

Space and Punishment
Criminology, Law, and Justice 594
Fall 2019
Professor Rahim Kurwa

Updated 12/18/19

Course Information

Mondays
3:30 – 5:55pm
BSB 4011 (Changes TBA)

Contact Information

rak@uic.edu
Office: BSB 4050D
Office Hours: Th 11-1pm

Course Description

This course reverses the common practice of mapping where crime happens and instead attempts to map where and why punishment happens. In so doing, we trouble the assumption that punishment follows crime and instead attempt to place punishment in a broader theoretical context of race, power, and social control in the United States. We will examine how the carceral state interprets, regulates, defines, contains, protects, or abandons space. We will consider examples of how mapping is used in research on policing, punishment, and space. And we will consider implications of the scholarship we read, critiques of that work, and the theoretical extensions that might link them to other fields of study.

Finally, we will learn how to create maps of our own, including by learning how projection systems work, getting familiar with shapefiles and how to combine them with tabular data, and by geocoding addresses, creating a dot map and creating a choropleth map. Students will apply theory and practical skills gained in this course to their own research and will present a paper that uses mapping to address a research question of their own choosing.

Required Texts and Materials

Gilmore, Ruth Wilson. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. University of California Press.

Herbert, Steve. 1997. *Policing Space: Territoriality and the Los Angeles Police Department*. University of Minnesota Press.

Muñiz, Ana. 2015. *Police, Power, and the Production of Racial Boundaries*. Rutgers University Press.

QGIS – available to download from <https://www.qgis.org/en/site/>.

Schedule

Introduction

The first meeting will be spent going over the course objectives, syllabus, and materials needed (both in terms of books and software). We will collectively describe our research interests, knowledge of mapping, ideas for what you might want to map, and what students wish to get out of the course. For the first week, please skim the reading on Ferguson to think about how space is policed in suburban Missouri. While there is no class meeting on Sept 2nd, take two weeks to read Golden Gulag as it is one of the longer works we will encounter in the class.

1. Monday, August 26, 2019

U.S. Department of Justice, Civil Rights Division. 2015 “Investigation of the Ferguson Police Department”

2. Monday, September 2, 2019 – No Class: Labor Day

Gilmore, Ruth Wilson. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. University of California Press.

The Prison Nation as a Form of Spatial Regulation

We will discuss the central themes of Golden Gulag in detail – how they upend traditional understandings of the role of prisons in the US, why they are built, and where. We’ll talk about Gilmore’s insights might apply in different contexts and settings, charting the rest of the course from its central premises. In the second week we will read articles that are complementary to Golden Gulag, dealing with history and political consequences.

3. Monday, September 9, 2019

Gilmore, Ruth Wilson. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. University of California Press.

4. Monday, September 16, 2019

Muller, Christopher. 2012. “Northward Migration and the Rise of Racial Disparity in American Incarceration, 1880–1950.” *The American Journal of Sociology* 118 (2): 281–326.

Olzak, Susan, and Suzanne Shanahan. 2014. "Prisoners and Paupers: The Impact of Group Threat on Incarceration in Nineteenth-Century U.S. Cities." *American Sociological Review*. 79 (3): 392–411.

Troesken, Werner, Jr. 2017. "Collective Action, White Flight, and the Origins of Formal Segregation Laws." 1–51.

Policing Space

Using case studies from Los Angeles, we move from prisons to policing as the focal point of an analysis of space. While the cases studies are L.A. based, we'll discuss in class how these and similar dynamics work in other cities, including Chicago.

5. Monday, September 23, 2019

Herbert, Steve. 1997. *Policing Space: Territoriality and the Los Angeles Police Department*. University of Minnesota Press.

Gaston, Shytierra. 2019. "Producing Race Disparities: A Study of Drug Arrests Across Place and Race." *Criminology* 44(4):43–28.

6. Monday, September 30, 2019

Muñiz, Ana. 2015. *Police, Power, and the Production of Racial Boundaries*. Rutgers University Press.

Gaston, Shytierra. 2018. "Enforcing Race: A Neighborhood-Level Explanation of Black–White Differences in Drug Arrests." *Crime & Delinquency* 1-28.

Introduction to GIS Mapping

Over the course of three weeks, we will get a basic introduction to GIS as a general system, and QGIS as an open source program. We will learn about projection systems and get familiar with the components of a map. Then, we will learn how to load a shapefile and merge it with other data. We will geocode address data, make a dot map, and make a choropleth map.

7. Monday, October 7, 2019

Introductory GIS reading #1 – Getting familiar with software

8. Monday, October 14, 2019

Introductory GIS reading #2 – Making a choropleth map

9. Monday, October 21, 2019

Introductory GIS reading #3 – Geocoding and making a dot map

Housing and Racial Segregation

In this section we will consider how policing and the carceral state more broadly affect the right to housing, property, and one's rights within space. We will start with a week of more theoretical considerations before a week of papers dealing with policy issues and segregatory implications of the carceral state.

10. Monday, October 28, 2019

Roy, Ananya. 2017. "Dis/possessive Collectivism: Property and Personhood at City's End." *Geoforum; Journal of Physical, Human, and Regional Geosciences* 80: A1–11.

Bonds, Anne. 2018. "Race and Ethnicity I: Property, Race, and the Carceral State." *Progress in Human Geography*. January 2018.

Kurwa, Rahim. "Building the Digitally Gated Community: The Case of Nextdoor." *Surveillance & Society* 17, no. 1/2 (2019): 111-117.

