

Legal Studies R1B
Equal Rights in a Changing Society: 1954 to the present
Monday/Wednesday 4:00-5:30

Instructor: Emily Bruce

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Office Hours: Monday 1:00-2:00 or by appointment

Course website is accessible via bSpace

This course will examine three of the most charged issues in our society—race, gender and sexuality—in the context of three of our most important institutions—school, work and marriage. We will read texts that recount how individual members of traditionally-subordinated groups—African-Americans, women and LGBT people—have experienced and understood changes to their legal rights within those institutions. To what extent have changes in the law been able to secure equality for members of subordinated groups? What kinds of costs have individuals borne in exchange for formal legal equality? To explore these questions, we will conduct a close examination of three case studies: school desegregation, women in the workplace, and the evolving legal status of same-sex marriage. In writing a series of essays, students will develop their ability to critically read and analyze the written word. A central focus of the course will be investigating the research process, and coursework will culminate in a substantial research paper.

REQUIRED TEXTS

- Beals, Melba Pattillo. 1995. *Warriors Don't Cry*. New York: Washington Square Press.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research* (3rd ed.). Chicago: University of Chicago Press.
- Povich, Lynn. 2012. *The Good Girls Revolt*. New York: PublicAffairs.
- Savage, Dan. 2006. *The Commitment: Love, Sex, Marriage and My Family*. New York: Plume.
- Course reader (available at Copy Central on Bancroft).

Course Description and Requirements

Overview:

Legal Studies R1B is a four-unit course that satisfies the second half of Berkeley's Reading and Composition requirement. I strongly advise that you take this course only if you have already fulfilled the first half of the Reading and Composition Requirement.

Course Goals:

The purpose of this class is to provide students with the skills to be critical readers and thoughtful writers who can express themselves clearly and persuasively. By the end of this course, students should be able to: identify an author's point of view and main arguments; evaluate an author's credibility and the merits of his or her argument; identify areas for further inquiry (i.e., questions the reading raises but does not answer); write a unified essay with introduction, main argument, transitions between paragraphs, and a concluding paragraph; and research, analyze, and develop an argument about an issue related to the course. In addition, students should be familiar with fundamental concepts of equal protection and antidiscrimination law and should be able to draw conclusions about their role in the formation of group and individual identity.

Attendance

Due to the collaborative nature and intense pace of this class, your consistent attendance and participation are essential.

You are allowed **4 absences** over the course of the semester, no questions asked. **Any absence after the 4th will reduce your final grade by 1/3 (B+ → B).** This applies to any absence **for any reason** (illness, family emergency, too tired to come to class, etc). Everyone has unexpected things come up, so save your absences for when you really need them.

Active Class Participation

This class builds off everyone's participation in discussions. Bodily presence alone does not constitute active participation. Sleeping in class, arriving late or leaving early and not having done the day's readings will lower your participation grade. More importantly, it makes it hard to build a productive classroom community.

If you have concerns about speaking in class, please discuss them with me as soon as possible to avoid any effect on your grade.

Reading Assignments

This is a college-level reading class. You should plan on at least 2 hours of outside reading for each class meeting.

Since this is a small class based primarily on discussion and group activities, it is important that you complete the reading assigned for each class session and **bring the assigned text to class with you.**

Discussion Points

In preparation for class discussion, you should submit one good reading-based discussion point before each class session, unless otherwise stated on the syllabus.

Your discussion point must respond in some way to a classmate's post. This requirement is waived if you are the first person to post for that class.

Discussion Points can be:

- (1) questions about things you didn't understand in the readings,
- (2) thoughts about aspects of the readings you would like to explore further, or
- (3) comments about things you found particularly interesting.

Please see the Discussion Points handout for additional information.

Grades:

The university requires that all Reading and Composition courses be taken for a letter grade; a C- is required to fulfill the requirement. Your grade will be calculated as follows:

Participation: 10%

(includes timeliness, active class participation, discussion points, oral presentations, individual conferences)

Short Assignments: 10%

(includes essay proposals and drafts, peer reviews, various homework assignments)

Essays: 80%

Essay 1: (4-5 pages plus reflection) 10%

Essay 2: (6-8 pages plus reflection) 25%

Essay 3: Research paper (10-12 pages plus reflection) 45%

Late Assignments

You may turn in one assignment up to one week late, no questions asked.

EXCEPTIONS: The peer review drafts ALL must be turned in on time so that your peer review partner may complete their review. If you choose to use the free late on your final research paper, you must turn it in by the Monday after it is due.

Late assignments after the first will affect your grade. Short assignments and essay drafts that are turned in late will receive half credit. Late essays will lose 5 points (out of 100 possible) per day.

