

**CRJS/SOC 395: LGBTQ People, Crime, and Justice
Spring 2018; Wednesdays 4:20-7:00pm, Diehn 1103**

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COURSE OBJECTIVES:

- 1) Learning appropriate terminology to discuss LGBTQ individuals, as well as a review of the social issues facing these populations, including damaging cultural stereotypes;
- 2) Situating LGBTQ individuals' criminalized conduct across time and space;
- 3) Critically exploring the history of interactions between LGBTQ communities and agents of formal control, such as schools and the police, including responses to bullying and bias crimes;
- 4) Evaluating the experiences of LGBTQ youth and adults in the juvenile and criminal justice systems, including courts, carceral settings (correctional institutions), and death row;
- 5) Interrogating how changing political and social contexts affect policy regarding formal responses to LGBTQ communities.

REQUIRED READINGS:

There is one required book for this course, which can be purchased online or from the University Bookstore. We will read the entire book over the course of the semester, so you will not be able to succeed without it. Luckily, it is very affordable. It is:

Mogul, J. L., Ritchie, A. J., & Whitlock, K. (2011). *Queer (in)justice: The criminalization of LGBT people in the United States*. Boston, MA: Beacon Press.

In addition, you will read chapters or excerpts from various books, articles from scholarly journals, reports from research organizations, news articles, and webpages. Additional readings will be posted on Blackboard, accessible from www.blackboard.odu.edu. The full schedule of readings is located on page 5 of this syllabus; the book is abbreviated to "Mogul et al." A reference list for the supplemental sources is located on pages 6-7 of this syllabus.

You are expected to access the online readings well in advance of class in case technical difficulties arise. If you are not able to access the readings, email me as soon as possible. You are expected to read all materials prior to coming to class and arrive ready to discuss them.

We may get behind due to weather, heightened interest in a topic, etc. I reserve the right to modify the topics and readings covered as necessary with sufficient notice.

GRADING SCALE:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	F = 0-59

COURSE REQUIREMENTS:

Component	Worth
Class participation	30.0%
In-class writing activities	10.0%
Generating in-class exercises (3 times)	15.0%
CJ problem analysis	10.0%
Final project (with incremental deadlines)	25.0%
Course reflection paper	10.0%

DESCRIPTIONS OF COURSE REQUIREMENTS:

PARTICIPATION:

This class is designed as a seminar, instead of a lecture-based course. We will discuss each day's readings as a group. One week prior to each class period, I will post a list of questions to Blackboard that will help direct your reading and note-taking. These will not encompass everything we will discuss in class, but will be a good starting point for you. These will help you understand the level of mastery that is expected of you each week.

You will receive partial participation credit by attending the class session and actively listening. In order to receive full participation credit, you'll have to contribute with a thoughtful comment or question, or successfully complete group work. Each day, I care more about the quality of your participation than the quantity, but you are always encouraged to respond. I understand you may be shy, and that's why I will provide various ways for you to participate. But in essence, you will have to talk in class at least once per class meeting. You are, however, allowed essentially one "freebie" day where you can miss class with no penalty to your participation grade.

Given the nature of the topics we will discuss, you will undoubtedly disagree with your classmates at least occasionally. You are welcome to challenge statements made by either myself or your fellow students as long as you do it in a non-threatening manner. Disrespectful, offensive, or patently obscene comments will not be tolerated. Maintaining a positive learning environment is of paramount concern, and I reserve the right to ask any disrespectful or disruptive students to exit the classroom for the day.

IN-CLASS WRITING ASSIGNMENTS:

Nearly every class period, you will complete a short in-class writing assignment. These could be in response to one of the discussion questions posted to Blackboard prior to class; a discussion question or exercise generated by one of your classmates and distributed in class; in response to media coverage of a current event; or any number of possibilities. You will succeed on these as long as you put forth effort to critically and thoroughly respond to the prompt. Two or three sentences will not suffice!

GENERATION of IN-CLASS EXERCISES and DISCUSSION QUESTIONS:

Three times during the semester, you will complete a short written assignment on the readings that will help facilitate class discussion, because you will generate both conceptual and opinion-based questions suitable to be given in class. You will be able to state your preferences for which three days/class periods you will complete these papers, but ultimately, I will assign the days to you. These written assignments will be due via Blackboard by 11:59pm on the Tuesday immediately prior to the scheduled class period.

