

# **Syllabus: Race, Crime, and Justice: Racism and Settler Colonization in Systems of Social Control**

**Rutgers - Newark, Spring 2023**

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Instructor: Frank Edwards Assistant Professor, School of Criminal Justice, Rutgers - Newark

Class: Thursday 10AM - 12:40PM, CLJ 572

Office hours: Thursday 2 - 3PM, CLJ 547

## **Introduction and course goals**

This seminar starts from the premise that the related processes of the exploitation of Black labor and the expropriation of Native lands have had (and continue to have) profound impacts on how we define and respond to ‘crime’ in the territories now called the United States.

During the course of the semester, students will

1. Develop and deepen their thinking on how racism and settler colonization relate to US policing, incarceration, and social control
2. Develop and deepen their thinking on how to reduce the scope of racialized social control

## **Expectations**

This course is a graduate seminar and is discussion based. For it to work well students should:

1. Do all assigned reading and come to class prepared for discussion
2. Be respectful and engage with each other in good faith
3. Be aware of power dynamics in the room and how much space they are taking in class discussions

## **Assignments**

### **Reflection writing**

Before each class, all students will write and submit a reflection on the day’s assigned reading (Due via email to [frank.edwards@rutgers.edu](mailto:frank.edwards@rutgers.edu) before the beginning of class).

Reflections may identify and summarize core arguments or themes in the assigned reading, or use the readings as a springboard to discuss other ideas. These writings can be loosely structured, but should be no less than 400 words.

All students are allowed to skip two reflection essays during the semester without excuse. With 12 total weekly reading assignments, this means that students must complete at least 10 of the weekly reflection essays during the semester.

### **Discussion leadership**

Throughout the semester, students will work in groups to lead discussions of the week's reading. Discussion leaders should come prepared with a set of guiding questions that help us 1) understand the text and 2) relate to other course readings and 3) understand criminal legal and related social systems. Each student will participate in leading discussion for 3 class sessions. We will make assignments on the first day of class. Please contact me if you are unsure of your assignment.

### **Grading**

Grades for all assignments will be assigned on a complete / incomplete basis. I will not regularly provide written feedback on reflection writing, but am happy to provide comments during office hours or by request. Final course letter grades will correspond to the proportion of assignments completed adequately (10 reflection writings, 3 discussion leads).

### **Schedule**

1/19: Introduction: What is racism? What is colonization? What is justice?

#### **Part 1: conceptual foundations**

1/26: Theorizing racism: Mills (all)

2/2: Theorizing settler colonization: Dunbar-Ortiz (introduction, chapters 11 and 12); Wolfe

#### **Part 2: histories of US social control**

2/9: The rise of human caging part 1; Hernández (introduction - chapter 3)

2/16: The rise of human caging part 2; Hernández (chapter 4 - conclusion)

- 2/23: Defining and policing deviance part 1; Hartman (pg 1 - 175)  
 3/2: Defining and policing deviance part 2; Hartman (pg 177 - end)

### **Part 3: policing and disposability**

- 3/9: Racism, policing, belonging; Bell; Soss and Weaver  
 3/23: Racism and the politics of crime; Schraeder; Weaver  
 3/30: Empire, Indigeneity, terrorism; Barker

### **Part 4: abolitionist approaches**

- 4/6: PIC abolition (part 1); Kaba and Ritchie (pg 1 - 176)  
 4/13: PIC abolition (part 2); Kaba and Ritchie (pg 177 - end)  
 4/20: Family policing (part 1): Roberts (sections 1 and 2)  
 4/27: Family policing (part 2): Roberts (sections 3 and 4)

## **Required books and articles:**

**Several of the books are available online through Rutgers libraries.  
 All journal articles are available online through Rutgers libraries.**

Barker, Joanne. Red Scare: The State's Indigenous Terrorist. Vol. 14. Univ of California Press, 2021.

Bell, Monica C. "Police reform and the dismantling of legal estrangement." The Yale Law Journal (2017): 2054-2150.

Dunbar-Ortiz, Roxanne. 2014. An Indigenous Peoples' History of the United States. Boston: Beacon Press. (AVAILABLE ONLINE: <https://bit.ly/3i5Un5q>)

Hernandez, K. L. (2017). City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965. The University of North Carolina Press. (AVAILABLE ONLINE: <https://bit.ly/3i5Un5q>)

Mills, Charles W. 1997. The Racial Contract. Ithaca: Cornell University Press. (AVAILABLE ONLINE: <https://bit.ly/3i5Un5q>)

Hartman, Saidiya V. 2019. Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval. New York, NY: W.W. Norton & Company.

Kaba, Mariame and Andrea Ritchie. "No More Police: A Case for Abolition." (2022).

Roberts, Dorothy. *Torn Apart: How the Child Welfare System Destroys Black Families—and How Abolition Can Build a Safer World*. Basic Books, 2022.

Stuart Schrader; To Protect and Serve Themselves: Police in US Politics since the 1960s. *Public Culture* 1 September 2019; 31 (3): 601–623.

Soss, Joe, and Vesla Weaver. “Police are our government: Politics, political science, and the policing of race–class subjugated communities.” *Annual Review of Political Science* 20, no. 1 (2017): 565-591.

Weaver, Vesla M. “Frontlash: Race and the Development of Punitive Crime Policy.” *Studies in American Political Development* 21, no. 2 (2007): 230–65.

Wolfe, Patrick. “Settler Colonialism and the Elimination of the Native.” *Journal of genocide research* 8, no. 4 (2006): 387-409.