

ANTH 280: Crime and Criminalization

Fall 2020

Tuesday & Thursday - 1:10 to 2:30

1 credit

This course will take place online synchronously.

Sessions will be recorded and significant aspects of class will be asynchronous to ensure ease of accessibility for everyone.

Instructor's information

Dr. Michael Polson

Email (Outlook): [mipolson@davidson.edu](mailto:mipolson@ davidson.edu)

Personal zoom room (by appointment, please):

<https://davidson.zoom.us/j/4515201277?pwd=WWlKanh4SElzdDIYTytiRGJlVWVGJydz09>

Office hours:

Monday 2:15-3:15

Tuesday: 3:30-4:30

If these times do not work, please contact me to make an appointment at another time.

More about me: www.michaelpolson.com

What is this course about?

What is crime? How do things, peoples, and activities become criminalized? Who defines crime, in what ways, and for what purposes? How do those definitions travel, transform, and differ in different places and times? In this course, we will analyze the critical role that crime and criminalization play in shaping society in the US and around the world.

This means understanding the perspectives of people who are criminalized—how they act in and make sense of the world. It also means understanding the process of criminalization—how something comes to be regarded as “illegal” or “criminal” through state institutions, medical discourses, moral concerns, political repression, or spatial control.

We will be looking at a range of issues around crime and criminalization, including everything from defunding police to sex panics, environmental crimes to drug prohibition, contraband markets to bribery to the criminalization of immigration as well as the relation of criminalization to sex work, gentrification, healthcare, protest and rebellion. Crime, we will find, is not something that happens at the margins of society but is central to how our world is structured.

Learning Outcomes

By the end of the course, you will be able to:

- 1) Grasp key debates, concepts, and orientations in the study of crime and criminalization;

- 2) Analyze how criminalization is playing out in our world through the analysis of current events and projects aimed at applying course material to the world around you;
- 3) Deepen and develop questions most relevant to your path through projects that allow you to individualize your focus on specific matters.

This course fulfills the requirement for Social-Scientific Thought (SSRQ) and/or Cultural Diversity (CULT)). It can also be credited toward fulfillment of the Anthropology major and minor.

What required texts, materials, and technologies will I need?

All required readings will be posted online. Several readings are from books and I am working with the Library to acquire electronic and accessible versions of them.

Students should also have access to the following technologies, available from [Davidson T&I](#). Please contact them for assistance and resources to get access and training. Other platforms and programs may be used:

Zoom

Hypothes.is

Google Drive (docs, spreadsheets, slides etc.)

Chrome (web browser)

And maybe:

Office 365 (specifically the “Whiteboard” app)

Padlet

We will determine a communication and posting forum collectively (Slack, Facebook private group, Moodle etc.)

Course format

Generally, each class will include:

- One or two **readings** to digest prior to class
- A **lecture** either posted before class or delivered in class
- Brief **check-in on logistics**
- A “**parking lot**” period to raise questions about the readings or flag issues it raises
- Rotating **partner/group presentations** by students of the day’s reading
- **Small group breakout** with guiding questions or assignments
- **Large group convening, report-back and sum-up**
- For those unable to attend **asynchronously**, a 36-hour window to complete a **response to the readings** or, when indicated, to prompts in Moodle.

Requirements and Grading

Grading is broken down as follows:

- 1) [Class Reading Posts \(Revised 9-11\)](#) – 20% of final grade (10 x 2%) (asynchronous)

Social Reading: During the semester you will be part of a social reading group on the Hypothes.is platform. 2 posts and 2 responses from you each week. Posts should either be: 1) a genuine and answerable question; 2) an explicit connection with other readings or themes in class; or 3) highlighting of a key point that is either illuminating for you (tell us how) or needs to be further developed by the author. Each post/response will be worth .5% of final

grade. *Evaluation will be based on completion of each week's annotations. Annotations on any reading due 60 minutes before class. Late annotations not counted.*

2) **For-Class/In-Class Presentations (Revised 9-11) – 15% of final grade (5 x 3%)**

(synchronous/asynchronous)

At the beginning of most classes, a reading group will give a 5-12 minute presentation on the reading covering (excluding time for additional class activities/discussion):

- Main argument;
- Critical supporting evidence and key concepts;
- Any questions/issues that the article raises;
- A connection with a previous piece we've read;
- Offer up for discussion/activity a connection between the reading/unit and a current issue. (Get as creative as you like!)

