

CAPTURE

AND

CONTROL

GEOG/CRIM 3040

SPRING 2015

Schedule: Wednesday 11:15AM - 1:50PM
Location: New Academic Building, Room 209

Professor: Richard Nisa
Office: Mansion 38A
Office Hours: Wednesdays—10:00-11:00
Email: nisa@fdu.edu

Course Description:

Modern democratic states often rely on practices of detention and incarceration in order to demonstrate (and increasingly, to circumvent) the power of the rule of law. As a result, international and domestic detention spaces like refugee camps, jails and for-profit prisons, war prisons, black sites, migrant detention islands, border checkpoints, and protest camps are utilized in an ever-expanding number of spatial, legal, and political contexts. In this course we will explore these spaces, and engage in a detailed historical and theoretical investigation of the complex and often-contradictory processes that produce them.

Globalization, as an economic process and spatial practice, is often associated with movement, speed, and dynamism. However, with increasing regularity, spatial isolation is called on to preserve or secure these spaces of movement and exchange. Moving beyond simple walls and cages, detention spaces are increasingly intertwined with the cross-border flows of people, goods, and capital that have come to describe global modernity. This poses challenging legal, spatial, economic, and political issues at the heart of globalization, and these will frame class discussions and debates.

Readings and Organization:

There is no “textbook” to purchase for this class. All readings are located on our class Blackboard site or available for download from the FDU library/e-brary. Readings will be drawn from a range of sources: academic articles and book excerpts, newspapers and magazine reportage, and fiction. Some of the readings are quite dense, and will require careful reading and reflection. If you put in the effort, the reward for close reading extends far beyond the walls of our classroom. Reading assignments will be supplemented by a number of videos, lectures and discussions. Active participation is critical if the seminar-style discussion sessions are to work effectively. Attendance and participation are accordingly each worth a significant portion of your grade. BRING THE READINGS TO CLASS.

Writing Assignments:

I am a firm believer that writing is one of the keys to engaged, nuanced, critical thinking. To that end, in the class our writing assignments have an emphasis on *process* as well as *product*.

A. READING RESPONSES:

Please write a total of eight (8) short reactions to the articles we’ve read for that day’s class (FORMAT: 200-250 words, double-spaced, Times New Roman in 12 point font, one inch margins on the top and bottom, 1.25 on the sides). I am looking for some sort of critical engagement with the readings: I DO NOT WANT A ‘BOOK REPORT’. Reaction papers will be evaluated based on five criteria. In other words, you will not get full credit for the assignment unless you meet these basic objectives:

1. One sentence that clearly identifies the author/s and the title of the piece you are writing about AND their central claim, assertion, or thesis.
2. One sentence that briefly explains how the author builds and/or supports this thesis.
3. Your CRITICAL thoughts on the reading/readings. Why was this piece written? What are its successes? Its flaws? How might it relate to other readings from the course? To other issues from other classes you are taking/have taken?
4. A short discussion question based on the text. These should not be yes or no questions, but questions that come out of your critical engagement with the readings. The best way to go about this is to think about your readings and generate a ‘how’ or a ‘why’ question. *ie: ‘How does this particular quote relate to the underlying aims of the antebellum South?’*
‘Why did California take this position relative to prison expansion?’
5. PREPARE AND PROOFREAD: I will deduct points if responses are not printed on paper and turned in at the beginning of class; have not been checked for errors in grammar, composition, spelling and clarity.

You may only hand in one response per week, and your response should only address ONE reading that is due for class that day.

B. RESEARCH PAPER:

This semester we will work on writing one analytical essay, the final draft of which will be due on May 6 (the last day of class). Because research and writing are processes that take time, this single paper will take shape over the course of the entire semester, by way of a number of short assignments and peer review sessions. You will be writing a paper that critically analyzes one person, place or policy associated with detainment. The final essay will be approximately 2,000 - 2,500 words long. We will be breaking the paper up into a number of small parts and working with each other to develop and improve the end result. Two printed copies of all assignments are to be passed in at the beginning of class. Late students and/or late assignments will earn a reduction of 25% off of their grade for that assignment.