CJ PROBLEM ANALYSIS:

One of your out-of-class written assignments will be related to a particular criminal justice problem: the challenges facing transgender individuals while incarcerated and upon release, which are related to challenges they face in society more generally. Transgender populations are still widely misunderstood, and our crimino-legal system in its current state is largely unequipped (or unwilling) to meet their needs. Details about this assignment, including a prompt and rubric, will be distributed after spring break; the assignment will be due on March 28.

FINAL PROJECT:

You will complete a large-scale project on a topic of your choosing. There will be several options for final projects, ranging from a traditional research paper, to a paper more geared towards analyzing criminal justice policy or practice, to papers with creative components. More details will be distributed on final project options shortly, and each option will have incremental deadlines for various components, such as lists of sources, outlines, thesis statements, first drafts, and so on. The incremental deadlines earlier in the semester are meant to keep students moving forward productively, leaving less of a crunch at the end of the semester.

All students will give a short (5 minute) presentation to the class on April 11 in order to share what they've been working on. For all project options, April 11 will also be the day that a full first draft is due, if one has not already been submitted. I will return comments within a week, leaving students the week between the end of classes and our final exam period to make any final corrections. The revised draft of your final project will be due no later than May 2 during the final exam period. There is no formal final exam for this course.

COURSE REFLECTION PAPER:

At the end of the semester, you will complete a paper where you critically reflect on what you learned in the course and how it may relate to scenarios you will encounter in your education, career, and life. We will do occasional reflections on these topics throughout the semester in class, and you will also do them as part of your generation of in-class exercises/discussion questions, so this paper will be more about you synthesizing a semester's worth of learning (likely integrating material you've already written) than creating a paper from scratch. This course reaction/reflection paper will be due via Blackboard on April 18.

EXTRA CREDIT:

There will be no extra credit assignments that would replace a written assignment. It is important for you to complete all assignments for regular credit.

MAKE-UP POLICY and LATE POLICY:

In-class writing assignments and exercises can be made up with a University-recognized excused absence. If you know you will be out of class on a certain date, let me know in advance so we can make arrangements for you to make up the work you will miss.

You are always able to turn in written assignments early, and you must if you know ahead of time that you will miss class. Penalties for late work will be listed on the prompts, but be advised that each assignment will have a particular window during which it can be turned in late for points off; after that window, you will not be able to submit them for any credit.

APPOINTMENTS AND EMAIL ETIQUETTE:

If you have a question or a problem, see me after the class session, stop by my office hours, or contact me by email. You may drop in to office hours without an appointment. If you cannot attend office hours and need to schedule an appointment with me, email me three times/days you are available to meet, and we will find a time that works for both of us.

When you email me, please put “395” or “LGBTQ” somewhere in the subject line; otherwise, it may be overlooked. I WILL ONLY REPLY TO EMAILS FROM YOUR ODU ACCOUNT – otherwise, I am less certain it originated from you, and the connection may not be secure. Write it in English (not text message language), be courteous, and sign your name! If you send me an email (for any reason), after I reply, please send a reply to confirm you received it, even if it just says “okay” or “thanks.” Do not expect a reply within several minutes; if you have not received a reply within 48 hours, you may re-send your email.

ELECTRONIC DEVICES:

You will not use any cellular phones in class. These devices not only distract you from participating successfully, but they are distracting to me, and probably to your fellow classmates as well. Please turn them off prior to the start of class. You are allowed to use laptops or tablets to access readings or take notes during class, but you must not “multi-task” for non-academic reasons. You will lose credit for the day if you do.

STUDENT CONDUCT and ACADEMIC INTEGRITY:

Please familiarize yourself with the Code of Student Conduct, particularly the policies regarding plagiarism and other violations of Academic Integrity. I will refer any student suspected of violating ODU’s Academic Integrity standards to the OSCAI for adjudication and will only issue a final grade for the assignment and/or course following their recommendations. You can access the Student Code of Conduct from the link below:

<https://www.odu.edu/content/dam/odu/offices/bov/policies/1500/BOV1530.pdf>.

STUDENTS WITH DISABILITIES:

Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester. Contact 757-683-4655, 1021 Student Success Center, <https://www.odu.edu/educationalaccessibility>, for additional information.

