

Race, Class, Gender, and the Law
Criminology, Law, and Justice #114
Fall 2021

Instructor

Rahim Kurwa (he/him), rak@uic.edu

Office: [BSB](#) 4050D Office hours: T, Th 11:15am-12:15pm

Or email to schedule a phone/video call.

Teaching Assistant

Molly Skjerven (she/they), mskjerv@uic.edu

Office: [BSB](#) 4076C Office Hours: T, Th

Or email to schedule a phone/video call.

Course Time, Location, and Website

Tuesdays and Thursdays, 9:30am to 10:45am

[Lecture Center Building A A005](#)

https://uic.blackboard.com/ultra/courses/_201356_1/cl/outline

Course Logistics

The default expectation for this course is that students will attend in person. Masks must be worn in class at all times. Any student who cannot attend in person should contact the professor and TA to discuss their circumstances and develop an accommodation. Should university policies related to social distancing and campus safety change, this class will change as well.

Course Description

Power in society is unequally distributed along race, class, and gender lines. How these inequalities are created, re-created, and dismantled are topics that scholars across the social sciences examine. This course looks at how the country's legal system – specifically, civil law, criminal law, courts, and the police – produces and maintains race, class, and gender inequalities. We will examine how individuals and groups experience the legal system in different ways given their race, class, and gender positions, and how they have organized to change these social conditions.

Although this course can be taught in many ways and with many different texts, this class finds its thematic focus in the multiple civil rights movements that have shaped the nation since its founding. These movements have sought to challenge the hierarchies of race, class, and gender imposed through the law, and their successes and shortcomings are the context for understanding our nation today.

The format of the class will be balanced between lecture and discussion. Tuesday lectures will introduce the topics of the week and provide additional background and context to supplement the readings. Thursday classes will break down the readings, not just to understand their content, but also to integrate them with the lectures and with issues and developments in contemporary society. All readings will be posted to Blackboard, there is no required textbook.

Grading and Evaluation

Attendance will be taken regularly and is factored into one's participation grade, but attendance is not equivalent to overall participation. Participation means contributing in an active and constructive way during class discussions. Disruptive conduct is the opposite of "participation" and will result in a lower score. Final grades are based on a standard curve, where 90-100% = A, 80-89% = B, 70-79 = C, 60-69 = D, & 0-59% = F.

Quiz 1	10%
Quiz 2	10%
Participation	20%
Writing Assignment 1	30%
Writing Assignment 2	30%

90-100% = A, 80-89% = B, 70-79 = C, 60-69 = D, & 0-59% = F

Quizzes will have roughly 5-6 short answer (1-2 paragraph) questions. They should take less than 1 class period to complete.

Writing Assignments will build on each other. The first will be a short essay that summarizes Parts 1 and 2 of the course. The second will build on that review to engage with topics in Part 3 of the course.

Course Schedule

Part 1 - Introduction

Week 1 Introduction - Race, Class, and Gender

Tuesday, August 24

1619 Project Opening Essay (Pages 16-22 in the PDF)

Thursday August 26

Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2018. Deep Roots: How Slavery Still Shapes Southern Politics (Introduction).

Week 2 What is the Law? What is its Role in American society?

Tuesday, August 31

Duncan Kennedy. "Legal Education and the Reproduction of Hierarchy" (Read the first 5 pages, skim the rest)

Thursday, September 3

Calavita, "Invitation to Law and Society: An Introduction to the Study of Real Law." - Chapter 1

Part 2 - History

Week 3 Race and Indigeneity in Early America

Tuesday, September 7

Claudio Saunt, "Unworthy Republic" - Introduction and Chapter 1

Thursday, September 9

Derrick Bell, "Race, Racism and American Law" - Chapter 2 (19-47)

Week 4 The First Civil Rights Movement, Reconstruction, and Jim Crow

Tuesday, September 14

Kate Masur, "The First Civil Rights Movement" - Chapter 7*

Thursday, September 16

Douglas Blackmon, "An Industrial Slavery"

Week 5 The First Civil Rights Movement, Reconstruction, and Jim Crow

Tuesday, September 21

Kennedy, "History: Unequal Enforcement" in Race, Crime, and the Law. Vintage, 2012.

Thursday, September 23

Kennedy, Randall. "History: Unequal Protection" in Race, Crime, and the Law. Vintage, 2012.

