

Professor Melissa Stein
melissa.stein@uky.edu; phone: 257-9205
Office: Breckinridge Hall 206
Office Hours: Wednesdays, 12:15-3:15, and by appointment

GWS 595-001: Issues in GWS
Course meets Mondays 11:00-1:30pm.
Breckinridge Hall-Room 107

Crime & Punishment: Race & Ferguson in Historical Context Fall 2015

The recent high profile deaths of African Americans at the hands of police officers, as well as media images of law enforcement employing tear gas and military tanks against responding protestors, has raised important concerns about race and police violence. These concerns are not new, nor are the established ideas about race and criminality that have long undergirded state-sanctioned violence and the harsh policing of minority communities. This discussion-based course will consider these recent events--and the #BlackLivesMatter movement they collectively precipitated--within a broader U.S. historical context, examining such themes as the history of scientific and political discourse on race and crime, the growth of the prison industrial complex, poverty and urban life, race riots, gendered violence, and structural racism. **This course counts toward requirements for the GWS major & minor, graduate certificate and other degrees as appropriate.**

Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Develop an understanding of the ways in which ideas about race and criminality have changed over time; how urban and suburban space is raced (and classed); the role of the media in shaping national conversations on race and violence; and the historical roots of the contemporary Black Lives Matter movement.
- Build skills in developing and defending a scholarly argument, in both oral and written communication
- Learn the conventions of scholarly writing employing primary and secondary evidence

Required Texts:

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012; ISBN-10: 1595586431)
- Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America* (Harvard University Press, 2011; ISBN-10: 0674062116)
- Colin Gordon, *Mapping Decline: St. Louis and the Fate of the American City* (University of Pennsylvania Press, 2009; ISBN-10: 0812220943)
- Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*, Updated Edition (Princeton University Press, 2014; ISBN-10: 0691162557)
- Michael and Randi Boyette, *Let It Burn: MOVE, the Philadelphia Police Department, and the Confrontation that Changed a City* (Quadrant Books, 2013; ISBN-10: 193786832X)
- Radley Balko, *Rise of the Warrior Cop: The Militarization of America's Police Forces* (PublicAffairs, 2014; ISBN-10: 1610394577)
- Regina Lawrence, *The Politics of Force: Media and the Construction of Police Brutality* (University of California Press, 2000; ISBN-10: 0520221923)
- Marilynn Johnson, *Street Justice: A History of Police Violence in New York City* (Beacon Press, ISBN-10: 0807050237)

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Blackboard and designated by “BB” on the course schedule below.

Readings:

The readings required in this course **average 200 pages a week** (generally one book, or the equivalent of one book a week). Students are expected to do all the reading, and to be prepared to discuss the readings in class (please bring your readings to class).

Communication with Professor:

My preferred method of contact is email (melissa.stein@uky.edu). I make every effort to reply in a timely manner, and during the week, I will respond to your message within 24 hours at the most. I am not generally on email during the weekend, and will respond to any messages I receive then on Monday. So do plan accordingly and avoid waiting until the last minute before an assignment is due to email me urgent questions, since you may not receive an immediate response.

Announcements:

I will occasionally communicate important information about upcoming projects or class concerns through the Announcements feature in Blackboard. Such announcements will show up when you log in to Blackboard and be sent directly to your email; please make sure you have your preferred email address set up with Blackboard and check it regularly. *Please note, this syllabus, along with course assignments and due dates, is subject to change.* It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements and email.

Midterm grades:

Mid-term grades will be posted in myUK by **October 23rd** and will be based on performance in the course up to that point. There is no midterm exam or final exam in this course, though the paper will be due during finals week.

Attendance Policy:

In order for a discussion-intensive course to work, everyone’s presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than two unexcused absences will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as a double absence. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Classroom Behavior, Decorum and Civility:

In course of this nature, students will not always agree on the issues discussed in class. Such debate is encouraged; discussion is more engaging when a range of perspectives are represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to “silent” prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

Plagiarism and Academic Dishonesty:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another

person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. In addition, I will report all cases of plagiarism, regardless of degree, to the University, which may result in additional disciplinary action. If you are still unsure about what constitutes plagiarism or how to avoid it, please feel free to ask me for further guidance if needed.