CONTENT ADVISORY:

In this course, we will read or hear depictions of violence, including physical or sexual abuse, which may be disturbing. These are presented not to be shocking or to exploit the suffering of LGBTQ people, but so that students are familiar with the very real and serious experiences in the lives of queer individuals. It is likely that you will find our course material challenging, and my hope is that you will learn and grow from what we cover in class. Students are encouraged to talk to me personally if they have any questions or concerns about the themes addressed in our course material.

Reading Schedule for Spring 2018 LGBTQ People, Crime, and Justice

Date	Topic	Readings
January 10	Introduction to course	
January 17	Terminology and pertinent issues	- GLAAD, 2016 (excerpts) *Optional: Panfil & Miller, 2014
January 24	Historical context	- Mogul et al. Introduction - Mogul et al. Chapter 1 - <i>Lawrence v. Texas</i> , 2003 (holding) *Optional: Human Rights Watch, 2008
January 31	Popular culture representations	- Mogul et al. Chapter 2 - Dennis, 2014 (excerpt) - Molloy, 2012
February 7	Policing gender and sexuality	- Mogul et al. Chapter 3 - Dwyer, 2014 *Optional: Woods et al., 2013
February 14	<i>Out in the Night</i> (documentary)	- Logan, 2011 *Optional: Johnson, 2008
February 21	Anti-LGBTQ violence and legal responses to it	- Mogul et al. Chapter 6 - Herek, 2009 *Optional: Lydon / Black & Pink, 2012
February 28	Courts	- Mogul et al. Chapter 4 - Farr, 2000
March 7	----- Spring Break -----	
March 14	Youth and adults in carceral settings	- Mogul et al. Chapter 5 - Majd et al., 2009 (excerpts) *Optional: Pasko, 2010
March 21	Transgender people in prison	- Grant et al., 2011 (excerpt) - Girshick, 2011 - <i>Watch Cruel and Unusual</i> *Optional: Bassichis et al., 2011
March 28	Gay gang members	
April 4	LGBTQ youth in schools	- Kosciw et al. (GLSEN), 2016 (excerpt) - Burdge et al., 2014 *Optional: Panfil, 2014
April 11	Final Project Presentations	
April 18	Practical public health concerns	- Strub, n.d. - Cameron et al., 2008 - CAP, 2013

Summary of due dates

January 31	Final Project Topic
February 14	List of Sources for Final Project
February 28	Final Project Outline
March 28	CJ Problem Analysis Essay
April 11	Final Project Presentations and First Full Draft of Final Project
April 18	Course Reflection Paper
May 2	Revised (Final) Draft of Final Project

(this does not include your three in-class exercise paper due dates – TBD)

