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Office Hours: T/Th 1100-1200
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FALL 2000

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

Cyrus, Virginia (2000). Experiencing Race, Class and Gender in the United States. Mountain View, Ca: Mayfield Press.

Lindgren & Taub(1993).Law of Sex Discrimination.Minneapolis, MN: West Publishing.

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, 20,22, 24, 29.
 - B. Hate Crimes; video Shadow of Hate.**
Readings: Cyrus: article 46
- WEEK 2**
- C. Discrimination and the law
Cyrus: article 43 (historical context)
Lindgren: cp. 2- pg. 51-90
 - D. **Small group discussion on Cyrus readings**
 - E. Theories of Prejudice and Discrimination handout
Extra credit: Gish Jen (1999) Who's Irish? or Mona in The Promised Land(1997)Reflection paper (10 pts)
- WEEK 3** **II HISTORICAL CONTEXT OF DISCRIMINATION**
- A. Native Americans
Readings: Cyrus: articles; 47,53,128,129,130
 - B. Video Ishi, in class writing assignment.**
Extra credit: Silko(1977) Ceremony; Reflection paper 10 points
- WEEK 4**
- C. African-Americans
Readings: Cyrus: articles 9,33, 49,116,120,126, 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 TUESDAY OCT. 3,
FRIDAY OCT. 6**

- WEEK 5
- E. Hispanics
 Readings: Cyrus; articles 6,30, 44, 99,102,124, 125 .
Extra credit: Alvarez(1992) How the Garcia Girls Lost Their Accents; Rodriguez (1982)The Education of Richard Rodriguez; Reflection paper (10 points)
- WEEK 6
- F. Asians
 Readings: Cyrus: articles 7,48,55,63,113
Extra credit: Liu(1998) The Accidental Asian; Lee(1994) China Boy; Huston (1972) Farewell Manzanar; Reflection paper (10 points)
- G. **Video History of Chinatown, in class writing assignment**
- WEEK 7
- H. Religious Minorities
 Review Hate Crimes
 Mormons, Jehovah Witnesses, Amish
 Readings: class notes only
- WEEK 8
- III STRUCTURED EQUALITY AND INEQUALITY**
- A.. Gender Discrimination/Patriarchal tradition
 Legal discrimination
 Readings: Lindgren Cp. 1; stop on page 35
**SECOND MIDTERM EXAM TUE. NOV.7
 FRIDAY NOV. 10**
- B. **DRAFT OF RESEARCH PAPER DUE**
- WEEK 9
- C. Education/Title 9
 Lindgren: cp. 6 pg.276-292
- D. Labor Market
 Readings: Lindgren Cp. 4 cases only
 Cyrus: articles 86,87, 89, 93,
- 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 77,80
 Lindgren pg. 345-350; Cp. 9 pg. 508-516
- WEEK 12
- IV POWER AND CLASSISM**
- A. Family Relations including Gays/Lesbians
 Readings: Lindgren Cp. 7, skip 340-345; 356-366; 386-395; stop at 410.

B. Reproductive Choices
Lindgren: Cp. 8, skip pages 434-440 & baby M.

WEEK 13

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

E. Homelessness
Cyrus: 94,95,122

F. Disabilities & Law
handout

WEEK 14

**V CULTURAL PLURALISM & EQUALITY
CHALLENGES FOR OUR FUTURE**

A. CONCLUSIONS/REVIEW/SUGGESTIONS

Readings: Cyrus articles 128,131

Class survey

WEEK 15

REVIEW FOR FINAL/ORAL PRESENTATIONS

LAST DAY OF INSTRUCTION DEC. 11

FINAL EXAMS: TUE/TH: THURSDAY DEC.14

0945-1200

FRIDAY: WEDNESDAY, DEC.20

0945-1200

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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 home

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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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 or books. 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.

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
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total	100 pts

Topic Suggestions: Hate crimes (gays, women, disabled), KKK, women in the military or combat, immigration quotas, bicultural marriage, reverse discrimination, affirmative action, reproductive issues-adoption-foreign, designer Babies, fertility choice, 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.