Each person in the group should lead one presentation but all participants are responsible for the presentation. Synchronous attendance is not required for this, but a recording of a slide show should be sent prior to the class time for us to watch.

3) **Participation – 8% of final grade (synchronous/asynchronous)**

For students attending class online synchronously, I will be assessing participation. This does not necessarily mean talking a lot, but rather, making timely and insightful contributions and giving active attention during class time.

For students attending asynchronously, responses are due by 11:59pm of the next day and should be sent via Moodle (e.g. Wednesday at 11:59PM for a Tuesday class). There are no late submissions for responses (unless you communicate with me to arrange otherwise).

You will:

- EITHER respond to discussion questions that I will post immediately after class, either in written format (250 words max) or in a brief audio or video clip (no more than 3 minutes).
- OR watch the recording of class online and submit a response (max: 250 words or 3 minute audio or video clip). (Rubric will be posted for this.)

Generally, if you miss class, I encourage you to watch the first few minutes of the recorded class session (at least). I will post important announcements on Moodle but sometimes more detailed matters might be covered in class that do not make it into announcements.

4) **Two Project Papers – 32% of final grade (2 x 16% each) (asynchronous)**

Throughout the semester, there will be 4 opportunities to write a paper based on different units. You are free to choose which 2 of the 4 opportunities you will take, depending on your interests and the timing of assignments for other courses.

5) **Final Paper/Project – 25% of final grade (asynchronous)**

There will be a final paper/project that will allow you to either respond to a set assignment or will allow you to propose and explore your own topic of interest.

What are the course policies?

Communications

I am available by email (and via Slack, if we elect to use that platform). I will make every effort to reply to you within 36 hours. If you don't hear from me after that period, please follow up!

I am available for office hours (Monday 12:30-1:30 and Tuesday 2:45 to 3:45). I encourage students to sign up for slots for these hours—to discuss ideas, review papers and grades, talk about class, and so on. I would love to talk to each of you individually at least once but this is not mandatory. I am also available to meet outside of my set office hours if they do not work for you. Just get in touch with some proposed times.

Also, please visit the Moodle site often for updates. I will be posting updates and announcements there. When they are particularly urgent, I will send those announcements via email.

An Invitation: Student Support in Times of Covid-19

This is a unique time we are living through. All of us are dealing with different life circumstances. I am here to support you in any way I can, though I will not always have the skills or capacities to do so. I am more than happy to have flexibility around modifications to help you benefit from and complete the course, should you need them. Please do not hesitate to bring your concerns to me!

Respect, Open Minds, Critical Minds

A prerequisite to this course is an open mind and an ability to listen to others. We will be discussing many issues, some of which likely affect people in the classroom deeply. Keep in mind: we are all products of different experiences. Sometimes unearthing the assumptions that anchor those experiences can be upsetting, inspire passions, and challenge deeply set ideas. Because of this, it is important that we collectively create a space in which different ideas and expressions can be heard, discussed, and, from time to time, change us. Please respect each other by listening and not reacting in a hurtful or rash manner. Please be aware of the kinds of space you occupy in the classroom relative to other students. If offering critique, please be constructive. If we all do this, we will find an open reception for our own thoughts.

A major part of keeping an open mind is to check assumptions about your classmates. Some may have grown up in the United States, while others have not. Some may have grown up wealthy, others poor. Some in cities, others in rural places. Some in communities of color, some in all-white surroundings. Some may be queer, or straight, or not have a sexuality at all. Some may have had the opportunity and exposure to be intensely politicized while others are being exposed to politics for the first time. You cannot know these things at a glance. Therefore, no matter where you are in your personal, academic or political trajectory, challenge your assumptions about your classmates and what you think you might know about them.

Finally we live in a society—and are enmeshed in a language—that privileges the binary of male and female. This is despite the increasing understanding that there is a wide range of gender diversity in the world. To de-center the privileging of a male/female binary, to challenge the everyday assumptions we make about gender, and to give space for a diversity of genders in the classroom, I propose that when referring to other people we either utilize their name or, if in the third person, by “they” or “their.” We do this all the time already (“Have you seen the cashier?” “I don't know where they are.”), so this should not be a major challenge. If it does feel like a challenge, please imagine the types of impositions binaristic he/she language has upon transgender,

genderqueer, or non-binaristic people. Being online, you are also welcome to put your preferred pronouns in your Zoom handle/name that appears on the screen.

