

Viewing: **GWS 393 : Policing Latinx Immigrant Communities**

Last approved: 03/09/23 3:54 am

Last edit: 01/25/23 8:05 am

## History

1. Dec 9, 2022 by Toby Beauchamp (tcb)
2. Mar 9, 2023 by Andrea Ray (aray)

## General Information

Effective Term:

College: Liberal Arts & Sciences

Department/Unit Name (ORG Code): Gender and Women's Studies (1680)

Course Subject: Gender and Women's Studies (GWS)

Course Number: 393

Course Title: Policing Latinx Immigrant Communities

Abbreviated Title: Policing Latinx Immigrant

Course

Description:

Examines key historical episodes and range of state institutions that have shaped and justified policing of Latinx communities throughout the United States. Centers the ways that gender and sexuality shape the diversity of Latinx experiences. Addresses topics such as formation of US-Mexico border, turn to urban policing, rise of crimmigration, and activist strategies. Interdisciplinary course materials include legal studies, cultural studies, and ethnography.

## Justification

Justification for change:

Please Note: a syllabus is required for General Education review:

## Course Information

### Course Credit

**Course credit:**

Undergraduate: 3

Graduate:

Professional:

**Registrar Use****Only:**

Banner Credit: 3

Billable Hours: 3

**Grading Type**

---

Grading type: Letter Grade

Alternate Grading  
Type (optional):

Available for DFR: No

**Repeatability**

---

May this course be repeated? No

**Credit Restrictions**

---

Credit  
Restrictions:**Advisory Statements**

---

Prerequisites:

Concurrent  
Enrollment  
Statement:Restricted  
Audience  
Statement:

## Cross-listing

---

Cross Listed

Courses:

## Class Schedule Information

---

Class Schedule

Information:

## Fees

---

Is a fee requested    No  
for this course?

## Course Description in the Catalog Entry

---

This is how the above information will be represented in the Catalog:

Examines key historical episodes and range of state institutions that have shaped and justified policing of Latinx communities throughout the United States. Centers the ways that gender and sexuality shape the diversity of Latinx experiences. Addresses topics such as formation of US-Mexico border, turn to urban policing, rise of crimmigration, and activist strategies. Interdisciplinary course materials include legal studies, cultural studies, and ethnography.

## Additional Course Notes

---

Enter any other  
course  
information  
details to be  
included in the  
catalog:

## Course Detail

---

Frequency of  
course:

Every Fall

Duration of the        Full  
course

Anticipated        30  
Enrollment:

Expected distribution of        Freshman:        Sophomore:        Junior:        Senior:

0 %                      30 %                      40 %                      30 %  
student registration:

## General Education

---

General Education    US Minority Culture(s)  
Category

### General Information

---

Is the course required for a            No  
major concentration?

Is the course part of a                No  
sequence?

What is the frequency with which the course will be offered?:  
(For Example: every semester, once a year)

This course will be offered once a year, typically in the fall semester.

Briefly describe how the course fulfills the General Education objectives:

The proposed course GWS 393: Policing Latinx Immigrant Communities embodies the spirit of general education because it addresses a broad and relevant topic by using a multidisciplinary lens to better understand how race, gender, and sexuality operate in different cultural, political, and historical settings. By examining topics such as citizenship, science, technology, reproduction, and urban/rural space, this course utilizes a variety of concepts and methodologies to analyze the ways that race, gender, and sexuality intersect in the management of immigration. This approach helps students see both similarities and differences in the ways that race and gender influence cultural diversity on a broad level. In addition, this course works to tie these elements together so that it is impossible for race, gender, and sexuality to drop out of the frame of analysis, thus providing students with an important set of tools for critical thinking and problem solving.

Describe the instructional format and provide special justification, if necessary:

GWS 393 is structured as a discussion-based class capped at 30 students. Offering this course at the 300 level ensures that the enrollment cap remains smaller than lower-division courses, thus supporting significant interaction between students and between students and the instructor. This course utilizes a variety of materials including popular media, films, ethnographic accounts, community advocacy projects, and historical research, making the course approachable for a diverse range of students. Scaffolded assignments and a variety of engagement methods (including in-class discussion, text- and video-based asynchronous discussion, and both written and digital assignments)

also help make this course accessible and engaging for a wide range of students across campus.

Describe the means by which the Communication Skills goal will be achieved:

This course's assignments are designed to develop a variety of student communication skills. In addition to in-class discussion, students interact with one another and with the course materials through short weekly video- and text-based discussion posts. Students will complete two short essays focusing on analytical writing skills. The scaffolded final project guides students through work in visual media, encouraging exploration in digital mediums to express their understanding of a given topic and effectively communicate to a wider audience. Together, the assignments help students develop their critical approaches to cultural diversity and hone their skills across multiple forms of communication.

Describe how evaluation and adherence to General Education guidelines will be monitored:

*Please indicate the timeline for such evaluations*

Gender & Women's Studies has an active curriculum committee that regularly reviews departmental course offerings. The committee will ensure that faculty members teaching this course are apprised of the GE guidelines and that appropriate methods are followed.

