What does it mean to call some kinds of bodies and minds not just undesirable but illegal? This course is an inquiry into culturally-defined ideas of deviance in relation to gender and sexuality and the ways in which those ideas have affected people with a variety of socially constructed bodies, identities, and subjectivities. We will focus in particular on how notions of deviance have been used in the modern era to categorize individuals/groups as criminals and the consequences of those processes for individuals and society, especially for those who are often marginalized. This course will approach the material from an interdisciplinary perspective and will analyze both canonical theoretical texts on deviance and criminality as well as case studies – historical, legal, literary, philosophical, psychological, sociological.

Required Texts:

Margaret Atwood, *The Handmaid’s Tale*
Jeanne Flavin, *Our Bodies, Our Crimes: The Policing of Women’s Reproduction*
Michel Foucault, *Discipline and Punish*
Erving Goffman, *Stigma: Notes on the Management of Spoiled Identity*
Carol Karlson, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*
Kane Race, *Pleasure Consuming Medicine: The Queer Politics of Drugs*
Susan Schweik, *The Ugly Laws: Disability in Public*

Additional assigned readings are accessible on “D2L.” Students should download this material, print it in whatever format is preferred, and annotate it as you would with any other reading. Be sure to bring all readings with you to class.
Schedule of Readings

**Week 1**  
*Dangerous Individuals*  
**T** Jan. 13  
Review Syllabus  
Introductions  

*Read:*  
● Michel Foucault, “On the Concept of the Dangerous Individual”  
● Arnold Davidson, “Closing Up the Corpses”  
● Ian Hacking, “Making Up People”

**Week 2**  
*Gender/Superstition/Law*  
**T** Jan. 20  

*Read:*  
Carol Karlson, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*

**Week 3**  
*Stigmatization*  
**T** Jan. 27  

*Read:*  
Erving Goffman, *Stigma: Notes on the Management of Spoiled Identity*

**Week 4**  
*Surveillance and the Social*  
**T** Feb. 3  

*Read:*  
Michel Foucault, *Discipline and Punish*

**Week 5**  
*Gender Outlaws*  
**T** Feb. 10  

*Read:*  
● Judith Butler, “Gender Regulations”  
● George Chauncey, “Christian Brotherhood or Sexual Perversion?”  
● Clare Sears, “Electric Brilliance: Cross-Dressing Law and Freak Show Display in 19th Century San Francisco”  
● Morris Kaplan, “Sex in the City”

**Week 6**  
*Sex Scandals*  
**T** Feb. 17  

*Read:*  
● George Chauncey, “The Exclusion of Homosexuality from the Public Sphere in the 1930s”  
● Lisa Duggan, “The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject”  
● Lee Edelman, “Tearooms and Sympathy, Or, The Epistemology of the Watercloset”
● D.A. Miller, “The Novel and the Police”
● Lauren Berlant, from Our Monica, Ourselves or Kendall Thomas

Week 7  Perverted Justice
T Feb. 24
Read:
● Pat Califia, “No Minor Issue: Age of Consent, Child Pornography, and Cross-Generational Relationships”
● Gayle Rubin, “Misguided, Dangerous, and Wrong: An Analysis of Anti-Pornography Politics”
● Loïc Wacquant, “Moralism and Punitive Panopticism: Hunting Down Sex Offenders”
● Regina Kunzel, “The Problem of Prison Sex in Mid-20th Century America”
● Ronald Weitzer, “Legalizing Prostitution”

Week 8  Drug Cultures
T Mar. 3
Read:
Kane Race, Pleasure Consuming Medicine: The Queer Politics of Drugs

Week 9  The Erotic Life of the Nation
T Mar. 10
Read:
● Jasbir Puar, “Abu Ghraib and U.S. Sexual Exceptionalism”
● Siobhan Sommerville, “Sexual Aliens and the Racialized State”
● Nayan Shah, “Policing Strangers and Borderlands”

Week 10  Spring Break
T Mar. 17
SPRING BREAK

Week 11  Policing Female Bodies: A Work of Speculative Fiction
T Mar. 24
Read:
Margaret Atwood, The Handmaid’s Tale

Week 12  Criminalizing Reproduction
T Mar. 31
Read:
Jeanne Flavin, Our Bodies, Our Crimes: The Policing of Women’s Reproduction in America
Week 13  
**Ugly Laws**

T Apr. 7

*Read:*

Susan Schweik, *The Ugly Laws: Disability in Public*

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Week 14  
**Criminalizing “Illness”**

