

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF HISTORY
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February 2, 2015

Joseph Nagy, Chair
General Education Governance Committee
Attn: Myrna Dee F. Castillo, Program Representative
A265 Murphy Hall
Mail Code: 157101

Dear Professor Nagy,

I am forwarding materials to submit my course, History 12, for GE consideration. Please let me know if I need to submit any additional materials.

All my best,

A handwritten signature in cursive script that reads "Kelly Lytle H".

Kelly Lytle Hernandez
Associate Professor, Department of History

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number History 12A
 Course Title Inequality: The Age of Mass Imprisonment
 Indicate if Seminar and/or Writing II course Lecture course

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course examines the past and present of mass imprisonment in Los Angeles. In particular, it focuses on tracking how, over time, different racial groups have been targeted for policing and punishment. Further it introduces students to various sociological analyses of punishment while focusing on the “social institution” approach to carceral studies.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Kelly Lytle Hernandez, Associate Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 4

4. Indicate when do you anticipate teaching this course over the next three years:

2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>200</u>	Enrollment	_____
2016-2017	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>200</u>	Enrollment	_____
2017-2018	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>200</u>	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes X No _____

I will be adjusting an upper-division

If yes, provide a brief explanation of what has changed. lecture course.

The new GE course will also have a new final writing assignment and will have TA sections.

Present Number of Units: 4

Proposed Number of Units: 4

6. Please present concise arguments for the GE principles applicable to this course.

<p>❑ General Knowledge</p>	<p>This course will introduce students to quantitative and qualitative data regarding imprisonment. They will learn when, why, and how the number of prisoners has increased exponentially since the 1960s while also learning the deeper history of how mass imprisonment has emerged as a social institution.</p>
<p>❑ Integrative Learning</p>	<p>This assigned readings for this course are from numerous fields of inquiry, including legal studies, sociology, and history. There is also a mix of primary and secondary sources. Finally, the students will also have weekly lectures from practitioners, activists, and former prisoners. This mix of assignments, lectures, and readings demands that they undertake a multi-nodal analysis of mass imprisonment in the past and present.</p>
<p>❑ Ethical Implications</p>	<p>In this course, the students will examine the evolving logics of mass imprisonment and, in turn, be pressed to consider the deeper ethics of human caging.</p>
<p>❑ Cultural Diversity</p>	<p>This course largely addresses issues of race, class, gender, and sexuality in multi-racial environment. In particular, they will examine how imprisonment has shaped the story of racial inequality in Los Angeles since the city’s founding in 1781.</p>
<p>❑ Critical Thinking</p>	<p>This course asks students to analyze a contemporary social problem, mass imprisonment. By exploring the problem historically, they are encouraged to expand their critical and conceptual understanding of punishment in contemporary life.</p>
<p>❑ Rhetorical Effectiveness</p>	<p>NA</p>
<p>❑ Problem-solving</p>	<p>NA</p>
<p>❑ Library & Information Literacy</p>	<p>The students will conduct independent research for their wiki entries and final papers.</p>

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>NA</u>	(hours)
4. Experiential (service learning, internships, other):	<u>NA</u>	(hours)
5. Field Trips:	<u>2</u>	(hours)

(A) TOTAL Student Contact Per Week 7 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>2</u>	(hours)
3. Group Projects:	<u>1</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>NA</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)

7. Research Activity:

1 (hours)

(B) TOTAL Out-of-class time per week

10 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

17 (HOURS)

Inequality

The Age of Mass Imprisonment

History 12A

Professor Kelly Lytle Hernandez

COURSE DESCRIPTION

Home to the world's largest prison population, the United States cages more humans than any other nation on earth. Our hometown, Los Angeles, California, imprisons more people than any other city in the world. This course will examine the rise of mass imprisonment in Los Angeles, the national and global epicenter of human confinement.

Beginning with the founding of Los Angeles in 1781 and ending with the beginning of World War II, our historical analysis will span from the days when Los Angeles first became a town on the edge of the Spanish empire until the 1940s when Los Angeles first became the global epicenter of human confinement. By exploring the major eras and turning points in the city's rise as both a national and global leader in human incarceration, we will review the historical foundations of mass imprisonment in Los Angeles. In particular, we will focus on how the dynamics of race and immigration control shaped projects to imprison targeted social groups within the city.