Late assignments (beyond the one freebie) can only be excused by a doctor's note stating the dates during which you were unable to work on the assignment. Doctor's notes may be accepted at the professor's discretion.

Peer Review

Each of the three formal essays you write for this class will be substantially revised based on peer review. You will turn in one draft at the peer review stage and one revised essay.

DRAFTS – Drafts are **completed essays** that meet the length requirement but are less polished than a revised essay. Each time a draft is due, we will hold a peer-review session in class and there will be peer review work outside of class.

REVISED ESSAYS – Revised essays are not just drafts that have been proofread. They should demonstrate your ability to re-think the essay and show a considerable amount of re-writing and re-structuring.

Policies

Technology in the Classroom

Since this is a small, discussion-based class, I would prefer that you not have your computer open during class.

If you have a strong preference or a disability-related reason for taking notes on your computer, you may do so. Please be sure, however, that you close web browsers and disable any applications that might distract you from the class discussion. During peer review exercises you may choose to open documents on your computer rather than bringing hard copies.

Cell phones should be turned to silent or off before class. Texting or chatting with friends online while in class is absolutely unacceptable. I will count you absent for the day if I observe you using your phone/computer for these purposes.

Email

I typically do not check email on Friday, Saturday or Sunday. If you send me an email after 12:00pm on Thursday, do not expect a response until Monday. At all other times, I will respond to your emails as soon as I am able, usually within 24-48 hours.

If you missed class or an assignment, please **ask a classmate about it before you email me with questions**. If you are unable to find an answer from a classmate, you may email me, but **please indicate the steps you took to find out the answer on your own**.

Academic Honesty

Avoid plagiarism! Plagiarism is the “use of intellectual material produced by another person without acknowledging its source.”

Source: <http://campuslife.berkeley.edu/conduct/integrity/definition>.

Plagiarism includes copying, quoting or paraphrasing the work or ideas of another person without acknowledgement. We will spend class time talking about working with sources and using citations.

Disability Accommodations

All reasonable efforts will be made to accommodate students with disabilities in accordance with university policy. Information about specific resources provided by the UC Berkeley Disabled Students' Program may be found online at <http://dsp.berkeley.edu/dspServices.html> or by calling (510) 642-0518 or (510) 642-6376 (teletype). Please speak to me outside of class or during office hours **as soon as possible and no later than the second week of class** if you require accommodations of any kind.

Food & Drink

Eating in class distracts you, me and everyone else. Please plan ahead and eat before, after, or on your way to class. If you are tired, please do drink a caffeinated beverage or do jumping jacks before class if that will help you to participate fully.

Course Schedule*

*I may make changes to the course schedule from time to time. Please pay attention to announcements made in class or posted on bSpace

Abbreviations:

Warriors Don't Cry = *Warriors*

The Craft of Research = *Craft*

The Good Girls Revolt = *Good Girls*

Course Reader = CR

Week 1

Class 1: Wednesday, January 23

Introduction to the course

UNIT I: SCHOOL DESEGREGATION

Class 2: Friday, January 25

Due: 1 Discussion Point (on bSpace Forum)

The Equal Protection Clause of the 14th Amendment to the US Constitution (CR)

A selection of Jim Crow laws (CR)

Wright, "The Ethics of Living Jim Crow" (CR)

Week 2

Class 3: Monday, January 28

Due: Preliminary essay (in bSpace Drop Box) & 1 Discussion Point (on bSpace Forum)

Introduce Essay #1

Read:

Tushnet "*Brown v. Board of Education*" (CR)

Brown v. Board of Education I (1954) (CR)

Brown v. Board of Education II (1955) (CR)

Class 4: Wednesday, January 30

Due: 1 Discussion Point (on bSpace Forum)

Read:

Warriors Part 1/3 (Introduction through Ch. 10)

Class 5: Friday, February 1

Due: 1 Discussion Point (on bSpace Forum)

Read:

Warriors Part 2/3 (Chs. 11 through 20)

Week 3

Class 6: Monday, February 4

Due: 1 Discussion Point (on bSpace Forum)

Read:

Du Bois, "Does the Negro Need Separate Schools?" (CR)

Warriors Part 3/3 (Ch. 21-end)

Class 7: Wednesday, February 6

Due: 1 Discussion Point (on bSpace Forum)

Read:

Guinier, "From Racial Liberalism to Racial Literacy: *Brown v. Board of Education* and the Interest-Divergence Dilemma."