Topic/site selected on February 11	--
3 paper 'ideas' due on February 18	2%
Annotated bibliography due March 11	10%
Draft of the introduction due on March 25 (bring 2 copies for peer review)	3%
Full rough Draft due on April 15 (bring 2 copies for peer review)	10%
Final Draft due on May 6 (all earlier assts. stapled together)	15%
Total	40%

All papers should be written substantially in your own words. Please provide page numbers for all relevant references. Where quotations (or closely paraphrased passages) are drawn from print or on-line sources, they must be effectively marked as quotations and/or be supported with appropriate citations. Plagiarized assignments constitute a violation of the student code of conduct and typically result in zero credit and referral to academic deans for disciplinary action.

Presentation of Case Studies:

You are each responsible for one short presentation about a detention site, practice, or facility, which we will discuss during the second week of the semester. This will be a Pecha Kucha style (<http://en.wikipedia.org/wiki/PechaKucha>) presentation, wherein you have 20 slides and they advance automatically every 20 seconds. This should be fast-paced, creative, and fun.

Attendance and Participation:

Attendance and active participation are compulsory in this class. You are required to arrive on time, contribute to our discussions and in-class projects, and stay for the duration of the class. You are allowed one unexcused absence in the course (an *excused* absence is a documented medical or family emergency as determined by the Dean of Students Office). Each additional unexcused absence will result in the loss of 4 points from your attendance and participation

grade (there are a total of 15). Late arrivals and early departures will count as 1/2 an absence. Four unexcused absences will result in the automatic failure of the course. You are responsible for finding out what you missed while absent and getting the notes from a classmate.

Class protocols:

The following protocols hold, without exception, for all students in this class:

1. Collegiality and common sense require that you turn off your cell phone in the classroom. If your cell phone rings in class, I will ask you to leave, and you will earn ½ absence for the day.
2. Unless otherwise stated, please do not bring laptops into class. I love digital and networked technology almost as much as you do, and use it in nearly all facets of my life. However, in my recent experience in the classroom, I’ve noticed that laptops primarily distract their users and those around them. Beyond the growing evidence suggesting that students who listen and take notes by hand actually learn *more* than those who use computers, I think that any classroom discussion would no doubt benefit from students looking at each other and not the back of a digital device. If you require the use of a laptop in class, please provide a note from the university.
3. Respect is paramount. We will be discussing and debating issues in this class that have no clear or inevitable ‘answers’ yet still generate impassioned and/or emotional responses. Please be mindful of others as we work to develop an open-yet-critical classroom culture.
4. Visit me during office hours. I am more than happy to review material and answer questions. If you cannot make posted hours, we can try to arrange an alternative appointment time.

Grading criteria:

Attendance and Participation	15%
Case Study Presentation	5%
Response Papers (eight @ 5% each)	40%
Paper project	40%
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Total	100%

Grade determination:

The numeric grades correspond to the following letter grades:

A	95 – 99%	C+	77 – 79%
A-	90 – 94%	C	73 – 76%
B+	87 – 89%	C-	70 – 72%
B	83 – 86%	D	60 – 69%
B-	80 – 82%	F	Less than 60%

Academic Integrity:

Cheating, plagiarism, or other violations of academic integrity will not be tolerated. To that end, if you haven't already done so, please become familiar with FDU's Academic Integrity Policy. Any and all students in violation of this policy will be subject to automatic failure of the course for a first offense, and will be suspended from the university for a second offense. The inability to prove authorship when questioned about your work's authenticity could be grounds for the charge of plagiarism. It is entirely your responsibility to read the FDU Academic Integrity Policy carefully and abide by it.

Disability Disclosure:

Fairleigh Dickinson University – College at Florham, in accord with the policies underlying Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA), works to ensure that reasonable accommodations are implemented for enrolled students with documented disabilities to function in the academic environment.

Any student with documented disabilities, who feels he/she may need academic accommodations while taking this course, should first contact the office of Disability Support Services at 973-443-8079 to discuss his/her specific needs. Once the disability is verified, pick-up your letters from the office of Disability Support Services, then make an appointment to see the professor.

