

Professor: Richard Perry, J.D., Ph.D.

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Office Hours: Tuesdays and Thursday 10:00–10:30 and 12:30–1:30; also Thursday 2:45–4:45

CATALOG 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.

Note 1: This syllabus has been prepared with the kind assistance of Prof. Ann Lucas. Students should anticipate that, as this course progresses, there will be announcements of minor variations from this syllabus in the order of readings, dates, or other specifics. Students should expect supplemental reading assignments.

Formal Course Objectives:

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

1. Define concepts of identity and theories of prejudice and discrimination from a multi-disciplinary and multicultural perspective.
2. Describe the legal history and current legal context of ethno-racial and gender discrimination.
3. Identify the structural sources of inequality and equality in major societal institutions; family, education, labor market, and the justice system, and how these inequalities and equalities are reflected in the law.
4. Analyze case law and constitutional guidelines that apply to claims of discrimination based on gender, racial/ethnic, and religious classification, age, disability, and 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.
7. Identify social and political movements offering solutions to structured inequality based on race, ethnicity, gender, class, religion, age, sexuality, and disability.
8. Recognize their own and others' attitudes towards racism, sexism, and other forms of prejudice.
9. Recognize and appreciate constructive interactions between people from different cultural/social groups and identities in the U.S.
10. Gain greater competence in research and writing skills.
11. Improve greater verbal skills, and ability to communicate with people of different background and identities.

REQUIRED TEXTS

Rothenberg, Paula (2004). *Race, Class and Gender in the United States*, NY: Worth Publishing, 6th ed.

Lindgren, J. Ralph & Nadine Taub (1993). *The Law of Sex Discrimination*. Minneapolis, MN: West Publ.

CLASS REQUIREMENTS

A total of 3500 words of writing is required for credit in this advanced GE class. There will be one midterm exam and a final. Each exam will consist of essay and/or short answer questions. A research paper 8-10 pages in length (2000-2500) words is required. A handout on the paper will be provided outlining topics, research requirements, format, outlines, due date and grading procedures. The professor will provide feedback on research paper drafts that are submitted at least two weeks before paper due date. Small-group discussions based on the readings or videos will be scheduled periodically. Overall participation will be evaluated by the instructor.

ATTENDANCE AND PARTICIPATION

Regular class attendance is expected. Outstanding class participation may result in the improvement of the final grade by as much as 1/2 grade point. Assigned readings must be completed prior to the class meeting to promote understanding and informed class discussion. Students must bring the appropriate text to every class meeting. Check the syllabus to ensure you are prepared. If you are absent, you must rely on classmates for notes. Do not ask the instructor for notes. Missed exams and in-class assignments may only be made up for compelling reasons, at the discretion of the instructor. The instructor should be given prior notice of absence from any exam.

EVALUATION

Midterm	30% includes in-class exercises
Research Paper	30%
Final	30%
Participation	10%

COURSE SCHEDULE

Weeks 1 & 2 I Introduction: A Multi-disciplinary Approach to Race and Racialization

Social constructionist approaches to identity, race, gender, ethnicity, class. Readings: Rothenberg: intro.pgs.5-10, chs 1, 2, 3,4, 15,16, 58, 59. Video excerpt.

Week 3 II Colonialism and Its Historical Legacies

Native Americans under Law; Readings: Rothenberg pp. 435-443, chs. 83, 97, 31, 45; Video: *Ishi*.

Early History of Race and Law; Rothenberg chs. 84, 85, 86, 89, 90

Week 4 From the Civil War to the Civil Rights Movement

African-Americans under US Law; Readings: Rothenberg: chs. 91,92,96,98,101,22,23,113.

Video: Eyes on the Prize.

Week 5 La Raza Cosmica: Latinos/Hispanics and Law

Readings: Rothenberg: Part V, article 6,7, 8. Video.

Week 6: From a Different Shore: Asians and Law

Asian-Americans under US Law; Rothenberg: Part V, articles 2,3,4 Part VI, article 18; Video.

Week 7 MIDTERM EXAM

Weeks 8 & 9: How Are Ethnic/Racial Inequities Similar to or Different from Inequities of Gender and Sexuality?

Sex/Gender Discrimination; Readings: R&T pp.98-108, 117-134, 441-449. Lindgren & Taub Ch. 1; stop on page 35. Education/Title 9, Lindgren & Taub: Ch. 6 pg.276-292.

Labor Markets, Readings: Lindgren & Taub Ch. 4 cases only, R&T 420-431.

In re Sexual Harassment; Reading: Lindgren & Taub Ch. 5 pg. 201-222; Ch. 6 pg. 314-322.

Week 9: SUBMIT RESEARCH PAPER TOPIC, OUTLINE, and LIST of SOURCES.

Weeks 10 & 11: INTIMACY, DOMESTICITY, VIOLENCE AND FAMILY LAW

Family Law and Inequality within the Family; Lindgren & Taub, Ch. 7, Pt. I, thru Contemporary Marriage Models, pp. 326-340; Intimate Violence, pp. 345-346; When a Woman's Home is Not Her Castle, pp. 346-350 *State of North Carolina v. Norman*, pp. 350-353; Ch. 7, Pt. III, pp. 380-393 (skip Child Support Manual for Legal Services), Lindgren & Taub, Ch. 7, Pt. IV, pp. 395-413; Family Medical Leave Act of 1993, p. 379; Does It Still Make Sense to Talk About Women?, pp. 126-127. Reproduction and the Law: Lindgren & Taub, Chapter 8, Part I, pp. 414-440; Lindgren & Taub, Chapter 8, Part II, pp. 440-469.

Weeks 12 & 13: ON VIOLENCE, THE CRIMINAL LAW, AND SOCIAL CONTROL.

Lindgren & Taub, Ch. 9, Pt. I, pp. 470-477; The Origins of the Law of Rape, pp. 477-479; Rape and the Accuser, *People v. Rincon-Pineda*, *People v. Liberta*, *State v. Lederer*, pp. 486-495; Questions & Answers on the Civil Rts Remedy, Violence Against Women: Forging a Legal Response, pp. 502-508.

Week 14: ON INTERSECTIONALITY, LAW, AND SOCIAL IDENTITIES

The Use of Law to Redress Discrimination; Reserve reading; pp. 197-199, 211-213, 223-227, 234-238, 243-250.

Week 15 & 16: COURSE CONCLUSION AND FINAL PAPERS DUE, REVIEW.

Friday May 21st: Final Exam 9:45 – 12:00

