AJ 132
WOMEN, MINORITIES AND THE LAW

COURSE DESCRIPTION

History of legal issues and definitions of individual and institutional discrimination. Laws relating to women, ethnic and cultural minorities, gays and lesbians and the disabled in education, labor market, criminal justice system and family relations. Recent court decisions on affirmative action and reverse discrimination. Solutions explored for structured equality and inequality in the U.S.

COURSE OBJECTIVES

AT THE TIME OF THE FINAL STUDENTS SHOULD BE ABLE TO:

1. Define concepts of different cultural/social identities and theories of prejudice and discrimination from a multidisciplinary and multicultural perspective

2. Describe the legal history and current legal context of minority group and gender discrimination

3. Identify the structural sources of inequality and equality in major societal institutions; family, education, labor market, criminal justice, and religion, and how these inequalities and equalities are reflected in the law

4. Analyze case law and constitutional guidelines in reviewing claims of discrimination by women and men, by racial/ethnic and religious minority groups, by the aged, the disabled, and by persons of different sexual orientation

5. Analyze competing legal rights of men and women in domestic relations including marriage, reproduction, adoption, child custody and divorce.

6. Analyze legal and social developments in issues relating to sexual harassment, hate crimes, and affirmative action/reverse discrimination

7. Identify social and political movements offering solutions to structured inequality between people of different race, ethnicity, gender, class, religion, age, sexual orientation and ability
8. Recognize your own and others' attitudes towards racism, sexism and discrimination of all groups

9. Recognize and appreciate constructive interactions between people from different cultural and social groups and identities in the U.S.

10. Gain greater competence in research and writing skills

11. Gain greater verbal articulation skills, and ability to communicate with people of different background and identities

REQUIRED TEXTS


6 ADDITIONAL ARTICLES WILL BE ON RESERVE IN THE LIBRARY

CLASS REQUIREMENTS

Three exams are required; two midterms and final administered in class during the final examination period. A total of 3500 words of writing is required for credit in the class. Each exam is 2/3's essay (approximately 500-600 words) and 1/3 multiple choice. A research paper 8-10 pages in length (2000-2500) words is also required for a total of 3500 or more words. A handout on the paper will be provided outlining topics, research requirements, format, outlines, due date and grading procedures. We will conduct a library tour outside class time if necessary. Instructor will provide extensive feedback on research paper drafts submitted at least two weeks before paper due date. Additionally, two in class structured written assignments are required. They will be based on videos, and will be a review of major concepts of equality and inequality. Small group discussions based on the Cyrus readings will be spaced every 3-4 weeks. Participation in the group will be evaluated by the instructor and points distributed.

ATTENDANCE AND PARTICIPATION

Regular class attendance is expected. Outstanding class participation may result in the improvement of the final grade by 1/2 grade point. Readings must be completed prior to the class meeting to promote understanding and informed class discussion. Students must bring the appropriate text--Cyrus if small group discussions; Lindgren if case law discussion. Check the greensheet to ensure you are prepared. If you are absent you must rely on classmates for notes. Do not ask the instructor for her notes. Missed exams and in class assignments may only be made up for compelling reasons. They will be
administered during finals week, but the instructor must have received notice of the absence!

**EVALUATION**

Midterm #1 25% includes in class writing assignment #1  
Midterm #2 25% includes in class writing assignment #2  
Final 25%  
Research Paper 25%  
Extra Credit

Exams will receive a letter grade and a point distribution will illustrate class standing. Extra credit may be generated based on additional readings provided by the instructor. Please speak to the instructor if you are interested. PLEASE DO NOT BE LATE FOR ANY EXAM!

**COURSE SCHEDULE**

**WEEK 1**  
**I INTRODUCTION-MULTIDISCIPLINARY APPROACH**  
A. Concepts of identity, race, gender, ethnicity, class.  
   Readings: Cyrus: intro. Pg. 1-13, articles 1, 2, 3, 18, 19,22, 24,27.
   