Designed to offer a history of the present, this course will also introduce students to the current social and political landscape of imprisonment in Los Angeles. Therefore, the focus of our course meetings, readings, and assignments will alternate between the historical and contemporary. On Tuesdays, the professor will lecture on the history of human caging in Los Angeles. On Thursdays, guest lecturers, each directly involved in today's criminal justice system, will present material on the contemporary struggles over mass imprisonment.

While simultaneously learning about the past and present of mass imprisonment in Los Angeles your learning objective will be to apply a rigorous historical analysis to a contemporary social issue. Therefore, in addition to learning new content about the imprisonment you will be asked to analyze the relationship between the past and present. Since not everything in the past is directly related to everything in the present, you will need to develop a historian's toolset. For example, understanding context, tracking chronologies, identifying turning points, and using research to build connection across and within time will be skills that you will develop and employ in this class as you are

asked to examine questions of change and continuity between 1848 and present. *As a GE requirement in the category of historical analysis, this course will prepare you to thoughtfully decipher and examine if, when, and how past conditions operate within our present lives.*

REQUIRED BOOKS

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010)

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

- Angela Davis, *Are Prisons Obsolete?* (2003)

COURSE ASSIGNMENTS

1. Weekly Quizzes (30%): Once per week, you will take a quiz in class. The quizzes will be comprised of 1 – 2 questions based upon that week’s course readings. You will take a total of 9 quizzes during the quarter. Always make sure to bring an extra sheet of paper to class for your quiz.

2A. Midterm Exam (30%): Bring at least two blue books and a pen/pencil. Using evidence provided in class and by the field trip presentations, you must answer a set of short-essay questions and identifications regarding the past and present of imprisonment in Los Angeles, California. The exam is open book and you may consult your notes.

2B. Field Trip Presentation (30%): A series of optional field trips have been organized for students enrolled in this course. The students who choose to participate in the field trips can take an alternative midterm exam during Week Five. Instead of taking the midterm exam described above, you will attend at least two field trips, present your observations to the class during week five, and submit a 3-page reflection paper connecting what you learned on your field trips to course materials. No student is required to participate in the field trips. This is only an option.

3. Final Paper (30%): Using evidence provided in class and by the field trip presentations, you must write a history of mass imprisonment in Los Angeles. In your own words, what happened here? How did L.A. become the global epicenter of mass imprisonment?

4. One Wiki Entry (10%): Every student enrolled in this class must submit at least one entry to the class wiki. During your assigned week, you must conduct independent research to find a newspaper article, research article, photograph, or primary source that you find useful in the pursuit of our course objective. Post a link to the item, describe the

item, and explain why you think it is relevant and informative. In particular, explain how your item helps us to understand the making and/or meaning of imprisonment in Los Angeles.

EXTRA-CREDIT ASSIGNMENTS

In addition to the core requirements above, every student in this class has the opportunity to improve their learning and grade by completing the extra-credit assignments described below.

1. Video Journals (up to 5%): At the end of each week, upload a 1-minute video submission to the course website. These are not formal or prepared responses but rather provide the opportunity for you to discuss what you are learning in the class. You can submit up to five video journal entries. Each submission must be for a different week. Each video journal submission will bump up your final course grade by 1%.
2. Music Submissions (up to 5%): If you know a song that connects to course material, email the professor with a copy of the song or a link to a clip of the song. Briefly explain how the song relates to mass incarceration/deportation. Be prepared to share your observations with the class. You can submit up to five songs. Each song must relate to a different week's topic/theme. Each music submission will bump up your final course grade by 1%.

FIELD TRIP SITES

Jails, Prisons, and Carceral Facilities: Twin Towers (LA County Jail), Terminal Island (Federal prison), Chino Penitentiary (California State Prison), U.S. Immigration Court, and the Metropolitan Detention Facility (Federal jail).

Community-Based Organizations: Homeboy Industries, Chuco's Justice Center, the Anti-Recidivism Center (ARC), A New Way of Life, and InsideOUT Writers.

COURSE SCHEDULE

Zero Week

Thursday: course introduction, syllabus review, and field trip sign-ups.