T Apr. 14

*Read:*

- Regina Kunzel, “Every Prison Has Its Perverts”
- Alana Klein, “Criminal Law, Public Health, and Governance of HIV Exposure and Transmission”
- Aziza Ahmed et al., “Criminalizing Consensual Sexual Behavior in the Context of HIV”
- Lisa Neve and Kim Pate, “Challenging the Criminalization of Women Who Resist”
- Jill McCorkle, “Diseased Women: Crack Whores, Bad Mothers, and Welfare Queens”
- Judith Walkowitz, from *Prostitution and Victorian Society*

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Week 15  
**Race and Criminal Justice**

T Apr. 21

*Read:*

- Peggy Pascoe, “Engendering Miscegenation”
- Pablo Mitchell, “Carnal Knowledge: Racializing Hispano Bodies in the Courts”
- Nayan Shah, “Perversity, Contamination, and the Dangers of Queer Domesticity”

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Week 16  
**Judicial and Prison Reform**

T Apr. 28

*Read:*

- Angela Davis, “How Gender Shapes the Prison System”
- Darren Rosenblum, “Trapped in Sing Sing: Transgender Prisoners Caught in the Gender Binarism” (pp. 516-551 ONLY)
- Joey Mogul et al., “Objection!: The Treatment of Queers in Criminal Courts” and “Prisons as Queer Spaces” (1 file)
- Dean Spade, “Their Laws Will Never Make Us Safer”

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T May 5  
**Research Paper Due**
Course Policies

Grading:
Your grade will be based on your writing assignments as well as attendance and active participation in discussion.

Grading:  Due Date:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Critique (3-4 pp.)</td>
<td>10%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Book Review (4-6 pp.)</td>
<td>15%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Short Essay (5-7 pp.)</td>
<td>20%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Class Discussion Leader</td>
<td>5%</td>
<td>N/A</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>N/A</td>
</tr>
<tr>
<td>Seminar Paper (15-20 pp.)</td>
<td>30%</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

Class Discussion Leader:
Each student will have the opportunity to lead the seminar with a partner or alone for the first hour of a single class meeting. Your goal will be to guide the class discussion in a productive, respectful, and engaging way by preparing questions to help the group consider the assigned text's argument(s), methodology, evidence, style, and implications.

Research Paper:
This paper should be approximately 15 pages, typewritten. You will select an original topic in consultation with the instructor. You are expected to conduct independent research for this paper that will go substantially beyond the readings covered in this course.

I do not accept any assignments via email.

All assignments are due in class on the dates noted on the syllabus. Late work is not acceptable and may be returned to you for no credit except under extraordinary cases of documented emergency.

All students are required to complete all assignments. Any student who does not complete all assignments may not receive a passing grade for the course.

Note on Academic Honesty:
All work submitted for this course should be original with the student who submits the work and it should be prepared especially for this course. Work submitted for other classes, even if the student submitting it has written the work, is not acceptable except with permission of the instructor. Any instance of plagiarism will be reported to the Dean of Students and may be grounds for a failing grade in the course. Do read the department policy on plagiarism.

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a
violation of academic integrity on your transcript (F!), and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

Essay Guidelines and Grading Standards:
Grades on finished papers will reflect the following elements:
   a. Clear control of the subject stated in an explicit thesis;
   b. Control of ideas through a logically formulated and well developed outline;
   c. Logical arrangement of ideas through effective paragraph division and structure;
   d. Adequately developed paragraphs with substantial and appropriate evidence;
   e. Effective sentence variety in length and type, with thoughtful subordination and coordination;
   f. Appropriateness and accuracy of diction;
   g. Manuscript form, mechanics, and use of standard written English; and
   h. Adherence to length and other parameters set by the instructor.

Generally, I define grading levels as follows:

*An A paper is substantial, well developed, and effectively organized and presented. It demonstrates substantial and original ideas; thoughtful engagement with content; and sensitivity to diction, tone, and style. Sentences are well-structured, clear, and precise. An A paper is well- formatted and virtually error-free.

*A B paper contains a number of the strengths of an A paper, but it often lacks the thoughtfulness, originality, sensitivity, and full development of the superior paper. In some instances, a B grade is given to a potential A paper undermined by minor mechanical errors.

*A C paper shows an understanding of the assignment and is reasonably well organized. The writer communicates ideas and is fairly successful in developing a thesis. There is no evidence of habitually-made, serious mechanical problems. The thought and expression, however, are usually undistinguished. In some instances, a C grade might be given to a potential B paper undermined by recurring errors in mechanics.

*A D paper usually contains such weaknesses as poor organization, lack of development, or failure to focus on a thesis. In some instances, a D grade may be given to a potential C paper undermined by some serious errors in mechanics.

*An F paper usually shows some of the following weaknesses: failure to deal with the assignment, lack of thesis, lack of organization, failure to develop ideas, or failure to conform to the assigned length.