B. Hate Crimes; video *Shadow of Hate*  
   Readings: Cyrus: article 64

**WEEK 2**  
C. Discrimination and the law  
   Cyrus: article 44 (historical context)  
   Lindgren: cp. 2- pg. 51-90  
D. **Small group discussion on Cyrus readings**  
E. Theories of Prejudice and Discrimination handout  
   *Bicultural; reflection paper format(5-10 pts)*

**WEEK 3**  
**II HISTORICAL CONTEXT OF DISCRIMINATION**  
A. Native Americans  
   Readings: Cyrus: articles;20, 49, 50, 51, 131, 132
   
B. **Video Ishi, in class writing assignment**  
   *Extra credit: Silko(1977) Ceremony; Reflection paper 10 points*

**WEEK 4**  
C. African-Americans  
   Readings: Cyrus: articles 8,32, 61,63,64,66,126  
   *caselaw handout*  
   *Extra credit: Mcbride: The Color of Water (1997)*  
   *Reflection paper 10 pts.*  
D. Eyes on the Prize, Vol 2 Desegregation; *Brown v Board*
Of Education (1955) Optional: Separate But Equal (Video)

FIRST MIDTERM EXAM WEDNESDAY MARCH 7
SCANTRON & BLUEBOOK; PAPER TOPICS MUST BE CHOSEN AND APPROVED BY INSTRUCTOR

WEEK 5
E. Hispanics
   Readings: Cyrus; articles 5,19,109,111,113,124.

WEEK 6
F. Asians
   Readings: Cyrus; articles 6,47,58,59

G. Video History of Chinatown, in class writing assignment

WEEK 7
H. Religious Minorities
   Review Hate Crimes
   Mormons, Jehovah Witnesses, Amish
   Readings: class notes; reserve readings

DRAFTS OF PAPER DUE

WEEK 8
III STRUCTURED EQUALITY AND INEQUALITY
A. Gender Discrimination/Patriarchal tradition
   Legal discrimination
   Readings: Lindgren Cp. 1; stop on page 35
   Small group discussion/review for midterm
   RESEARCH PAPERS DUE!
B. SECOND MIDTERM EXAM  MON. APRIL 16

WEEK 9
C. Education/Title 9
   Lindgren: cp. 6 pg.276-292

D. Labor Market
   Readings: Lindgren Cp. 4 cases only
   Cyrus: articles 38,39,40,41,42

WEEK 10
E. Sex Harassment
   Reading: Lindgren Cp. 5 pg. 201-222; Cp. 6 pg. 314-322

WEEK 11
F. Justice System: Women Offenders/ Victims
   Readings: Cyrus: articles 77,79,80,81
   Lindgren pg. 345-350; Cp. 9 pg. 508-516
WEEK 12

IV POWER AND CLASSISM
A. Family Relations including Gays/Lesbians
B. Reproductive Choices
   Lindgren: Cp. 8, skp pages 434-440 & baby M. Reserve readings

WEEK 13

D. Affirmative Action/Reverse Discrimination
   Reading: Handout
   Small group discussions

E. Homelessness
   Cyrus: 105,106,107

F. Disabilities & Law
   Cyrus: 112, Reserve readings

WEEK 14

V CULTURAL PLURALISM & EQUALITY

CHALLENGES FOR OUR FUTURE
A. CONCLUSIONS/REVIEW/SUGGESTIONS
   Readings: Cyrus articles 128,133
   Class survey

WEEK 15

REVIEW FOR FINAL/ORAL PRESENTATIONS

LAST DAY OF INSTRUCTION MAY 15

FINAL EXAM WEDNESDAY MAY 23 0945-1200
AJ 132 Women, Minorities and the Law
Instructor: Dorian Dreyfuss, M.A., J.D.
Spring 2000
RESEARCH PAPER REQUIREMENTS

Students must complete a research paper for credit in this course. The paper must
be a total of eight (8) typed pages, double space, 27 lines per page, 12 font. A
bibliography and citations page must be included. Footnotes may be incorporated
into the body of the paper (at the bottom of the page) which is the preferred
method. The paper must be stapled or bound in a folder with the students name,
class time, date on the title page. Please refer to any thesis or paper writing text
for direction, Strunk & Whites' *Elements of Style* is excellent. The paper is due on
the date listed on the greensheet, late papers are subject to point diminishment.

**Note:** College papers should never contain gratuitous profanity, even if it's a
quote!

**Research:** a minimum of eight different sources must be used. Six (6) must be
academic, scholarly or professional journal articles. Newspaper articles
may not be used as the journal sources! Interviews with professionals are
appropriate, but see the instructor first. Interviews with family members, friends
etc. are not acceptable. See handout for proper internet citation methods.
Illustrations may be included. A draft of the paper is due on the date listed on
the greensheet. The draft will be redistributed with notes, suggestions,
corrections. The student will incorporate suggestions and resubmit the completed
paper on the due date. The following format MUST BE FOLLOWED!

