

Policing *Latinidad*: From Border Wars to Mass Incarceration



Parents of missing Mexican students protest U.S. police violence
Photo: *Democracy Now!*

Professor

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Time and Location

Tuesday/Thursday 11:45am – 1:00pm
Perkins LINK 059

Office Hours

Wednesday 1:00pm – 3:00pm
09 Languages Building (West Campus)

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

Timothy Black, *When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers On and Off the Streets*, New York: Vintage Books, 2009.

Kelly Lytle Hernández, *Migra!: A History of the U.S. Border Patrol*, Berkeley: University of California Press, 2010.

Pablo Mitchell, *West of Sex: Making Mexican America, 1900-1930*, Chicago: University of Chicago Press, 2012.

Eduardo Obregón Pagán, *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riots in Wartime L.A.*, Chapel Hill: University of North Carolina Press, 2003.

Victor M. Rios, *Punished: Policing the Lives of Black and Latino Boys*, New York: New York University Press, 2011.

All other readings for this course will be available online [marked *]. You are expected to bring these readings to class. If you are having issues purchasing the books for class, please come speak to me.

EXPECTATIONS

During our time together, you will engage in discussion-based intellectual exchange with your fellow classmates and rigorous, original analysis of the weekly readings. Our class sessions will help you to develop critical thinking capacities that will prove indispensable both in the classroom and beyond.

We are collectively responsible for the quality of our time together. In other words, you will get out of this class what you invest in terms of preparedness and effort. Therefore, you are expected to arrive to each session on time, having read the assigned material, having determined relevant questions and points for discussion, and ready to engage each other respectfully in the classroom.

Please note that this is a *READING INTENSIVE* course. The typical reading load is anywhere from thirty to sixty pages per class session. Additionally, there are many difficult readings in this course that will require independent thinking, processing, and work. You will have to seek out extra help if you are having difficulty understanding the concepts in the course. Therefore, if you do not have the time or are not committed to making the time to take on this amount of effort, this is most likely not the course for you.

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 being 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. Requests or questions related to scheduled assignments that are received less than 12 hours before the assignment is due may not receive a response. Please be professional in your email communications with all your professors, including me.

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

You are expected to attend every class and be fully present in our collective space. Because this class only meets twice per week, ***students will be allowed only one absence without penalty***. All other absences will lower your participation grade for the course. Students are expected to arrive to class on time; students arriving to class more than 15 minutes after the class has started will be marked absent for the day.

Please remember to bring the readings with you to class in order to appropriately reference and engage them during our discussions.

LATE PAPER POLICY

No Late Papers Will Be Accepted Without Penalty. A FULL letter grade will be deducted for every day that a paper is late (i.e., B+ to C+). Late papers also may not receive written comments. Papers cannot be rewritten. If you are having difficulty with an assignment, please come see me during my office hours.

PAPER FORMAT

All papers must use 12-point font, Times New Roman, double-spacing, and 1" margins on all sides. All students must use the following header:

Your name
The class title
The assignment (i.e. midterm essay, précis)
The date you handed in the paper (not the due date)

Students should use either Chicago or MLA style citations in a consistent manner throughout their written assignments. For more see the Library's Guide to Citing Sources: <http://library.duke.edu/research/citing>

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 Duke's policies regarding academic misconduct, which can be accessed here: <http://integrity.duke.edu/>

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/>

NEED HELP WITH WRITING ASSIGNMENTS?

As I am unable to read paper drafts, I strongly recommend visiting the TWP Writing Studio. At the Writing Studio, 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://twp.duke.edu/writing-studio>

ACCESSIBILITY & ACCOMODATIONS

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Student Disability Access Office at (919) 668-1267 as soon as possible to better ensure that such accommodations can be implemented in a timely fashion.

For more information: <http://access.duke.edu/>

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.

ASSIGNMENTS & GRADING

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.