Visit <http://view.fdu.edu/default.aspx?id=3344> for more information.

COURSE OUTLINE

The course is loosely divided into two sections. After two brief weeks exploring the very broad set of concerns that we will focus on throughout the semester, the first section of class—which will take us until Spring Break—is designed to introduce the class to the central themes and questions surrounding the history and development of the prison apparatus in the United States. We will trace a course through readings that deal with uses and abuses of incarceration and its rapid expansion in America; with the issues of race, property, and economy; and with the role of the state. Part two—the second half of the semester—will cover a range of issues pertaining to the uses of detainment and sequestration in a global context. We will wrestle with the issues of mobility and migration; with political asylum and refugee camps; with torture and issues of bodily harm and control; and with the contradiction of detainment for punishment and detainment for security.

January 28, 2015

Day 1: Why detain? I will pre-circulate the introduction of:

Angela Y. Davis, *Are Prisons Obsolete?* (Seven Stories Press, 2003), 9–21.

Consider also reading this background piece available on blackboard:

L. L. Martin and M. L. Mitchelson, “Geographies of Detention and Imprisonment: Interrogating Spatial Practices of Confinement, Discipline, Law, and State Power,” *Geography Compass* 3, no. 1 (2009): 459–77

February 4, 2015

Week 2: Spaces of Detention: Enclosure, Exclusion, and the Practices of Power

Olivier Razac, *Barbed Wire: A Political History*, trans. Jonathan Kneight (New York: New Press, The, 2003), Introduction; 5–22; 50–69; 70–84.

Michel Foucault, *Discipline & Punish: The Birth of the Prison* (Vintage Books, 1979), 3–23; (recommended):104–114.

February 11, 2015

Week 3: Jim Crow, Labor, and Early 20th Century Incarceration in the US

Khalil Gibran Muhammad, “Where Did All the White Criminals Go?: Reconfiguring Race and Crime on the Road to Mass Incarceration,” *Souls* 13, no. 1 (March 18, 2011): 72–90, doi:10.1080/10999949.2011.551478.

Douglas A. Blackmon, *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*, Reprint edition (New York: Anchor, 2009). (Introduction: 1–12)

February 18, 2015

Week 4: Prisons, Profit, and Accumulation by Dispossession

Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*, 1st ed. (University of California Press, 2007). Introduction and Chapter 3: The Prison Fix. (available on ebrary)

Anne Bonds, “Building Prisons, Building Poverty: Prison Sitings, Dispossession, and Mass Incarceration,” in *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*, ed. Jenna M. Loyd, Matt Mitchelson, and Andrew Burrige (Athens: University of Georgia Press, 2012), 129–42 (available on ebrary)

Guest Speaker: Jack Norton, CUNY Graduate Center

February 25, 2015

Week 5: Race, Mass Incarceration, and the US Prison State

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, 1st ed. (New Press, The, 2010). Chapter 1: The Rebirth of Caste; p. 20-58

Marie Gottschalk, "Hiding in Plain Sight: American Politics and the Carceral State," *Annual Review of Political Science* 11 (June 2008): 235-60, doi:10.1146/annurev.polisci.11.060606.135218.

March 4, 2015

Week 6: Beyond the Wire: Policing, Control, and Cultures of Mass Incarceration

Katherine Beckett and Steve Herbert, "Penal Boundaries: Banishment and the Expansion of Punishment," *Law & Social Inquiry* 35, no. 1 (2010): 1-38, doi:10.1111/j.1747-4469.2009.01176.x.