**Format:**

Bibliography .......................................................... 10 pts
Footnoting/citations .................................................. 10 pts

I. The issue
   -define .................................................................. 10 pts
   -significance ......................................................... 10 pts
   -why chosen ......................................................... 10 pts

II Development
   -historical background-may not be necessary with some topics ...... 10 pts
   -currently happening ............................................ 10 pts
   -likely in the future ............................................... 10 pts

III Conclusion
   -suggestions/approaches which will not benefit this issue ............ 10 pts
   -suggestions/solutions which would be beneficial ........................ 10 pts

**total 100 pts**
Topic Suggestions: Any topic we cover in class is appropriate, but all topic must be approved by the instructor. Hate crimes (gays, women, disabled), KKK, women in the military or combat, immigration quotas, bicultural marriage, reverse discrimination, affirmative action, reproductive issues-adopt-ion-foreign, fertility choice, abortion, title 9 & women in sports, sex harassment (any forum), women in higher education, minority women in higher education.

These are suggestions only, please choose a topic that you are enthusiastic about, your paper will be that much better, your research that much more enjoyable! All paper topics must be approved by the instructor! All papers must follow the approved format!

Students may earn up to 10 participation points with an oral presentation of their papers, subject to instructor approval.
RESEARCHING ADMINISTRATION OF JUSTICE ISSUES

Topic Ideas
See handout
Instructor ideas
Periodical Indexes (Criminal Justice Periodical Index)

Finding Books and Periodicals
OPAC-Online Public Access Catalog
Locate books by author, title, subject, keyword searches
Locate periodicals by title of periodical

Finding Journal/Periodical Articles
Professional Practice (Police Chief)
Scholarly Journals (Journal of Criminal Justice)
Journals in other disciplines: Family Violence, Criminal Law Review etc.

Published Indexes: Criminal Justice Periodicals (HV 8183,c75x)
Criminal Justice Abstracts (HV 6001,c67)

Online Indexes: Expanded Academic ASAP
Sociological Abstracts
Lexis/Nexis Academic Universe
NCJRS Abstracts
Social Sciences Index

Government Publications
GPO Access-available Online through Government Publications
FBI homepage

Statistical Sources
U.S. Statistical Abstract
Uniform Crime Reports
Sourcebook for CRJ Stats
Bureau of CJ Statistics

Agency Reports
Santa Clara Probation, SJPD, SC Sheriff

Interlibrary Loan-takes approx. 2 weeks-decide topic quickly!
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Circle the statements that are true

1. Prejudice is bolstered by outmoded stereotypes.

2. Immigration laws were only passed to restrict Hispanic immigration.

3. 19th century Chinese immigrants filled a labor shortage and were treated well by employers.

4. Miscegenation laws helped America to fulfill the goal of assimilation of immigrants.

5. Equal Protection under the laws means that all citizens are entitled to the same rights and privileges.

6. California Hate Crimes Laws protects all minorities including gays and lesbians.

7. Native Americans have received substantial protection under the Reservation System.

8. The concept of separate but equal articulated in the Plessy v Ferguson decision ensured equality in education for African Americans.

9. The Treaty of Guadalupe Hidalgo transferred the territories of Texas, New Mexico, Arizona, California and parts of Colorado to the United States.

10. The Japanese-Americans interned during World War II were all proven to be national security risks.

11. Women actually had more legal rights within marriage in the 19th century than in the 20th century.

12. Women were accepted into the professionals of law and medicine in the 19th century.

13. Abortion was legal until the middle of the 19th century.

14. Community property laws descended from Spanish Law and provide financial protection for women within marriage in California.

15. Gays and Lesbians have the same legal rights concerning adoption as traditional couples.

16. Affirmative Action protects minority was structured inequality within the institutions of education and government employment.

17. Sex harassment laws only protect adult females from adult males.

18. Under Equal Employment litigation, males and females have achieved parity in the workplace.

19. Religious minority groups-Amish, Mormons and Jehovah Witness's are not protected under the First Amendment freedom of religion clause.

20. We have achieved total integration in elementary-secondary and university education.