Week One: An Introduction to Mass Imprisonment

Tuesday: Human Caging as a Social Institution

Required Readings/Viewing:

- David Garland, "[Sociological Perspectives on Imprisonment](#)," *Crime and Justice* v 14 (1991), 115 - 165.
- "[Slavery by Another Name](#)," PBS documentary based upon Douglas Blackmon's book, *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*. Watch online on the provided link. Also available at the Instructional Media Lab in Powell Library
- Heather Ann Thompson, "[Why Mass Incarceration Matters: Rethinking Crisis, Decline and Transformation in Post-War America](#)," *Journal of American History* (Dec. 2010) (see below for PDF if the link does not work.)

Thursday: Life Stories, a panel discussion with two former inmates, Dayvon Williams (Youth Justice Coalition) and Jimmy Wu (InsideOUT Writers)

Required Reading:

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Era of Colorblindness* (The New Press, 2010), chapters 1 - 4.

Week Two: Conquest

Tuesday: An Eliminary Option

Required Readings:

- [1850 Act for the Governance and Protection of Indians](#) (California)
- [An Act to Punish Vagrants, Vagabonds and Dangerous and Suspicious Persons](#), passed April 30, 1855. (California)
- Charles Henry Brinley letter to Abel Stearns, August 30, 1853. (Los Angeles, California)
- Patrick Wolfe, "[Settler Colonialism and the Elimination of the Native](#)," *Journal of Genocide Research* v 8 n 4 (2006), 387 - 409

Thursday: Carceral California, a guest lecture by Diana Zuniga, Citizens United for a Responsible Budget

Required Reading:

- Ruth Wilson Gilmore, *Golden Gulag: Surplus, Crisis, and Opposition in Globalizing California* (University of California Press, 2007), chapters 1 - 4.

Week Three: The White Settler Society

Tuesday: Hobos in Heaven

Required Readings:

- "Hobos' Home Awaits Them," *Los Angeles Times*, Oct. 25, 1908.
- "Danger: Hobo Horde Headed West," *Los Angeles Times*, Oct. 12, 1908.

Thursday: A guest lecture by Esther Lim, Los Angeles Jails Project, ACLU Southern California

Week Four: U.S. Immigration Control

Tuesday: The Invention of Detention

Required Readings:

- 1892 Geary Act (U.S.)
- [*Fong Yue Ting v U.S.*](#) (May 15, 1893), decision and dissenting opinions
- [*Wong Wing v U.S.*](#) (May 18, 1896), decision and dissenting opinions

Thursday: A panel discussion about immigrant detention and deportation featuring Edna Monroy (California Immigrant Youth Justice Alliance) and Carmen G. Aguina (ACLU Southern California Immigrant Rights Project).

Required Reading/Viewing:

- "[Lost in Detention](#)," *Frontline* (first aired Oct. 2011)
- "[How Will a Small Town in Arizona Manage an ICE Facility in Texas?](#)" NPR October 28, 2014
- [Adelanto Immigrant Detention Facility](#) description by the GEO Group
- "[Expansion of Adelanto Immigrant Detention Center is Underway](#)," *Los Angeles Times*, July 8, 2014

Week 5: Midterm

Tuesday: Field Trip Presentations

Thursday: Mid-Term Exam

Week Six: Prisoner Rebellions

Tuesday: Scorpion's Tale

Required Readings:

- Errol Wayne Stevens, *Radical L.A.: From Coxeys Army to the Watts Riots, 1894 - 1965*, chapters 1 -6.

- For students who can read Spanish, please take a look at the [Archivo Digital de Ricardo Flores Magon](#), focusing on letters written and articles published by Magon between August 1908 and August 1910. These are the years when Magon, an exiled revolutionary from Mexico, was imprisoned in the United States. You can read the letters Magon wrote from jail and prison and the articles published in his newspaper, *Regeneración*.

Thursday: A guest lecture by Daletha Hayden and Dolores Canales, California Families Against Solitary Confinement

Week Seven: Brown and Black

Tuesday: Caged Birds

Required Reading/Viewing:

- [Immigration Act of March 4, 1929](#)

- "Ballad of an Unsung Hero" (1983). Available for online viewing by enrolled students via the Video Furnace link on the course webpage. Also available for viewing at the Instructional Media Lab in Powell Library.

Thursday: The Cause of Your ~~Crime~~ Arrest

Required Reading:

- *We Charge Genocide* (1951)

Week Nine: The War on Drugs

Tuesday: The First Drug War, 1910s – 1970s

Thursday: The Second Drug War, 1980s - present

Required Viewings:

- "[The House I Live In](#)," *Independent Lens*
- "[Drug Wars](#)," *Frontline*

Week Ten: Mass Imprisonment

Tuesday: Life Stories, a panel discussion with current UCLA students who have been imprisoned, deported, or detained.

