 3<sup>rd</sup> edition. New York: Routledge, 105–136.
- Yashar, Deborah J. 2015. "Does Race Matter in Latin America?" *Foreign Affairs*, February 16, 2015. (audio version at: <https://www.foreignaffairs.com/articles/south-america/2015-02-16/does-race-matter-latin-america>)
- Lipsitz, George. 1995. "The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies (1995)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 87-96. Routledge
- Coates, Ta-Nehisi. 2018. "Between the World and Me (2015)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 131-138. Routledge.
- Graduate students: Direct your study. Read the above titles if you are still learning about the social construction of race. If you understand racialization as a social process and means of social control, read other titles, such as:*

Roediger, David R. 1994. *Towards the Abolition of Whiteness: Essays on Race, Politics, and Working Class History*. Verso.

Harris, Cheryl I. 1993. "Whiteness as Property." *Harvard Law Review* 106 (8): 1707–91.

Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation." *Sociology of Race and Ethnicity* 1 (1): 52–72.

Muhammad, Khalil Gibran. 2019. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Harvard University Press.

Lu, Reanne Frank, Ilana Redstone Akresh, Bo. 2010. "Latino Immigrants and the U.S. Racial Order: How and Where Do They Fit In? - Reanne Frank, Ilana Redstone Akresh, Bo Lu, 2010." *American Sociological Review*, June.

### **Week 7. September 23-29. State Violence**

#### **Due: Transform Harm Online Discussion on Restorative Justice**

<https://transformharm.org/restorative-justice/>

Seigel, Micol. 2018. "Violence Work: Policing and Power." *Race & Class* 59 (4): 15–33.

LeBrón, Marisol. 2017. "They Don't Care If We Die: The Violence of Urban Policing in Puerto Rico." *Journal of Urban History*, 1-20.

Pinto, Nick. 2015. "When Cops Break Bad: Inside a Police Force Gone Wild." *Rolling Stone*, January 29. 1-17.

Chang, Natalie. n.d. "The Massacre of Black Wall Street." *The Atlantic*. Accessed July 21, 2020. <https://www.theatlantic.com/sponsored/hbo-2019/the-massacre-of-black-wall-street/3217/>.

Gessen, Masha. 2020. "Homeland Security Was Destined to Become a Secret Police Force." *The New Yorker*, July 25, 2020. 1-3.

*Recommended Film: Fruitvale Station*

### **Week 8. Sept 30-October 6. Defending the Sacred**

*Class will choose: 13th or The Prison in 12 landscapes or When Two Worlds Collide*

#### **Due: Transform Harm Online Discussion on Healing Justice:**

<https://transformharm.org/healing-justice/>

Berger, Dan. 2016. "Mass Incarceration and Its Mystification: A Review of 13th." <https://www.aaihs.org/mass-incarceration-and-its-mystification-a-review-of-the-13th/>.

### **Week 9. October 7-13. The Criminalization of Poverty**

Gilmore, Ruth Wilson. 2014. "Pierce the Future for Hope: Mothers and Prisoners in the Post-Keynesian California Landscape." In *Global Lockdown: Race, Gender, and the Prison-Industrial Complex*, 231–54. Routledge.

Swanson, Kate. 2007. "Revanchist Urbanism Heads South: The Regulation of Indigenous Beggars and Street Vendors in Ecuador." *Antipode* 39 (4): 708–28.

Mitchell, Don, and Nik Heynen. 2009. "The Geography of Survival and the Right to the City: Speculations on Surveillance, Legal Innovation, and the Criminalization of Intervention." *Urban Geography* 30 (6): 611–632.

Graeber, David. 2015. "Ferguson and the Criminalization of American Life." Gawker. May 19, 2015. <http://gawker.com/ferguson-and-the-criminalization-of-american-life-1692392051>.

### **Week 10. October 14-20. Community Policing & Citizen Oversight**

**Due: Transform Harm Online Discussion on Community Accountability:**

<https://transformharm.org/community-accountability/>

Ifill, Sherrilyn. 2015. "Statement by the NAACP Legal Defense and Educational Fund, Inc. Before the President's Task Force on 21st Century Policing." January 13.

Proctor, Jeff, and Andrew Oxford. 2016. "Relationships Make Prosecuting Police Difficult." *New Mexico In Depth*. <http://nmindepth.com/2016/12/04/challenges-make-prosecuting-police-difficult/>.

Fogel, Benjamin, and Matthew Aaron Richmond. 2019. "Outsourcing Repression." *NACLA*, June 5, 2019. <https://nacla.org/news/2019/06/05/outourcing-repression>. (Brazil and Colombia).