Indicate those who will teach the course and describe procedures for training & supervising teaching assistants:

This course will be taught by faculty members in or formally affiliated with GWS, including Damian Vergara Bracamontes, who initially designed the course. 300-level courses in the GWS department are not taught with teaching assistants.

## **U.S. Minority Cultures**

Show how the course treats topics and issues that promote a deeper understanding of the culture(s) discussed.

GWS 393 addresses migration, policing, and citizenship from an intersectional perspective. Through reading materials and class discussion, students will learn about the lived experiences of Latinx communities, with a particular focus on women and LGBT persons, in the context of U.S. immigration policies and practices. Students will examine how these communities experience, analyze, and respond to historically shifting immigration policies and related policing, across a range of topics including education, health care, national borders, citizenship practices, gentrification, and racial violence.

Show how the course provides at least one of the following: (i) a broad description and analysis

of the interaction of intellectual, artistic, political, economic, social, and other aspects of a society's cultural life; (ii) an intensive investigation of the cultural life of a society or group in a particular time and place; (iii) a focused investigation of particular aspects of the culture of a society or group (e.g., its art and architecture); or (iv) a comparative investigation of cultural systems and the development of constructs for cross-cultural sensitivity and analysis.

This course offers an investigation of the historical and contemporary ways Latinx communities have negotiated U.S. immigration policies and practices from the creation of the U.S.-Mexico border to the rise of criminalized immigration. With this focus in mind, the course materials draw primarily on Latinx scholars to provide students with a deeper understanding of the intellectual, legal, political, economic, and social dimensions of Latinx communities' diverse experiences and responses to changing immigration law and policing techniques. As explained in detail in the answer to the U.S. Minorities question below, the course reflects the diversity of Latinx experiences beyond just Mexican American communities, and it addresses a range of issues that Latinx people face historically and in our contemporary moment, through examining numerous institutions that have played a role in challenging the growth and success of Latinx communities in the United States.

If the course contains elements of both the Western, Non-Western, and/or U.S. Minority Cultures categories, show how the emphasis of the course makes it more appropriate for the category for the U.S. Minority Cultures category for which it is being proposed.

This course focuses on Latinx communities in the U.S. and in relation to U.S. historical, institutional, and social contexts (as elaborated in question #1 below). Thus it is most clearly appropriate for the U.S. Minority category.

Show how the course provides understanding and awareness of significant aspects of one or more U.S. racial minority cultures. Courses that focus on other socially significant U.S. minority identities (for example, relating to sexuality, gender, religion, or disability) or on theories of diversity, inequality, or discrimination are also appropriate for this requirement if the experiences, conditions, and perspectives of one or more U.S. racial minority populations are significantly and appropriately integrated into the course.

The history of Latinx communities in the U.S. has largely been shaped by immigration policing and by being framed as an immigrant community. This course traces that history and helps students think critically and broadly about it. To do so, course materials go well beyond immigration to discuss the broader Latinx experience in the U.S. For example, the course opens with the creation of the U.S.-Mexico border as a significant moment in racializing Mexican communities, but it also highlights the importance of political changes in the 1980s that moved policing to inner cities, deeply affecting Puerto Rican and Dominican communities. That time period coincides with increased immigration of Central Americans, Cubans, and Dominicans, and the course also discusses the impact of these migrations on the ways diverse Latinx communities are racialized. This course also addresses various areas of racial violence against Latinx

populations, including the little-known history of lynching of Mexican communities in the southwest U.S.; health disparities in Latinx communities with a particular focus on reproductive health and eugenics regarding Puerto Rican, Mexican, and Central American women; and the U.S. educational system, including how ESL placements, disciplinary practices, and tracking create challenges for Latinx students' educational advancement. Additionally, the course spends significant time discussing the Latinx experience in cities through municipal enforcement, exploring Latinx entrepreneurship alongside gentrification in historically Latinx communities including Chicano Park, Brooklyn, and Pilsen. Because this course pays particular attention to Latinx communities with a further focus on women and LGBT Latinx people, and because it promotes student analysis of these communities' experiences and responses to immigration policing in a broad sense, it meets the U.S. Minority general education requirement.

## Additional Course Information

Does this course replace an existing course? No

Does this course impact other courses? No

Does the addition of this course impact the departmental curriculum? No

Has this course been offered as a special topics or other type of experimental course? Yes

Please indicate the Banner subject, course number, section ID, term and enrollment for each offering:

SP 2021 GWS 395/ CRN: 54555/ Section DVB/ E= 6;  
Meets with LLS 396/ CRN: 62053/ Section DVB/ E=9;  
Total 15

Fa 2021 GWS 395/ CRN: 56404/ Section DV/ E=6;  
Meets with LLS 396/ CRN: 68442/ Section DV/ E=3;  
Total 9

Will this course be  
offered on-line?

Face-to-Face

Faculty members  
who will teach  
this course:

Damian Vergara Bracamontes

Course ID: 1012704

Comments to  
Reviewers:

This course is also being proposed as a General Education course that fulfills the US  
Minority Cultures requirement. Please find the appropriate form attached to this  
workflow.

Course Edits  
Proposed by:

---

Key: 13180