Attendance and Punctuality

Online attendance is not required. However, to receive credit for online attendance, you should be logged in and ready to go at the start of class (1:10PM). I will be signed in a few minutes early as often as possible to field any logistical questions and just to chat. Join me! If you are more than 20 minutes late (or if you have technical difficulties that bar you from being in more than 30 minutes of our 50 minute class), you are still welcome to join but I ask that you submit an “asynchronous” response (detailed in “Participation” under grade) to account for the day’s participation.

You are allowed to miss 4 unexcused classes with no penalty. Unexcused absences (i.e. classes for which you are not present synchronously, do not submit a class response asynchronously, and are not excused prior to class) beyond the first four absences will result in a 3% reduction in your overall grade. Again, I understand these are exceptional times, so please be in communication if events are keeping you from consistent attendance.

Preparation

Come to class, synchronously or asynchronously, prepared. This means:

- Read all the required readings included on this syllabus.
- View any posted lectures.
- Have the readings (and slides, if applicable) open during class periods.
- Check the Moodle site and/or your email at least by the night before class for any additional items I may want you to look over.
- Have assignments when they’re due.
- Assignments are due by the beginning of class.
- Figure out a system for taking notes during class and stick to it.
- When attending synchronously, please pay attention. You do not have to stare deeply into the screen at all times, but please be sitting upright (and comfortably), have a clear workspace (on your computer or on a physical desk), and place your phone on airplane mode (unless you need it for accessing sites/apps relevant to class).

Davidson College Honor Code

Each Davidson student is honor bound to refrain from stealing, lying about College business, and cheating on academic work. Stealing is the intentional taking of any property without right or permission. Lying is intentional misrepresentation of any form. Cheating is any practice, method, or assistance, whether explicitly forbidden or unmentioned, that involves any degree of dishonesty, fraud, or deceit. Cheating includes plagiarism, which is representing another's ideas or words as one's own. Each student is responsible for learning and observing appropriate documentation of another's work. Each Davidson student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. <http://www.davidson.edu/about/distinctly-davidson/honor-code>

Access and Disability Services Accommodations

The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic

Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, [bebleil@davidson.edu](mailto:bebleil@ davidson.edu), 704-894-2129; or Alysén Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

Other resources you should keep in mind include:

Campus Police	704-894-2178 or 911
Dean of Students Office	704-894-2225
Student Health/Counseling	704-894-2300
Chaplain's Office	704-894-2423
Georgia Ringle, Health Educator	704-894-2902
Town of Davidson Police	704-892-5131

Course schedule

Date	Class topic/unit name	Pre-class work for students	Assignments due
8-20	Introduction	Review Syllabus & Say Hello!	-
8-25	Anthropology & Studying Criminality	Osburg, John. " Meeting the "Godfather": Fieldwork and Ethnographic Seduction in a Chinese Nightclub. " <i>PoLAR: Political and Legal Anthropology Review</i> 36, no. 2 (2013): 298-303.	
8-27	Crime, Currently	- <i>Listen:</i> Ruth Wilson Gilmore. " Ruth Wilson Gilmore Makes the Case for Abolition " https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/ - <i>Read:</i> Snider, Lauren. " Beyond Trump: Neoliberal Capitalism and the Abolition of Corporate Crime. " <i>Journal of White Collar and Corporate Crime</i> 1, no. 2 (2020): 86-94.	
9-1	Generating Crime: Moral Panics	Goode & Ben-Yehuda. Chapter 2 The Moral Panic: An Introduction. <i>Moral Panics.</i> (2009): 34-50.	Group 1 Present
9-3	Generating Crime: Moral Panics	<i>Read:</i> - Roger Lancaster. Chapter 1: Fear Eats the Soul. From: <i>Sex Panic and the Punitive State.</i> (2011): 1-17. <i>Choose one of the following:</i> - Jenkins, Philip, and Daniel Maier-Katkin. " Satanism: Myth and reality in a contemporary moral panic. " <i>Crime, Law and Social Change</i> 17, no. 1 (1992): 53-75.	Group 2 Present

