

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* WMST 338														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Sexualities, LGBTQ Identities, and Incarceration														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Sexualities and Incarceration Prison														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) WMST 338 explores sexualities and LGBTQ identities in one of the most formidable institutions in the modern world: the prison system. The course will examine the ways in which non-heterosexual conforming sexualities and non-gender conforming individuals are punished in the prison system, and how people who hold LGBTQ identities are criminalized before arrest, during the adjudication process, and once in prison. <div style="text-align: right; margin-top: 10px;">disproportionately</div>														
9. Why is this course being proposed? The focus on incarceration, LGBTQ identities, gender identity, and sexualities is an area of scholarship that has expanded greatly since around the year 2000, given the high numbers of LGBTQ people who are criminalized and incarcerated. Transgender individuals, for example, are disproportionately targeted for imprisonment, and are one of the groups that are being incarcerated at higher and higher rates. The Netflix series "Orange is the New Black" briefly touches upon issues that Transgender individuals face in the prison system, such as difficulty in accessing hormone treatments and high rates of violence. This area of inquiry is an important part of both LGBTQ Studies and sexuality studies. This course will expand the range of women's studies courses into an area new to our department curriculum, one that will be a core course in the sexuality studies minor that we are currently creating. This course serves the needs of WMST majors and minors and other CSUSM students seeking a DD course that will introduce them to a new set of skills, concepts, theoretical approaches, and critical thinking skills.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">DD C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	DD C-2	Activity			Lab		
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? _____ (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* once per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Course can be used to satisfy women's studies elective or area requirements; once the sexuality studies minor is approved, it will be an elective choice for this minor.

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline <u>Sociology</u>	<u>see attached email</u>	_____	<input checked="" type="checkbox"/> Support	_____	_____	_____	_____	_____	_____
	Signature	Date							
Discipline	_____	_____	_____	Support	_____	_____	_____	_____	_____
	Signature	Date							

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Yodie Lawston 7/20/15
 Date

2. Program Director/Chair Yodie Lawston 7/20/15
 Date

3. College Curriculum Committee Rebecca M. Duse 10/20/15
 Date

4. College Dean (or Designee) Marty Strong 10/21/15
 Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

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760.750.4623 phone
jlawston@csusm.edu

Soc support.

From: Sharon Elise <selise@csusm.edu>
Date: Monday, October 5, 2015 at 9:59 AM
To: Jodie Lawston <jlawston@csusm.edu>
Subject: Re: new WMST/sexuality studies course

Hi Jodie,

Yes, Sociology is supportive of the course but we will not cross list at this time. Perhaps this email may serve in place of a supporting signature—if not just let me know when and where the form is ready and I'll pop around and sign off.

Best,

Sharon

From: Jodie Lawston <jlawston@csusm.edu>
Date: Monday, October 5, 2015 at 9:08 AM
To: Sharon Elise <selise@csusm.edu>
Subject: Re: new WMST/sexuality studies course

Hi Sharon,

I just wanted to follow up on this — has any decision been made?

Thanks in advance and hope you are well.
Jodie

From: Jodie Lawston <jlawston@csusm.edu>
Date: Monday, September 14, 2015 at 5:40 PM
To: Sharon Elise <selise@csusm.edu>
Subject: new WMST/sexuality studies course

Hi Sharon,

It was good to catch up with you after our meeting a couple of weeks ago.

We are working on the sexuality studies minor in WMST, and designed a course on LGBTQ identities and incarceration. I'd love it if we could cross list it with sociology. Thoughts? In any event, I'm hoping you will sign off on this so I can teach it in the near future.

Let me know if you have any questions, thanks!
Jodie

Course Description

This course explores sexualities and LGBTQ identities in one of the most formidable institutions in the modern world: the prison system. We will examine the ways in which non-heterosexual conforming sexualities are punished in the prison system, and how people who hold LGBTQ identities are criminalized before arrest, during the adjudication process, and once in prison. Through an examination of cultural images, we will additionally unpack queer criminal archetypes—including the “gleeful gay killer,” the “lethal lesbian,” the “disease spreader,” and the “deceptive gender bender”—to illustrate the ways that queer expression is punished, regardless of whether a crime was ever committed. We will also explore how LGBTQ people are treated by the criminal justice system, particularly before, during, and after imprisonment, and we will look at activist responses to this treatment. Readings will show that the policing of sex and gender both bolsters and reinforces racial and gender inequalities. Throughout the course the intersections of sexuality with race, class, gender, and/or ability will be explored in relation to punishment and imprisonment.

Course Objectives

- Explain how non-heterosexual conforming sexualities, and gender-non conforming individuals, are punished by the prison system
- Identify how people who hold LGBTQ identities are criminalized before arrest, during the adjudication process, and once confined in the prison system.
- Analyze how queer criminal archetypes lead to the punishment of queer expression, whether or not a crime was committed
- Identify how LGBTQ people are treated by the criminal justice system, before, during, and after imprisonment.
- Explain how sexuality intersects with race, class, gender and/or ability to form an individual's experience with punishment and imprisonment.
- Evaluate how activists have responded to treatment of LGBTQ prisoners in the criminal justice system.