References List

- Bassichis, M., Lee, A., & Spade, D. (2011). Building an abolitionist trans and queer movement with everything we've got. In E. A. Stanley & N. Smith (Eds.), *Captive genders: Trans embodiment and the Prison Industrial Complex* (pp. 15-40). Oakland, CA: AK Press.
- Baus, J., Hunt, D., & Williams, R. (2006). *Cruel and unusual* [documentary].
- Burdge, H., Licona, A. C., & Hyemingway, Z. T. (2014). *LGBTQ youth of color: Discipline disparities, school push-out, and the school-to-prison pipeline*. San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Crossroads Collaborative at the University of Arizona.
- Cameron, E., Burris, S., & Clayton, M. (2008). HIV is a virus, not a crime: Ten reasons against criminal statutes and criminal prosecutions. *Journal of the International AIDS Society*, 11. DOI: 10.1186/1758-2652-11-7.
- Center for American Progress (CAP). (2013, June 21). LGBT-inclusive sex education means healthier youth and safer schools. Retrieved from <http://www.americanprogress.org/issues/lgbt/news/2013/06/21/67411/lgbt-inclusive-sex-education-means-healthier-youth-and-safer-schools/>
- Dennis, J. P. (2014). The LGBT offender. In D. Peterson & V. R. Panfil (Eds.), *Handbook of LGBT communities, crime, and justice* (pp. 87-101). New York, NY: Springer.
- Dorosh-Walther, B. (2014). *Out in the night* [documentary].
- Dwyer, A. (2014). Perversity, pleasures, and partnerships: The historical emergence of LGBT-police relationships. In D. Peterson & V. R. Panfil (Eds.), *Handbook of LGBT communities, crime, and justice* (pp. 149-164). New York, NY: Springer.
- Farr, K. A. (2000). Defeminizing and dehumanizing female murderers: Depictions of lesbians on death row. *Women and Criminal Justice*, 11(1), 49-66.
- Girshick, L. (2011). Out of compliance: Masculine-identified people in women's prisons. In E. A. Stanley & N. Smith (Eds.), *Captive genders: Trans embodiment and the Prison Industrial Complex* (pp. 189-208). Oakland, CA: AK Press.
- GLAAD. (2016). Introduction and Glossary of Terms (pp. 4-14). *Media Reference Guide, 10th Edition*. New York, NY: Author.
- Grant, J. M., Mottet, L. A., Tanis, J., Harrison, J., Herman, J. L., & Keisling, M. (2011). "Police and incarceration." In *Injustice at every turn: A report of the National Transgender Discrimination Survey*, 158-172. Washington, DC: National Center for Transgender Equality and National Gay and Lesbian Task Force.
- Herek, G. M. (2009). Hate crimes and stigma-related experiences among sexual minority adults in the United States: Prevalence estimates from a national probability sample. *Journal of Interpersonal Violence*, 24(1), 54-74.
- Human Rights Watch. (2008). *This alien legacy: The origins of "sodomy" laws in British colonialism*. New York, NY: Author. [Excerpts: pp. 52-65, "Part V" and "Recommendations"]
- Johnson, D. (2008). Taking over the school: Student gangs as a strategy for dealing with homophobic bullying in an urban public school district. *Journal of Gay & Lesbian Social Services*, 19(3/4), 87-104.
- Kosciw, J. G., Greytak, E. A., Giga, N. M., Villenas, C., & Danischewski, D. J. (2016). Executive summary (pp. xv-xxv). *The 2015 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York, NY: GLSEN.
- Lawrence v. Texas*, 538 U.S. 559 (2003).
- Logan, L. 2011. The case of the "killer lesbians." *The Public Intellectual*. Retrieved from <http://thepublicintellectual.org/2011/07/18/the-case-of-the-killer-lesbians/>

- Lydon, J., for Black & Pink. (2012). A compilation of critiques on hate crime legislation (pp. 13-17). In R. Conrad (Ed.), *Against equality: Prisons will not protect you*. Lewiston, ME: Against Equality Publishing Collective.
- Majd, K., Marksamer, J., & Reyes, C. (2009). *Hidden injustice: Lesbian, gay, bisexual, and transgender youth in juvenile courts*. San Francisco, CA: Legal Services for Children, National Juvenile Defender Center, and National Center for Lesbian Rights.
- Mogul, J. L., Ritchie, A. J., & Whitlock, K. (2011). *Queer (in)justice: The criminalization of LGBT people in the United States*. Boston, MA: Beacon Press.
- Molloy, T. (2012). The rise of the new gay villains. Retrieved from <http://www.thewrap.com/tv/column-post/rise-new-gay-villains-66701>
- Panfil, V. R. (2014). Gay gang- and crime-involved men's experiences with homophobic bullying and harassment in schools. *Journal of Crime and Justice*, 37, 79-103.
- Panfil, V. R., & Miller, J. (2014). Beyond the straight and narrow: The import of Queer Criminology for Criminology and Criminal Justice. *The Criminologist*, 39 (4), 1-8.
- Pasko, L. (2010). Setting the record "straight": Girls, sexuality, and the juvenile correctional system. *Social Justice*, 37, 7-26.
- Strub, S. (n.d.). Prosecuting HIV: Take the test and risk arrest? Retrieved from http://positivelyaware.com/2012/12_03/prosecutingHIV.shtml
- Woods, J. B., Galvan, F. H., Bazargan, M., Herman, J. L., & Chen, Y. (2013). Latina transgender women's interactions with law enforcement in Los Angeles County. *Policing*, 7, 379-391.

Other short readings will be provided in class.

Also, please be sure to consult the discussion questions for the assigned pages from each reading, as we will only read excerpts of some of the above materials. It is also not necessary for you to print out every page of some of the readings, for that reason.