Disability Accommodations:

If you have a documented disability that requires accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science, Suite 407; phone: 257-2754; Director: David Beach, dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

Grading system:

In a 500 level course, grading standards are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards for *undergraduates*:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements or exhibits academic dishonesty

Letter grades are awarded according to the following standards for *graduate students*:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C substandard work for the graduate level
- E performance that fails to meet course requirements or exhibits academic dishonesty

Assignments/Grading (All assignments must be completed to pass the course):

Class Participation:	20%
Facilitating Discussion (graduate)/Discussion Questions (undergrad):	15%
Response Papers:	20%
Group Project Case Study Posters:	20%
Final Paper	25%

Class Participation: In order for a discussion-oriented course to work, everyone's presence and active participation is essential. Part of the function of a seminar is to build skills in scholarly debate; consequently, students will be expected to engage with each other's ideas in classroom discussion as well as with the arguments made in the readings. (See also the statement above on "Classroom Behavior, Decorum, and Civility.")

Facilitating Class Discussion: At the beginning of the course, each **GRADUATE** student will sign up for a class session for which they will facilitate discussion. Facilitators should prepare approximately 6-8 open-ended questions in advance and bring at least one hard copy on their designated day, to be turned in to the professor at the end of class. **UNDERGRADUATE** students will each turn in 3 open-ended discussion questions based on the readings for one of the last two class sessions (students will be assigned to a class session); these questions should be submitted to me by 5:00 p.m. the day before the class session to which you have been assigned to turn in questions.

Response Papers: Students will turn in response papers (**1-2 pages for undergraduates; 2 pages for graduate students**) through Blackboard by the beginning of class every Monday, EXCEPT the week when they are responsible for facilitating class discussion (or, for undergraduate students, the week for which they have been assigned to turn in three discussion questions). These papers should summarize and synthesize the assigned readings for the week and discuss an aspect you found particularly interesting or problematic [Note: graduate students should also consider what questions the readings raise for gender studies scholarship and/or potential new directions toward which they point the field]. Please note that the response papers are designed to ensure you are keeping up with and understanding the readings, and they are a relatively simple way to pull up your grade if needed.

Paper Assignment: In addition to the response papers, students will complete one longer paper on a topic related to the course. Students will be working on this assignment throughout the semester, and receive feedback from the professor and a writing partner as their projects progress. Whenever significant written work related to the larger paper assignment is due, there will be no other readings assigned to allow you ample time to devote to writing.

- Undergraduate Students: Building on course themes and readings, this paper, of **6-8** pages in length, will require a minimal amount of outside research. Though you will have the freedom to choose a topic related to the course that particularly interests you on which to write your paper, I will provide a more detailed assignment sheet early in the semester to help guide you. Please note that plagiarism is a violation of University Policy and subject to disciplinary proceedings. All cases of plagiarism will be reported. Papers submitted late, without consulting the professor in the case of potentially excused lateness, will be marked down one letter grade; no assignment will be accepted more than one week past the due date without prior permission from the professor.
- Graduate Students: Over the course of the semester, you will construct an exploratory paper of **10-15** pages that considers how one or more of the overarching threads, scholarly debates or theoretical frameworks covered in the course might inform your own work and research in your specific disciplinary or interdisciplinary field. This assignment is designed to facilitate your individual research agenda, at your particular stage in graduate school; you may want to use it to develop your dissertation proposal, a literature review section in the introduction of your dissertation or thesis, a portion of a chapter, etc. Regardless of the topic you chose, your paper should identify a reading or subset of readings from the course, as well as several

related outside readings (3-5 total, depending on length), and discuss how they resonate with or challenge your work and what questions they raise for further research. You should meet individually with me as you develop your topic, to discuss its scope and possible directions.

Group Project- Case Study Posters: You will be working in small groups on posters on the various current events related to the course, which will be displayed before and after a campus-wide screening and discussion of the documentary, *Let the Fire Burn*. More details on this assignment will be available on Blackboard.

WEEK ONE

Monday, August 31st--Introductions

WEEK TWO--NO CLASS (Labor Day)

Monday, September 7th

WEEK THREE

Monday, September 14th--Constructing Criminality

Readings: Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*

WEEK FOUR

Monday, September 21--The Prison-Industrial Complex

Readings: Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

WEEK FIVE

Monday, September 28th--Tracing the Urban Crisis

Readings: Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit, Updated Edition*

WEEK SIX

Monday, October 5th--White Flight and Urban Segregation

Readings: Colin Gordon, *Mapping Decline: St. Louis and the Fate of the American City*

WEEK SEVEN

Monday, October 12--White Flight and the St. Louis Suburbs

Readings: Begin readings assigned for next week (below)