Quiz 1

Week 6 The Origins of the Second Civil Rights Movement

Tuesday, September 28

Hall, Jacquelyn Dowd. 2005. "The Long Civil Rights Movement and the Political Uses of the Past." The Journal of American History 91 (4): 1233–63.

Thursday, September 30

Megan Ming Francis, "Civil Rights and the Making of the Modern American State", Chapter 2

Week 7 The New Jim Crow

Tuesday, October 5

Jonathan Simon, "Governing through Crime", Chapter 3

Thursday, October 7

Michelle Alexander, "The New Jim Crow"

Part 3 - Contemporary Issues in RCG and the Law

Week 8 The Carceral Crisis in America

Tuesday, October 12

Soss, Joe, and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities." *Annual Review of Political Science* 20 (1): 565–91.

Thursday, October 14

Carbado, Devon W. 2017. "From Stopping Black People to Killing Black People: The Fourth Amendment Pathways to Police Violence." *California Law Review* 105: 125.

Quiz 2

Week 9 Gender and Sexuality

Tuesday, October 19

John W. Cairns, Credit Equality Comes to Women: An Analysis of the Equal Credit Opportunity Act, 13 San DIEGO L. REV. 960 (1976).

Sockin, Jason and Sojourner, Aaron J. and Starr, Evan, Non-Disclosure Agreements and Externalities from Silence (Working paper)

Thursday, October 21

Legislation Affecting LGBT Rights Across The Country:
<https://www.aclu.org/legislation-affecting-lgbt-rights-across-country>

Dylan Vade, Expanding Gender and Expanding the Law: Toward A Social Legal Conceptualization of Gender That is More Inclusive of Transgender People, 11 Mich. J. Gender & L. 253 (2005)

Week 10 Gender and Sexuality

Tuesday, October 26

Teri A. McMurtry-Chubb, #SayHerName #BlackWomensLivesMatter: State Violence in Policing the Black Female Body, 7 Mercer L. Rev. 651 (2016)

Stuart, Forrest, and Ava Benezra. "Criminalized masculinities: How policing shapes the construction of gender and sexuality in poor black communities." *Social Problems* 65, no. 2 (2018): 174-190.

Thursday, October 28

Writing Assignment 1 Due

Week 11 Poverty

Tuesday, November 2

Institute for Policy Studies, “And the Poor Get Prison”

Thursday, November 4

Peter Edelman, “Not a Crime to be Poor” - Chapter 6 (Housing)

Week 12 Immigration

Tuesday, November 9

Beth Lew-Williams, “The Chinese Must Go”

Thursday, November 11

Douglas Massey, “The Bipartisan Origins of White Nationalism”

Week 13 Immigration

Tuesday, November 16

Armenta, Amada. “Being Proactive: On The Streets In Southeast Nashville” In *Protect, Serve, And Deport: The Rise Of Policing As Immigration Enforcement*. Univ Of California Press, 2017.

Thursday, November 18

Mapping Muslims: NYPD Spying And Its Impact On American Muslims

Week 14 No Class, Thanksgiving

Week 15 Paper Workshop and Course Review

Tuesday, November 30

Thursday, December 2

Final Paper Due Sunday, December 5

Additional Information

Academic Misconduct: Plagiarism or other academic dishonesty will be treated as a serious violation of our mutual agreements and responsibilities and may result in a failing grade for the course. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy. See the following links for more information:

<http://www.uic.edu/depts/accc/itl/safeassignment.html>,
<http://www.uic.edu/depts/dos/studentconduct.html>,
http://tigger.uic.edu/~edelberg/crediting_others/index.htm.

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 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.

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/>.

Office Hours: Office hours refers to a student's chance to meet with the Teaching Assistant or 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 standard office hours, please email us or use our youcanbookme.com pages to schedule alternate times.

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. 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. <http://oae.uic.edu/docs/ReligiousHolidaysFY20152017.pdf>

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

Syllabus: I will make adjustments to the course syllabus over the course of the semester (e.g., readings, exam dates). I will provide a revised syllabus if needed.

You can find university policies and student services at the links below.

University Policies

- [Student Policies](#)
- [Student Handbook](#)
- [COVID-19 Policy Updates](#)

Student Resources

- [General UIC Resources](#)
- [Office of the Dean of Students](#)
- [COVID-19 Student Resources](#)
- [Disability Resource Center](#)
- [Wellness Center](#)
- [Campus Life Resources](#)