

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number WMST 338 Course Title: Sexualities, LGBTQ Identities, and Incarceration

- X This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course. Attached
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

 yes X no

- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

 X yes no

- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Jocile Raust
 Originator
Jocile Raust
 Program Director

 General Education Coordinator

 General Education Committee Chair

Signatures
7/20/15
 Date
7/20/15
 Date

 Date

 Date

**FORM INSTRUCTIONS FOR UDGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

1. *Please find a draft syllabus attached.*
2. WMST 338 is a three unit course.
3. a. **Does this course have (a) prerequisite (s) other than completion of LDGE requirements?**

There are no prerequisites for WMST 338.

- b. **Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.**

Yes, this course can be used as elective credit for WMST majors, and it can be used for elective credit for the new sexuality studies minor

- c. **If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.**

This course does not require previous coursework in WMST, nor are there any prerequisites identified. It is designed to introduce any student, whether majors, minors, or non-majors and minors, to the ways in which sexualities and LGBTQ identities intersect with 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 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. This is an interdisciplinary course that draws from the social science side of the fields of Gender Studies, American Studies, Ethnic Studies, Lesbian, Gay, Bisexual, Transgender, and Queer Studies. The course is designed to be accessible to students with a range of academic experiences and preparation. It will count as an elective for WMST majors; it makes an essential contribution to WMST programmatic and campus-wide emphasis on diversity; it will become part of a proposal for a new sexuality studies minor; its framing allows students to analyze and compare the intersections of sexuality with gender, race, and class; and it is appropriate for non-majors with an interest in sexuality and gender studies, and the legal, social, and political issues surrounding the imprisonment of LGBTQ and gender non-conforming people.

Since Women’s Studies is by nature interdisciplinary and our program is small and still developing, we purposefully structure most of our courses for majors and non-majors in this way (reserving several upper division courses designed for majors but still not exclusively). Our key and very popular General Education courses, WMST 101 (Introduction to Women’s Studies), WMST 301 (Gender and Race in Contemporary Society), and WMST 205 (Gender and Identity in Popular Culture and the Media) are good examples of this practice. Similar to other core WMST courses that bear GE credit, the mix of majors and non-majors will enrich the WMST 300 classroom, as students will bring a variety of experiences to the classroom.

3. **Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.**

Women’s Studies is an interdisciplinary field of study that brings multiple areas of scholarship to bear on the study of the gender relations that are constructed in different cultural contexts, and historical efforts to realize meaningful equality. In this course, the social and theoretical constructions of gender and sexuality that have served to discipline, and especially punish, LGBTQ individuals and communities in the United States (and elsewhere) will be explored.

With a focus on feminist and queer theorizing, this course analyzes that ways that transgender, gender non-conforming, and queer identified individuals have always struggled against the enormity of the prison system. The class also focuses on how sexuality, race, gender, and class are lived under the weight of captivity. It looks at queer and LGBTQ individuals’ experiences as “suspects,” defendants, prisoners, and survivors of crime and violence.

One of the overarching objectives of Women's Studies is to make women and other historically underrepresented groups visible, and to hear the voices with which they have expressed their interests, needs, and demands. This course introduces students to LGBTQ voices as they have experienced the prison system.

Students will also have the opportunity to explore the ways in which gender and sexuality intersect so that LGBTQ individuals have particular experiences with the criminal legal system – experiences that are often not shared by traditionally heterosexually-identified people. Intersectionality is a key approach in WMST and the course will introduce students to this with a primary focus on sexuality that should be an especially strong introduction to the complexities of identities.

The principles of WMST and LGBTQ studies are apparent throughout the course. The variety of course materials – scholarly work, film, and testimonies from LGBTQ prisoners and former prisoners – will offer students the historical and conceptual foundations for thinking critically about power, oppression, feminist, and other perspectives of LGBTQ individuals and communities – their lives, struggles, and contributions.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UEDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

- 5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.**

WMST 338 will enable students to analyze problems related to LGBTQ individuals' place and power within U.S. society using social scientific reasoning in historical and social terms. Students will study the social, economic, political, and cultural dynamics that together have created and helped to determine the targeting, imprisonment, and violence faced by LGBTQ individuals within the intersections of sexuality, race, and gender, but also class and nation. Social theory is examined from disciplines such as Gender and Women's Studies, American Studies, Ethnic Studies, and sociology. The key texts of the course, including *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, and *Queer (In) Justice: The Criminalization of LGBT People in the United States* are interdisciplinary and provide a context for understanding the prison system it affects the LGBTQ population. In addition, social science perspectives that provide a framework for understanding the historical and contemporary roots of LGBTQ imprisonment are key to the course, and include work by scholars such as Erica Meiners, Joey Mogul, and Andrea Ritchie. The intersections of sexuality and gender with race and class, the ways in which the prison system targets subordinated groups for incarceration, violence in the criminal-legal system against LGBTQ people and gender non-conforming people, and the ways in which the LGBTQ community is working to raise awareness about prison violence are integral to the course and will be discussed in course readings.

In making an effort to broaden students' understandings of violence to include that which is state-sanctioned and supported—often rationalized through racism, sexism, and heterosexism—this course requires students to approach the course using a critical, social-scientific lens.

Student skills will be enhanced by writing assignments that ask them to analyze the readings (weekly reading response papers that are analytical in nature, a take-home midterm, plus a final paper) and oral presentations that will allow them to demonstrate their knowledge of course material, and to critically assess—with social science reasoning—the assumptions and arguments they have studied.

- 6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.**

WMST 338 will explore the intersections of sexuality, gender, class, and race – as they play out in the criminal legal and prison system -- as the core objective for the entire semester's work. Through course readings, it will also emphasize the intersections of race and gender with class, sexuality, and nation. The class itself asks students to think through how differences in sexuality, race, and gender are constructed in such a way as to not only normalize the higher rates of LGBTQ people being locked up, but to rationalize the violence against this group. State-sanctioned violence within the prison system and the criminal legal system more generally is explored as one area where differences in sexuality, race, class, gender and nation are used to legitimate that violence.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

This course explicitly connects multiple fields of inquiry and disciplines (feminist studies, American studies, Ethnic Studies, sociology) in order to show students how context, social structure, and culture shape experiences, gender relations, identities, and the options for demanding and achieving equality and/or power. The readings in this course embrace the multiple methodologies and interdisciplinarity characteristic of Women's Studies and much of the social sciences, so students will be invited to see first hand how content and methods draw from multiple disciplinary areas of research and knowledge.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

Evaluation of student learning will be organized through a variety of writing assignments: weekly analytical papers and a final paper ask students to explain and describe, analyze and compare, and critically assess the claims, grounds, and assumptions in course readings; active class participation must demonstrate preparation and proficiency in presenting ideas and critically analyzing them orally, and a group presentation asking students to present class readings and their own analysis, which assesses their own learning but also teaches students to collaborate. Students will also have a take-home midterm that is essay based.

Assessment, then, will include writing competency in both technical and methodological terms (has the student demonstrated the writing skills needed? Has s/he demonstrated an ability to work with concepts and arguments in course readings? Can s/he reflect critically on the choice among competing theories?) as well as competence in the skills of oral presentation.

b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

No pre or post testing is planned at this time.

Department of Women's Studies
WMST 338: Sexualities, LGBTQ Identities, and Incarceration

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

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