Required Viewing:

- *Visions of Abolition: From Critical Resistance to a New Way of Life*

Thursday: Past, Present and Future

Required Reading:

- Angela Davis, *Are Prisons Obsolete?*



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New Course Proposal

History 12A

Inequality: History of Mass Imprisonment

Course Number History 12A

Title Inequality: History of Mass Imprisonment

Short Title MASS IMPRISONMENT

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites None

Course Description Lecture, three hours; discussion, one hour. Beginning with end of U.S.-Mexican War (1848) and ending with beginning of World War II, historical analysis from days when Los Angeles first became U.S. town until 1940s when Los Angeles first became global epicenter of human confinement. Exploration of major eras and turning points in city's rise as both national and global leader in human incarceration, with review of historical foundations of mass imprisonment in Los Angeles. Introduction to current social and political landscape of imprisonment in Los Angeles. P/NP or letter grading.

Justification The UCLA Department of History is committed to offering a new set of courses for undergraduate students to explore the history of contemporary social issues. In particular, the department is promoting courses that examine issues of inequality. This course on mass imprisonment is one of two special topics currently being proposed under the overarching rubric of "Inequality: A History of the Present." The department chair and the department's vice chair for undergraduate affairs and the committee on undergraduate affairs have approved, encouraged, and supported this course by awarding a \$5,000 grant to support its development and submission as a GE course.

Syllabus File [H12A Proposed Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Weekly Quizzes: 30%
Midterm Exam: 30%
Final Exam: 30%
Wiki Entry: 10%
Extra Credit/Video Journal: 10%

Effective Date Winter 2015

Instructor Name

Title

Kelly Lytle Hernandez

Associate Professor

Quarters Taught Fall Winter Spring Summer

Department History

Contact Name

E-mail

AMY CHOE

amy@history.ucla.edu

Routing Help**ROUTING STATUS****Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Added to SRS on 12/19/2014 4:54:07 PM**Changes:** Description**Comments:** Edited course description into official version.**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253**Status:** Added to SRS on 11/26/2014 11:50:10 AM**Changes:** Title**Comments:** No Comments**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 11/26/2014 10:21:52 AM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 11/25/2014 5:43:46 PM**Changes:** No Changes Made**Comments:** Impressive syllabus!**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 11/25/2014 4:03:34 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** Dean College/School or Designee - Audish, Lisa Michelle (LAUDISH@COLLEGE.UCLA.EDU) - 47245**Status:** Approved on 11/25/2014 3:38:44 PM**Changes:** No Changes Made**Comments:** Approved by Dean Alessandro Duranti on 11/25/14. Approved by Lisa Audish on CIMS on his behalf.**Role:** Department/School Coordinator - Choe, Amy M (AMY@HISTORY.UCLA.EDU) - 50154**Status:** Returned for Additional Info on 11/12/2014 10:33:55 AM**Changes:** No Changes Made**Comments:** Routing to Dean Duranti for approval, syllabus now attached. Approved on behalf of David N. Myers, Department Chair.**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 11/10/2014 12:05:52 PM**Changes:** No Changes Made**Comments:** Routing to Amy. Please see Dean comment below.**Role:** Dean College/School or Designee - Audish, Lisa Michelle (LAUDISH@COLLEGE.UCLA.EDU) - 47245**Status:** Denied on 11/10/2014 11:44:09 AM**Changes:** No Changes Made**Comments:** Dean Duranti has not approved this course as there was only a proposal but no syllabus attached. Please attach syllabus and resend.

Submitted by Lisa Audish on Dean Duranti's behalf.

Role: FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 10/15/2014 2:50:36 PM

Changes: No Changes Made

Comments: Routing to Lisa Audish. Please route to Amanda for Dean Duranti's approval.

Role: Department Chair or Designee - Choe, Amy M (AMY@HISTORY.UCLA.EDU) - 50154

Status: Approved on 10/14/2014 2:34:16 PM

Changes: No Changes Made

Comments: Approved on behalf of David N. Myers, Department Chair

Role: Initiator/Submitter - Choe, Amy M (AMY@HISTORY.UCLA.EDU) - 50154

Status: Submitted on 10/14/2014 2:33:24 PM

Comments: Initiated a New Course Proposal

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