### **Unit 3. Spaces of Social Control**

This week we turn to the social production of space, studying the social, political and economic drivers that created today's differentiated landscapes of wealth, inequality, safety and danger. We start with the insight from critical race scholars that space is racialized, that is, that racism "takes place" as explained by George Lipsitz. We consider some of the key spatial forms that can help us understand these landscapes of inequality and segregation: the prison, the suburb, the ghetto and the border. We start by studying the social relationships engendered by the prison. Beyond the built form of the prison, post-war federal policies promoted racial segregation in housing and urban development. For example, the state offered subsidized home mortgages for white families, while denying the same support to Black families and other people of color. These policies exacerbating the racialized wealth gap, entrenched socio-spatial segregation and created racialized landscapes of rich suburbs and neglected inner cities. Racialization plays out differently in the borderlands, where the focus is on immigration, especially from Mexico and Latin America. We also study two radical proposals for creating more just cities: prison abolition and reparations.

### **Week 11. October 21-27. Racializing Space**

Lipsitz, George. 2007. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal* 26 (1): 10–23.

Caldeira, Teresa. 2008. "Worlds Set Apart." *Urban Age*, 1–5. (Brazil)

Yazzie, Melanie. 2014. "Brutal Violence in Border Towns Linked to Colonization." *IndianCountryToday.Com*, August 22, 2014.

Jefferson, Brian Jordan. 2017. "Digitize and Punish: Computerized Crime Mapping and Racialized Carceral Power in Chicago." *Environment and Planning D: Society and Space* 35 (5): 775–796.

**Week 12. Oct 28-November 3. Break Day No Class**

**Week 13. November 4-10. Prisons & Borders**

**Due: Reaction Paper #2**

Foucault, Michel. 1977. The Carceral. In *Discipline & Punish: The Birth of the Prison*. Translated by Alan Sheridan. New York: Vintage Books, 293 – 308.

Murphy, Edward. 2018. “Part II: Immigration Enforcement Unbound.” *NACLA (The North American Congress on Latin America)*, July 6, 2018.

Molinar Arvizo, Karla. 2019. “The Detention Drain: How Immigration Detention Hurts New Mexico’s Economy.” Institute for Policy Students and the NM Dream Team. <https://ips-dc.org/report-detention-drain-new-mexico/>.

Choose One:

Peck, Jamie, and Nik Theodore. 2008. “Carceral Chicago: Making the Ex-Offender Employability Crisis.” *International Journal of Urban and Regional Research* 32 (2): 251–281.

Biondi, Karina. 2016. “Introduction” and “The PCC.” In *Sharing This Walk: An Ethnography of Prison Life and the PCC in Brazil*. UNC Press Books, 1-4, 32–58.

**Week 14. November 11-17. Abolition**

**Due: Transform Harm Online Discussion on Abolition:**

<https://transformharm.org/abolition/>

Davis, Angela Y. 2003. “Abolitionist Alternatives” In *Are Prisons Obsolete?* New York: Seven Stories Press, 105-115. (pdf of book available at: <https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are-Prisons-Obsolete.pdf>)

Kaba, Mariame. 2020. “Yes, We Mean Literally Abolish the Police.” *The New York Times*, June 12, 2020, sec. Opinion.

“A Red Deal: Indigenous Action to Save Our Earth.” 2019. The Red Nation. <https://therednation.org/2019/09/22/the-red-deal/>.

Hartman, Saidya, and Cathrine Damman. 2020. “Insurgent Histories and the Abolitionist Imaginary, an Interview with Saidiya Hartman.” *Artforum*, July 14, 2020.

**Week 15. November 18-24. Socio-Spatial Segregation & Defensible Space**

Correia, David, and Tyler Wall. 2018. “Ghetto:” “Gentrification” and “Broken Windows.” In *Police: A Field Guide*, 191–200. Verso Books.

Rodgers, Dennis. 2009. “Slum Wars of the 21st Century: Gangs, *Mano Dura* and the New Urban Geography of Conflict in Central America.” *Development and Change* 40 (5): 949–76.

Choose One:

Rothstein, Richard. 2014. *The Making of Ferguson: Public Policies at the Root of its Troubles*,

Economic Policy Institute.

Caldeira, Teresa PR. 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture* 8 (2): 303–328.

**Week 16. Nov 25-December 1. Reparations**

Estes, Nick. 2015. "Lakota Giving and Justice." *Owašiču Owé Wašté Šní*. November 26.  
<https://oldwars.wordpress.com/2015/11/26/lakota-giving-and-justice/>.

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*. May 21. (audio version:  
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>)

Moore, Jason W., and Raj Patel. 2017. "Unearthing the Capitalocene: Towards a Reparations Ecology." *ROAR Magazine*, 2017.