Presentations: 25%

Students will deliver **TWO** 10-15-minute presentations drawing on the day's reading over the course of the semester. **THIS PRESENTATION IS NOT A SUMMARY OF THE READING**; rather, you should bring in an "object" (or "objects") – images, videos, music, news reports, historical documents, etc. – that help(s) us to better understand or contextualize the readings. This is an opportunity for you to think creatively about the issues being discussed in the readings and how they connect to contemporary culture or how these issues might be understood historically. The "object(s)" and what you have to say about

them should be interesting and rich enough to generate discussion in the classroom. In addition to presenting on your “object(s),” you should also prepare three questions for discussion.

Midterm Essay: 25%

This exam will consist of a selection of short essay questions. Students will choose **one** question and write a 4-5 page paper responding to the question. Papers must seriously engage the readings and address the questions posed, demonstrating an understanding of key concepts and arguments from the course. This is a take home exam. **Due OCTOBER 15 at the start of class.**

Final Essays: 35%

The final exam is similar in format to the midterm. For the final, however, students will select **two** questions and write 4-5 pages for each essay question selected (8-10 pages in total). This is a take home exam. **Due DECEMBER 10 at NOON.** No late essays will be accepted – finals handed in after the deadline will receive an automatic ZERO on the assignment.

Week One: The Violence of Border Formation

Tuesday, August 25

- Introduction to the course

Thursday, August 27

- Joseph Nevins, “The Creation of the U.S.-Mexico Boundary and the Remaking of the United States and Mexico in the Border Region, in *Operation Gatekeeper* *

Week Two: Extrajudicial Violence and Lynching Against Mexicans

Tuesday, September 1

- Richard Delgado, “The Law of the Noose: A History of Latino Lynching” *
- William D. Carrigan and Clive Webb, “When Americans Lynched Mexicans,” *New York Times*, February 20, 2015, <http://nyti.ms/184wmT2>

Thursday, September 3

- Cedar Attansio, “Latino Lynchings, Police Brutality, and the Challenges of Minority Law Enforcement,” *Latin Times*, February 10, 2015, <http://www.latintimes.com/latino-lynchings-police-brutality-and-challenges-minority-law-enforcement-295247>
- Maurice Berger, “Lynchings in the West, Erased From History and Photos,” *New York Times*, December 6, 2012, <http://nyti.ms/1sTMGga>
- Rebecca McGrew, “PROJECT SERIES 30:Ken Gonzales-Day: Hang Trees,” Introduction to Exhibit, <http://www.pomona.edu/museum/exhibitions/2006/project-series-30/>
- Rita Gonzalez, “PROJECT SERIES 30:Ken Gonzales-Day: Hang Trees,” Catalogue Essay, <http://www.pomona.edu/museum/exhibitions/2006/project-series-30/>

Week Three: Policing Early Im/migration

Tuesday, September 8

- Kelly Lytle Hernández, *Migra!*, Introduction and Chapters 1-2 (p. 1-69)

Thursday, September 10

- Kelly Lytle Hernández, *Migra!*, Chapters 3-4 (p. 70-100)

Week Four: From Braceros to “Wetbacks”

Tuesday, September 15

- Kelly Lytle Hernández, *Migra!*, Chapters 5-7 (p. 101-164)

Thursday, September 17

- Kelly Lytle Hernández, *Migra!*, Chapters 8-9 (p. 169-217)

Week Five: Policing Sex and Defining Citizenship

Tuesday, September 22

- Pablo Mitchell, *West of Sex*, Chapters 1-3 (p. 1-59)

Thursday, September 24

- Pablo Mitchell, *West of Sex*, Chapters 4-6 and Conclusion (p. 61-126)

Week Six: The Zoot Suit Riots I

Tuesday, September 28

- Eduardo Obregón Pagán, *Murder at the Sleepy Lagoon*, Part I (p. 1-68)

Thursday, October 1

- Eduardo Obregón Pagán, *Murder at the Sleepy Lagoon*, Part II (p. 71-142)

Week Seven: The Zoot Suit Riots II

Tuesday, October 6

- Eduardo Obregón Pagán, *Murder at the Sleepy Lagoon*, Part III (p. 146-187)

Thursday, October 8

- NO CLASS TODAY – PROFESSOR LEBRÓN IS AT THE AMERICAN STUDIES ASSOCIATION CONFERENCE
- EXTRA CREDIT OPPORTUNITY: Finish *Murder at the Sleepy Lagoon* Part IV (p. 191-227) and write a one-page (single-spaced) reflection paper.