Monica Varsanyi, "Fighting for the Vote: The Struggle against Felon and Immigrant Disenfranchisement," in *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*, ed. Jenna M. Loyd, Matt Mitchelson, and Andrew Burrige (Athens: University of Georgia Press, 2012), 266-76. (on ebrary)

Anthony J. Nocella II, Priya Parmar, and David Stovall, eds., *From Education to Incarceration: Dismantling the School-to-Prison Pipeline* (New York: Peter Lang Publishing Inc., 2014). (Chapter one: Nancy A. Heitzeg: *Criminalizing Education: Zero Tolerance Policies, Police in the Hallways, and the School to Prison Pipeline*)

March 11, 2015

Week 7: Migrant Detention: Globalization, Mobility, and Law

Lauren L. Martin, "'Catch and Remove': Detention, Deterrence, and Discipline in US Noncitizen Family Detention Practice," *Geopolitics* 17, no. 2 (April 2012): 312-34, doi:10.1080/14650045.2011.554463.

Nancy Hiemstra, "'You Don't Even Know Where You Are': Chaotic Geographies of US Migrant Detention and Deportation," in *Carceral Spaces: Mobility and Agency in Imprisonment and Migrant Detention*, ed. Dominique Moran, Nick Gill, and Deirdre Conlon (available on ebrary)

Guest Speaker: TBD

March 18, 2015: Spring Break

March 25, 2015

Week 8: Care and Custody: Borders, Human Rights, and the Refugee Camp

Michel Agier, *Managing the Undesirables: Refugee Camps and Humanitarian Government*, 1st ed. (Polity, 2011); Chapter 2: Encampment Today: An Attempted Inventory (36-62)

Dan Bulley, "Inside the Tent: Community and Government in Refugee Camps," *Security Dialogue* 45, no. 1 (February 1, 2014): 63–80, doi:10.1177/0967010613514788.

April 1, 2015

Week 9: The Body in prison, the body as prison: Torture, hunger, health

Jonathan Simon, *Mass Incarceration on Trial: A Remarkable Court Decision and the Future of Prisons in America* (New York: New Press, The, 2014), chapter 4 on health; chapter 5 on overcrowding.

John W. Schiemann, "Interrogational Torture Or How Good Guys Get Bad Information with Ugly Methods," *Political Research Quarterly* 65, no. 1 (March 1, 2012): 3–19, doi:10.1177/1065912911430670.

Guest Speaker: John Schiemann, FDU

April 8, 2015

Week 10: The Camp, States of Exception, and Law (Reconsidered)

David Chandler, *Voices from S-21: Terror and History in Pol Pot's Secret Prison*, 1ST edition (Berkeley: University of California Press, 2000). (Chapter 2)

Primo Levi, *If This Is a Man*, trans. Stuart Woolf (New York, NY: Orion Press, 1959) (35-70)

Guest Speaker: TBD

April 15, 2015

Week 11: Empire and Emergency

Greg Robinson, *By Order of the President: FDR and the Internment of Japanese Americans* (Cambridge, Mass.: Harvard University Press, 2003). (introduction:2-7)

Caroline Elkins, "Detention, Rehabilitation, and the Destruction of Kikuyu Society," from *Mau Mau and Nationhood: Arms, Authority, and Narration*, eds. E.S. Atiano Odhiambo and John Lonsdale (Athens: Ohio University Press, 2003) (191-226)

Week 12: April 22, 2015: No Class (I will be at a conference)

April 29, 2015

Week 13: War Prisons & Military Detention

Khalili, Laleh. *Time in the Shadows: Confinement in Counterinsurgencies*. Stanford University Press, 2012. (Chapter 5: Banal Procedures of Detention) (on ebrary)

Sibylle Scheipers, ed., *Prisoners in War* (Oxford; New York: Oxford University Press, 2010), introduction 1–20. (on ebrary)

May 6, 2015

Week 14: Border Walls, Occupation, Siege

Helga Tawil-Souri, “Digital Occupation: Gaza’s High-Tech Enclosure,” *Journal of Palestine Studies* 41, no. 2 (January 2012): 27–43, doi:10.1525/jps.2012.XLI.2.27.

Borderlands Autonomist Collective, “Resisting the Security-Industrial Complex: Operation Streamline and the Militarization of the Arizona-Mexico Borderlands,” in *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*, ed. Jenna M. Loyd, Matt Mitchelson, and Andrew Burridge (Athens: University of Georgia Press, 2012), 190–208