		<ul style="list-style-type: none"> - Sullivan, Mercer, and Barbara Miller. "Adolescent violence, state processes, and the local context of moral panic." <i>States and Illegal Practices</i>. (1999): 261-283. 	
9-8	Crime & State Formation	<p>Read both:</p> <ul style="list-style-type: none"> - Blok, Anton. "The peasant and the brigand: social banditry reconsidered." <i>Comparative studies in Society and History</i> 14, no. 4 (1972): 494-503. - Hobsbawm, Eric. "Social bandits: reply." <i>Comparative studies in Society and History</i> 14, no. 4 (1972): 503-505. 	
9-10	Crime & State Formation	<ul style="list-style-type: none"> - Gallant, Thomas W. "Brigandage, piracy, capitalism, and state-formation: transnational crime from a historical world-systems perspective." <i>States and illegal practices</i> (1999): 25-62. - Jaffe, Rivke. "The hybrid state: Crime and citizenship in urban Jamaica." <i>American Ethnologist</i> 40, no. 4 (2013): 734-748. 	Group 3 Present
9-15	Crime & State Formation	Jacoby. Introduction: The Hidden History of American Conservation and Chapter 4: Nature and Nation. <i>Crimes Against Nature: Squatters, Poachers, Thieves and the Hidden History of American Conservation</i> . (2001): 1-10; 81-98.	
9-17	Making Markets through Crime	<p>Read one, or both, if time:</p> <ul style="list-style-type: none"> - Adams, Vincanne. "Randomized controlled crime: postcolonial sciences in alternative medicine research." <i>Social Studies of Science</i> 32, no. 5-6 (2002): 659-690. - Vásquez-León, Marcela. "Neoliberalism, environmentalism, and scientific knowledge: redefining use rights in the Gulf of California fisheries." <i>States and Illegal Practices, Berg, Nueva york</i> (1999): 233-260. 	Group 4 Present 1 st Project Due: Moral Panics
9-22	Making Markets through Crime	McCoy, Alfred W. "The stimulus of prohibition: a critical history of the global narcotics trade." <i>Dangerous harvest: Drug plants and the transformation of indigenous landscapes</i> (2004): 24-TBD.	Group 5 Present

9-24	Making Markets through Crime	Nordstrom, Carolyn. " Shadows and sovereigns. " <i>Theory, Culture & Society</i> 17, no. 4 (2000): 35-54.	Group 6 Present
9-29	Making Sense in Criminal(ized) Realms	<i>Read Both:</i> <ul style="list-style-type: none"> - Bourgois. Crackhouse Management: Addiction, Discipline & Dignity <i>In search of Respect: Selling Crack in El Barrio.</i> (1995): 77-113 - Applbaum, Kalman. "Marketing Clientelism vs Corruption." <i>Economy, Crime and Wrong in a Neoliberal Era</i> 36 (2018): 41-65. 	Group 1 Present
9-31	Making Sense in Criminal(ized) Realms	Roitman, Janet. " The ethics of illegality in the Chad Basin. " <i>Law and Disorder in the Postcolony</i> (2006): 247-272.	Group 2 Present
10-6	Making Sense in Criminal(ized) Realms	<i>Pick one:</i> <ul style="list-style-type: none"> - Humphrey, Caroline. "Russian protection rackets and the appropriation of law and order." <i>States and illegal practices</i>(1999): 199-232. - Stan, Sabina. "Neoliberal citizenship and the politics of corruption: Redefining informal exchange in Romanian healthcare." <i>J. Carrier (ed.) Economy, Crime and Wrong in a Neoliberal Era</i> 32 (2018): 172-194. 	Group 3 Present
10-8	Getting Framed: Portraying Crime	<i>Pick one (or both, if time):</i> <ul style="list-style-type: none"> - Coutin, Susan Bibler. "Contesting criminality: Illegal immigration and the spatialization of legality." <i>Theoretical Criminology</i> 9, no. 1 (2005): 5-33. - Campbell, Howard. "Narco-propaganda in the Mexican "drug war" an anthropological perspective." <i>Latin American Perspectives</i> 41, no. 2 (2014): 60-77. 	Group 4 Present
10-13	Getting Framed: Portraying Crime	<i>Pick one (or both, if time):</i> <ul style="list-style-type: none"> - Snajdr, Edward. "Beneath the master narrative: Human trafficking, myths of sexual slavery and ethnographic realities." <i>Dialectical Anthropology</i> 37, no. 2 (2013): 229-256. 	Group 5 Present

