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Other times by appointment
SPRING 2001

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.

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
Extra credit: Gish Jen (1999) Who's Irish? or O'Hearn (1998) Half & Half, writers on growing up Biracial and 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.
*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 6,47,58,59
*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; reserve readings

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
Readings: Lindgren Cp. 7, skip 340-345; 356-366;
386-395; stop at 410. **Reserve readings**
- B. Reproductive Choices
Lindgren: Cp. 8, skip pages 434-440 & baby M.
Reserve readings
- D. Affirmative Action/Reverse Discrimination
Reading: Handout
Small group discussions

WEEK 13

- 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

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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. 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
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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-adoption-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.

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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 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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AJ 132D DIAGNOSTIC ASSESSMENT

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 Plessey 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.