Required Texts

Mogul, Joey, Andrea Ritchie, and Kay Whitlock. 2012. *Queer (In)Justice: The Criminalization of LGBT People in the United States*. Beacon Press.

Spade, Dean. 2011. *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. South End Press.

Stanley, Eric and Nat Smith, eds. 2011. *Captive Genders: Trans Embodiment and the Prison Industrial Complex*. AK Press.

Additional Required Reading

Just Detention International. 2009. “LGBTQ Detainees Chief Targets for Sexual Abuse in Detention.” Online at: http://www.justdetention.org/en/factsheets/JD_Fact_Sheet_LGBTQ_vD.pdf

Lawston, Jodie. 2010. “Women and Prison.” (Particularly the section on transsexual, transgender, gender

(Note: In the event that we need more time on certain topics, or if there are unforeseen circumstances, this schedule is subject to change. If there are changes, they will be announced in class and posted on our Cougar Course site).

Week 1: Introduction to the Course LGBTQ Identities

M **Introduction to the course**
Discussion and Lecture: What are LGBTQ identities?

Week 2: The Criminalization of LGBTQ Communities

M **Reading:** *Queer (In)Justice* chapters 1 and 2

Week 3: Violence Against LGBTQ Communities

M **Reading:** *Captive Genders*: “Identities Under Siege: Violence Against Transpersons of Color”

Week 4: Treatment by the Law and Courts

M **Reading:** *Queer (In)Justice* chapter 4
Captive Genders, “Rounding up the Homosexuals”
Normal Life chapter 1

Week 5: Treatment by the Law and Courts

M **Reading:** *Normal Life* chapters 2, 3, 4
Captive Genders, “Awful Acts and the Trouble with Normal”

Week 6: Treatment in Prisons

M **Reading:** *Queer (In)Justice* chapter 5
Captive Genders, “Out of Compliance: Masculine-Identified People in Women’s Prisons.”
Lawston, “Women in Prison,” the section on transsexual, transgender, gender non-conforming and gender variant prisoners

Week 7: Treatment in Prisons cont.

M **Reading:** *Captive Genders*, “The Only Freedom I Can See: Imprisoned Queer Writing and the Politics of the Unimaginable”
Just Detention International, “LGBTQ Detainees Chief Targets for Sexual Abuse in Detention.”

Week 8: Testimonies around Treatment in Prisons

M **Reading:** *Captive Genders*, “My Story”; “Exposure”; “Being an Incarcerated Transperson: Shouldn’t People Care?”

Week 9: Medical Care, or Lack Thereof, in Prisons

M **Reading:** Sontag, Deborah, “Georgia Says it Will Allow Hormones for Transgender Inmates”

Willson, Kate, “Kristina Olvera Says She is a Woman. The Prison System Says He is a Man”

Captive Genders, “No One Enters Like Them: Health, Gender Variance, and the PIC”; “Regulatory Sites: Management, Confinement, and HIV/AIDS”

Watch: Orange is the New Black

Week 10: (Re) Imagining the Criminal (In)Justice System: The Fight for Change

M **Reading:** *Normal Life*, chapter 5 and conclusion
Queer (In)Justice chapter 7

Week 11: (Re) Imagining the Criminal (In)Justice System: Community Responses

M **Reading:** Marksamer and Harper, “Standing with LGBT Prisoners: An Advocate’s Guide to Ending Abuse and Combatting Imprisonment.”

Week 12: (Re) Imagining the Criminal (In)Justice System: What is Abolition?

M **Reading:** *Captive Genders*, “Addressing the Prison Industrial Complex: Case Studies” & “Questions for Abolitionist Work: 7 Easy Steps”

Week 13: (Re) Imagining the Criminal (In)Justice System: Abolition & Queer/Trans Analysis

M **Reading:** *Captive Genders*, “Fugitive Flesh: Gender Self-Determination, Queer Abolition, and Trans Resistance”; “How to Make Prisons Disappear: Queer Immigrants, the Shackles of Love, and the Invisibility of the Prison Industrial Complex;” “Transforming Carceral Logics: 10 Reasons to Dismantle the Prison Industrial Complex Using Queer/Trans Analysis;” “Gender Wars: State Changing Shape, Passing to Play, & Body of Our Movements”

Week 14: (Re) Imagining the Criminal (In)Justice System: Abolition & Queer/Trans Analysis cont.

M **Reading:** *Captive Genders*, “Maroon Abolitionists: Black Gender-Oppressed

Activists in the Anti-Prison Movement in the U.S. and Canada”; “Abolitionist Imaginings;” “Building an Abolitionist Trans & Queer Movement...”

Week 15: Summing Up

DRAFT