		<ul style="list-style-type: none"> - Bourgois, Philippe. "Disciplining addictions: The bio-politics of methadone and heroin in the United States." <i>Culture, medicine and psychiatry</i> 24, no. 2 (2000): 165-195. 	
10-15	Getting Framed: Portraying Crime	Mora, Mariana. " Ayotzinapa and the Criminalization of Racialized Poverty in La Montaña, Guerrero, Mexico 1." <i>PoLAR: Political and Legal Anthropology Review</i> 40, no. 1 (2017): 67-85.	Project 2 Due: Criminal(ized) Realities Group 6 Present
10-20	Crime & Policing	Jagna Sharff. Introduction and Chapter 14: King Kong on 4th St. <i>King Kong on 4th Street.</i> (1996): 1-7; 174-188.	Group 1 Present
10-22	Crime & Policing	Merry, Sally Engle. " Spatial governmentality and the new urban social order: controlling gender violence through law. " <i>American anthropologist</i> 103, no. 1 (2001): 16-29.	Group 2 Present
10-27	Crime & Policing	<p><i>Read one and preferably both, if time</i></p> <ul style="list-style-type: none"> - Garriott. "Chapter 2: It Could Be Here...It Could be My Neighbor." <i>Policing Methamphetamine: Narcopolitics in Rural America.</i> (2011): 37-58 - Kelly. "Chapter 3: Inside the Galactic Zone: Regulating Sex, Regulating Women" <i>Lydia's Open Door: Inside Mexico's Most Modern Brothel</i> (2008): 76-101. 	Project 3 Due: Framing Crimes
10-29	Crime & Spatial Control	<p><i>Choose One (both, if time):</i></p> <ul style="list-style-type: none"> - Davis, Mike. Chapter 4: Fortress L.A. <i>City of Quartz: Excavating the Future in Los Angeles.</i> (2006): 221-265. - Ghertner, Asher. Chapter 4: Aesthetic Criminalization. <i>Rule by Aesthetics: World-Class City Making in Delhi</i> (2015): 99-124. 	Group 3 Present
11-3	Crime & Spatial Control	<p><i>Choose one:</i></p> <ul style="list-style-type: none"> - Niedt, Christopher. "Gentrification and the grassroots: Popular support in the revanchist suburb." <i>Journal of urban affairs</i> 28, no. 2 (2006): 99-120. - Kirkpatrick & Gallagher. "The Suburban Geography of Moral Panic." <i>Social Justice in</i> 	Group 4 Present

		<i>the Diverse Suburb: History, Politics, and Prospects</i> (2013): 31-53.	
11-5	Crime & Spatial Control	<p><i>Read both:</i></p> <ul style="list-style-type: none"> - Chiodelli, Francesco. "Planning illegality: The roots of unauthorised housing in Arab East Jerusalem." <i>Cities</i> 29, no. 2 (2012): 99-106. - Smart, Alan. "Unruly places: Urban governance and the persistence of illegality in Hong Kong's urban squatter areas." <i>American Anthropologist</i> 103, no. 1 (2001): 30-44. 	Group 5 Present
11-10	TBD	<i>Review and/or By Request</i>	Independent Final Project Proposals Due (optional)
11-12	Crime, Political Order, & the Present	<p><i>Read both:</i></p> <ul style="list-style-type: none"> - Mullings, Leith. "Losing Ground." <i>Souls</i> 5, no. 2 (2003): 1-21. - Raschig, Megan. "“You Don't Know That”: Refusals of Community Policing and Criminalization in California." <i>Journal for the Anthropology of North America</i> 21, no. 1 (2018): 5-20. 	Group 5 Present
11-17	Crime, Political Order, & the Present	<p><i>Pick one or both, if time:</i></p> <ul style="list-style-type: none"> - Behan, Cormac. "“We Are All Convicted Criminals”? Prisoners, Protest and Penal Politics in the Republic of Ireland." <i>Journal of Social History</i> 52, no. 2 (2018): 501-526. - Parkes, Debra, and Meaghan Daniel. "Political protest, mass arrests, and mass detention: Fundamental Freedoms and (un) common criminals." <i>Journal of Prisoners on Prisons</i> 20, no. 2 (2011): 155-170. 	<p>Project 4 Due: Crime, Control and Space</p> <p>Group 6 Present</p>
11-19	Crime, Political Order, & the Present	<p>Willie Baptist et al. "Lessons for Rebellions" <i>The People's Forum NYC</i> (2020): https://www.youtube.com/watch?v=r-apkREcohk</p>	