11. Monday, November 4, 2019

Smith, Rachel. 2018. "Policing Black Residents as Nuisances: Why Selective Nuisance Law Enforcement Violates the Fair Housing Act." *Harv. J. Racial & Ethnic Just.* 34: 87.

Archer, Deborah N. 2019. "The New Housing Segregation: The Jim Crow Effects of Crime-Free Housing Ordinances." *Michigan Law Review, Forthcoming*. <https://doi.org/10.2139/ssrn.3331751>.

Bell, Monica. 2019. "Located Institutions: Neighborhood Preferences, Residential Segregation, and the Case of Policing." Working Paper.

Settler Colonialism, Migration, Extensions, and Critiques

Finally, we will spend two weeks on extensions of the material we have encountered. First, we will examine extensions into social media, extensions focused on gender and sexuality, and critiques of the conceptual frameworks we have used earlier. Second, we will revisit the basic premises of the course to consider how settler-colonialism functions as a structuring force for the work we have encountered, and how the theory and methods we have learned might extend to an analysis of crimmigration.

12. Monday, November 11, 2019

Story, Brett. 2016. "The Prison in the City: Tracking the Neoliberal Life of the 'Million Dollar Block'." *Theoretical Criminology* 20(3):257–76.

Stuart, Forrest and Ava Benezra. 2017. "Criminalized Masculinities: How Policing Shapes the Construction of Gender and Sexuality in Poor Black Communities." *Social Problems* 1–17.

Flores, Nina M. "Tweeting the gendered city: Analysis of harassment, reflections on justice." *Journal of Critical Thought and Praxis* 6, no. 3 (2017): 10.

Patton, Desmond Upton, Douglas-Wade Brunton, Andrea Dixon, Reuben Jonathan Miller, Patrick Leonard, and Rose Hackman. "Stop and frisk online: theorizing everyday racism in digital policing in the use of social media for identification of criminal conduct and associations." *Social Media+ Society* 3, no. 3 (2017).

13. Monday, November 18, 2019

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

García Hernández, César Cuauhtémoc. "Creating Crimmigration." *BYU L. Rev.* (2013): 1457.

Armenta, Amada. "Between public service and social control: Policing dilemmas in the era of immigration enforcement." *Social Problems* 63, no. 1 (2015): 111-126.

Presentations

14. Monday, November 25, 2019 – Presentations

15. Monday, December 2, 2019 – Presentations

Assignments and Grading

25% In-class participation:

Post one question per reading in the blackboard forum by Sunday evening. Come to class prepared to critically engage with the text and course materials. Participate actively in the discussion. Read the questions others post in the forum and be prepared to engage with them in class.

15% Map assignments:

During the GIS training weeks, there will be small assignments intended to ensure that everyone is up to speed on the basics of GIS.

20% Final Presentation:

Students will integrate a spatial analysis into research of their choosing that broadly fits within the themes of the course or field. Students will give a 15 to 20-minute conference style presentation about their mapping research. Presentations will review the research question, prior literature, data, methods, and findings, including maps. The class is expected to provide helpful feedback to each presenter.

40% Final Paper

A 15-20-page final paper in the style of a short journal article. The paper will describe a research question, its significance, and what prior literature and theory suggests about it. The paper will then review the data and methods used to analyze the question and present findings based on original maps produced by the student.

Policies and Resources

Academic Misconduct: Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy.

Attendance: Attendance is key to success in this class and is an important part of the grade. Exams will be based on material from lecture and readings, and lectures will help students interpret and contextualize readings. I will not take attendance at every class session. But when I do, students will be allowed to miss once for any reason (no medical or other reason required). If you have a serious barrier to attendance, please contact me.

Accommodations: Students with disabilities who require accommodations for full access and participation in UIC programs should make an appointment with the Disability Resource Center (DRC) <https://drc.uic.edu/>. Please contact DRC at 312-413-2183 or 312-413-0123 (TDD) for assistance. Please discuss any accommodations with the professor. Whether you are registered or not, I also encourage you to discuss with me any potential accommodations, barriers or ways to improve your participation and learning in the class. You do not need formal documentation to come talk to me.

Additional Support: If you find yourself having difficulty in the class, please ask for help. I am committed to helping students reach their full potential in this course. If you have an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from advisors in the Undergraduate Success Center (USC) at usc@uic.edu

Counseling Services: You may seek free and confidential services from the Counseling Center www.counseling.uic.edu. The Counseling Center is located in the Student Services building. You may contact them at 312-996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 pm – 10:30 pm. They offer support and referrals to callers, as well as telephone crisis interventions at 312-996-5535.

Office Hours: Office hours refers to a student's chance to meet with the Professor in a one on one or small group setting. These are an opportunity for you to ask questions about the lectures, readings, the course, or other relevant issues. You have a right to the time blocked off for office hours, and I encourage you to take advantage of it by visiting office hours (at BSB 4050D) this semester. If you cannot make the times marked out, please let me know and we can make alternate arrangements.

Sexual Misconduct: If you or someone you know has been harassed or assaulted, you can find the appropriate resources by contacting the Office for Access and Equity, <http://oae.uic.edu/>, 312-996-8670. Please note: Faculty, teaching assistants, and other university employees are mandated reporters of any specific incidents of sexual or

gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees would be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at TitleIX@uic.edu or (312) 996-5657

Religious Holidays: Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure. <http://oae.uic.edu/docs/ReligiousHolidaysFY20152017.pdf>

Grievance procedure: UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.