Student Code of Conduct:
The success of our class depends on the open exchange of thoughts and ideas. Thoughtful consideration of others’ written or spoken views will help us form our own opinions and influence the thinking of classmates. Therefore, it is essential that we encourage an atmosphere of discussion and debate. Many if not all of us may feel nervous or insecure about expressing ourselves verbally or in writing, so it is crucial that we are respectful to others at all times. We will respect individual speaking styles and native language origins. We will listen when others are expressing themselves and feel free to respectfully respond to other students’ ideas while receiving respect in return.
In this course we will be exploring a whole lot of issues surrounding gender and sexual identities and practices. And sex is oftentimes very funny, whether because we laugh when we are uncomfortable or because we personally find some identities and behaviors weird. It is important, however, that we consciously work not to insult or disparage others because of their identities and private behaviors. Any derogatory or hurtful remarks are unacceptable and if you intentionally demean other members of the class you may be asked to leave or drop the class. It is great to ask questions, to challenge beliefs or perceptions, and to have an individual point of view that may conflict with the beliefs or attitudes of others. But we must work to be respectful of one another at all times in order to foster a positive learning environment for all.

All students are expected to be active participants in class. Being a participant means showing up prepared every day and engaging actively in class or group discussions. Failure to be an active participant in class discussions may result in a reduction of a student’s course grade.

Each and every student is also expected to behave at all times in ways that foster a positive learning environment. Some inappropriate behaviors include but are not limited to: eating during class, conversing with classmates while the professor is speaking, arriving late, leaving early, sleeping, completing work for other courses, and using electronic devices other than an electronic dictionary. Any of these behaviors may be grounds for the instructor asking you to leave the class if you are being disruptive. Repeated abuse may be grounds for a failing grade in the course in addition to being referred to the department or the dean.

Student use of any electronic device is not acceptable without the prior permission of the instructor. Please turn off all electronic devices before each class. Any student who is unable to abide by this expectation may be asked to leave the class and may face grade penalties up to and including a failing grade in the course. The instructor reserves the right to refer students to the department or dean of students for further sanctions. CELL PHONES and PAGERS must be turned off or silenced AND put away during class. NO text messaging is allowed in class.

Email:
Email is usually the best and most efficient way to reach me. I usually check email Monday-Friday from 9:00-5:00. I am often teaching or conducting other college business during those hours, however, and so I may not receive and reply to an email on the same day you send it. I will try to respond to all email in a timely manner. I cannot, though, guarantee that will always be possible. I do not regularly check my email outside of those hours and so you should expect a delayed communication if you send email after 5:00pm or on weekends/holidays.

Students are expected to communicate ONLY with their official okstate.edu email address. Email sent from other accounts will not be acknowledged. Please conduct yourself professionally in email to the instructor or to fellow students, i.e., type email in the context of a professional environment. Email that is not formatted professionally and respectfully may receive no response.

Attendance:
All students must regularly attend the course in order to receive credit. Attendance means not only showing up to class on time, but also being prepared with the reading and writing assignments completed and ready to be discussed.

All students are expected to attend all class sessions. Students are allowed to miss up to (3) classes during the semester. Each additional absence will lower your final course grade. Any student who misses (5) or more classes may receive an automatic failing grade in the course.
Absences may be excused only in the case of documented medical emergency, so be prepared to provide a doctor’s note. I do understand that unexpected things happen during the academic year. Please keep in touch with me and let me know if emergencies arise before you begin to miss substantial portions of the course. I understand that there may be personal or health reasons that may require you to be absent. Please speak to me individually and in advance and be prepared to provide documentation (e.g., a doctor’s note). Do not wait until you have already missed several classes to speak to the instructor.

Tardiness is also disruptive and disrespectful and will reduce your final course grade; excessive cases may also be cause for failing the course.

**Consultations:**
Your first line of help should be your instructor. I am happy to help at any stage of the semester. You may come to me to discuss a reading, to clarify an idea, to plan or revise an essay, or for help with research or reading suggestions. If you are struggling with the course I especially encourage you to come speak with me before you get in over your head. If you are having trouble please come talk as soon as possible so we can develop a plan to help you.

I hold regular office hours weekly. I am more than happy to speak with you then or at another convenient time if you can’t make it to office hours. Please send an email or speak to me after class to schedule an individual conference.

**Disability Services**
According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from the Office. Please advise the instructor of your disability as soon as possible, and contact Student Disability Services, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations.

**Writing Center**
Student Union 440/ [http://osuwritingcenter.okstate.edu/](http://osuwritingcenter.okstate.edu/)
The Writing Center helps writers throughout the composing process; you should plan to visit early and often throughout the semester, not just the day before an assignment is due. Tutors will work with you to improve your brainstorming, organizational, and composing techniques.