**In-class Film: *Spanish Lake* (79 mins)

WEEK EIGHT

Monday, October 19th--Racial Violence and American Culture

Readings: Grace Hale, "Chapter Five--Deadly Amusements: Spectacle Lynchings and the Contradictions of Segregation as Culture" in *Making Whiteness: The Culture of Segregation in the South, 1890-1940* (Vintage Press, 1999) **BB**; Gail Bederman, "The White Man's Civilization on Trial: Ida B. Wells, Representations of Lynching, and Northern, Middle Class Manhood" in *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (University of Chicago Press, 1996) **BB**; Richard Perloff, "The Press and Lynchings of African Americans," *The Journal of Black Studies* 30:3 (Jan. 2000), 300-315 **BB**

WEEK NINE

Monday, October 26th--Harnessing the Media: Racial Violence, Awareness, and Civil Rights

Readings: Selected chapters from Gene Roberts and Hank Klibanoff, *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation* (Vintage, 2007) **BB**; Ruth Feldstein, " 'I Wanted the Whole World to See': Race, Gender, and Constructions of Motherhood in the Death of Emmett Till" in *Note June Cleaver: Women and Gender in Postwar America, 1945-1960* (Temple University Press, 1994) **BB**

WEEK TEN

Monday, November 2nd--Police Brutality in Historical Perspective

Readings: Marilyn Johnson, *Street Justice: A History of Police Violence in New York City*

WEEK ELEVEN

Monday, November 9th--The City That Bombed Itself

Readings: Michael and Randi Boyette, *Let It Burn: MOVE, the Philadelphia Police Department, and the Confrontation that Changed a City*

WEEK TWELVE

Monday, November 16th--Law Enforcement in Contemporary America

Readings: Radley Balko, *Rise of the Warrior Cop: The Militarization of America's Police Forces*

WEEK THIRTEEN

Monday, November 23rd--Race, Media, and the National Consciousness in the Modern Era

Readings: Regina Lawrence, *The Politics of Force: Media and the Construction of Police Brutality*

WEEK FOURTEEN

Monday, November 30th--#Black Lives Matter: Roots and Legacies

Readings: Jamelle Bouie, "Where Black Lives Matter Began: Hurricane Katrina Exposed Our Nation's Amazing Tolerance for Black Pain," *Slate*,

[http://www.slate.com/articles/news_and_politics/politics/2015/08/hurricane_katrina_10th_anniversary_how_the_black_lives_matter_movement_was.html?wpsrc=sh_all_dt_tw_bot](http://www.slate.com/articles/news_and_politics/politics/2015/08/hurricane_katrina_10th_anniversary_how_the_black_lives_matter_movement_was.html?wpsrc=sh_all_dt_tw_bot;);

Jelani Cobb, "Race and the Storm," <http://www.newyorker.com/magazine/2015/08/24/race-and-the-storm>; Jelani Cobb, "Selma and Ferguson," *Slate*, <http://www.newyorker.com/news/news-desk/selma-and-ferguson>; Brittany Cooper, "Ferguson's dark, twisted lesson: What police crackdowns & 'Oath Keepers' reveal on the anniversary of a tragedy," *Salon*, http://www.salon.com/2015/08/12/why_ferguson_will_happen_again_america_is_forgetting_the_michael_brown_atrocity/

WEEK FIFTEEN

Monday, December 7th--Whose Lives Matter? On Gender, Marginalization, and Visibility

Readings: Brittany Cooper, "I could have been Sandra Bland: Black America's Terrifying Truth" (http://www.salon.com/2015/07/23/black_americas_terrifying_truth_any_of_us_could_have_been_sandra_bland/) and "America's War on Black Girls: Why McKinney Police Violence isn't about 'one bad apple'"

(http://www.salon.com/2015/06/10/americas_war_on_black_girls_why_mckinney_police_violence_isnt_about_one_bad_apple/); Kali Gross, "How Do Mothers of Slain, Unarmed Black Daughters Grieve?" (http://www.huffingtonpost.com/kali-nicole-gross/how-do-mothers-of-slain-unarmed-black-daughters-grieve_b_6383048.html) and "Demands for Justice Are Failing Black Women and Girls" (http://www.huffingtonpost.com/kali-nicole-gross/demands-for-justice-are-failing-black-women-and-girls_b_6295744.html); Princess Harmony Rodriguez, "Whose Lives Matter?: Trans Women of Color and Police Violence" (<http://www.blackgirldangerous.org/2014/12/whose-lives-matter-trans-women-color-police-violence/>); and Perry Stein, "Black Lives Matter organizers hold rally in D.C. for black trans women"

(<http://www.washingtonpost.com/news/local/wp/2015/08/25/black-lives-matter-organizers-hold-rally-in-d-c-for-black-trans-women/>)