Week Eight: Political Prisoners, Anti-Colonial Struggle, and the Power Movements

Tuesday, October 13

- NO CLASS TODAY – FALL BREAK. ENJOY!

Thursday, October 15

- Dan Berger, “North American Freedom Struggles” *
- Alan Eladio Gómez, “‘*Nuestras vidas corren casi paralelas*’: Chicanos, *Independentistas*, and the Prison Rebellions in Leavenworth, 1969-72” *
- Meg Starr, “Hit Them Harder: Leadership, Solidarity, and the Puerto Rican Independence Movement” *

Week Nine: Social Marginalization and the Lure of the Streets

Tuesday, October 20

- Timothy Black, *When a Heart Turns Rock Solid*, Introduction and Chapters 1-2 (p. ix-50)

Thursday, October 22

- Timothy Black, *When a Heart Turns Rock Solid*, Chapters 3-4 (p. 51-104)

Week Ten: The Economics of the Block

Tuesday, October 27

- Timothy Black, *When a Heart Turns Rock Solid*, Chapters 5-6 (p. 107-168)

Thursday, October 29

- Timothy Black, *When a Heart Turns Rock Solid*, Chapter 7 (p. 169-206)

Week Eleven: Dispatches from the Drug Wars

Tuesday, October 20

- Timothy Black, *When a Heart Turns Rock Solid*, Chapters 8-9 (p. 209-266)

Thursday, October 22

- Timothy Black, *When a Heart Turns Rock Solid*, Chapters 10-11 (p. 267-335)
- Recommended: Timothy Black, *When a Heart Turns Rock Solid*, Epilogue (p. 336-350)

Week Twelve: Coming of Age in the Era of Mass Incarceration

Tuesday, November 10

- Victor Rios, *Punished*, Preface and Chapters 1-2 (p. vii-42)

Thursday, November 12

- Victor Rios, *Punished*, Chapters 3-4 (p. 43-94)
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Week Thirteen: Resistance, Acting Out, and Hyper-Criminalization

Tuesday, November 17

- Victor Rios, *Punished*, Chapters 5-6 (p. 97-141)

Thursday, November 19

- Victor Rios, *Punished*, Chapter 7 and Conclusion (p. 142-167)

Week Fourteen: Policing the Transnational Gang Crisis

Tuesday, November 24

- Elana Zilberg, "Fools Banished from the Kingdom: Remapping Geographies of Gang Violence between the Americas (Los Angeles and San Salvador)" *
- In-class screening: *Fruits of War* (2008)

Thursday, November 26

- NO CLASS – THANKSGIVING BREAK. ENJOY!

Week Fifteen: Where we are now? Latinas/os and #BlackLivesMatter

Tuesday, December 1

- Alberto Retana, "Why Latinos Should Speak Up For Black Lives," *NewsOne*, May 2, 2015, <http://newsone.com/3111875/why-latinos-should-speak-up-for-black-lives-matter/>
- Marisa Franco. "Latino communities must see Ferguson's fight as their own," *MSNBC.com*, August 20, 2014, <http://www.msnbc.com/melissa-harris-perry/latino-communities-must-see-fergusons-fight-their-own>
- Adrian Carrasquillo, "National Latino Organizations Express Solidarity With Ferguson After The Death Of Michael Brown," *BuzzFeed News*, August 15, 2014, <http://www.buzzfeed.com/adriancarrasquillo/national-latino-organizations-express-solidarity-with-fergus#.rj3AVkMpG>
- Andre Lee Muñoz, "A Puerto Rican Account of the Ferguson Decision and Day-After Protests," *La Respuesta*, November 28, 2014, <http://larespuestamedia.com/pr-ferguson/>

Thursday, December 3

- End of class wrap-up and reflections

**FINAL EXAM DUE THURSDAY, DECEMBER 10 @ NOON.
NO LATE PAPERS WILL BE ACCEPTED – NO EXCEPTIONS!**