Class 8: Friday, February 8

Due: 1 Discussion Point (on bSpace Forum)

Read:

Cassells, "Soul Make a Path through Shouting" (CR)

Margolick, "Through a Lens, Darkly" (CR)

Week 4

Class 9: Monday, February 11

Writing Workshop: Argument

Read:

Craft (Part I, pp. 3-27; Part III, Prologue-Ch. 10, pp. 105-151)

Class 10: Wednesday, February 13

Due: Point-Based Outline (in bSpace Drop Box & by arrangement with partner)

Read:

Straub, "Responding—Really Responding—to Other Students' Writing (CR)

Friday, February 15 – NO CLASS – WORK ON DRAFT ESSAYS

Week 5– Essay 1 Conferences begin on Wednesday

Monday, February 18 – NO CLASS – HOLIDAY

Class 11: Wednesday, February 20

Peer Response groups, part 1

Due: Draft Essay #1 (in bSpace Drop Box; bring copies for yourself and your partner to class)

Class 12: Friday, February 22

Peer Response groups, part 2

Due: written comments on partners' drafts (in bSpace Drop Box and by arrangement with partner)

Read:

Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" (CR)

UNIT II: WOMEN AND WORK

Week 6 – Essay 1 Conferences held this week

Class 13: Monday, February 25

Due: 1 Discussion Point (on bSpace Forum)

Introduce Essay #2 [**include research assignment using library resources**]

Read:

Section 703, Title VII of the Civil Rights Act of 1964 (CR)

Pregnancy Discrimination Act (CR)

"Women Against Woman" (CR)

Mueller v. Oregon (CR)

Class 14: Wednesday, February 27

Due: 1 Discussion Point (on bSpace Forum)

Read:

Rhode, "Perspectives on Professional Women" (CR)

Class 15: Friday, March 1

Due: 1 Discussion Point (on bSpace Forum)

Read:

Good Girls Part 1/3 (Prologue-Ch. 4)

Week 7

Class 16: Monday, March 4

Due: Research Assignment (in bSpace Drop Box & bring to class – digital or hard copy)

Read:

Good Girls Part 2/3 (Chs. 5-8)

Class 17: Wednesday, March 6

Due: 1 Discussion Point (on bSpace Forum)

Read:

Good Girls Part 3/3 (Ch. 9-Epilogue)

Friday, March 8 – NO CLASS – TURN IN REVISED ESSAYS

Due: Revised Essay #1 + Drafts + Reflection (at 2240 Piedmont Ave)

Week 8

Class 18: Monday, March 11

Research workshop: Working with Sources; Revision Revisited

Read:

Craft (Part IV, Prologue through Ch. 14, pp. 173-212)

One relevant scholarly article you identified through your research

Class 19: Wednesday, March 13

Due: Point-based outline (in bSpace Drop Box & by arrangement with partner)

Class 20: Friday, March 15

Essay 1 returned

Read:

Craft, (Ch. 16., pp. 232-248)

Week 9 – Essay 2 Conferences held this week

Class 21: Monday, March 18

Due: Draft Essay #2 (in bSpace Drop Box; bring copies for yourself and your partner to class)

Writing Workshop: Peer Review, part 1

Class 22: Wednesday, March 20

Peer Reviews, part 2

Due: written comments on partners' drafts (in bSpace Drop Box & by arrangement with partner)

Introduce Marriage Equality unit

Friday, March 22 – NO CLASS – DO INTERVIEW ASSIGNMENT

[include reading in preparation for interview assignment???)

Spring Break – No class March 25-29

UNIT III: MARRIAGE EQUALITY

Week 10

Class 23: Monday, April 1

Due: 1 Discussion Point (on bSpace Forum); Interview Assignment (in bSpace Drop Box)

Read:

The Commitment

Class 24: Wednesday, April 3

Due: 1 Discussion Point (on bSpace Forum)

Proposition 8 materials (CR)

Cannick, “No-on-8’s White Bias” (CR)

Class 25: Friday, April 5

Due: Research Proposal (in bSpace Drop Box)

Read:

Craft, (Part II, Prologue-Ch. 4, pp. 31-67)

Week 11– Research Proposal Conferences held this week

Class 26: Monday, April 8

Due: Revised Essay #2 + Drafts + Reflection (in class)

Class 27: Wednesday, April 10

Due: 1 Discussion Point (on bSpace Forum)

Read:

Isaacson, "Teachable Moments: The Use of Child-Centered Arguments in the Same-Sex Marriage Debate" (CR)

Class 28: Friday, April 12

Read:

Week 12

Class 29: Monday, April 15

Due: Working Critical Annotated Bibliography (in bSpace Drop Box)

Speedy (5 minute) research project oral presentations

Class 30: Wednesday, April 17

Essay 2 returned

Continue speedy research project presentations

Class 31: Friday, April 19

Continue speedy research project presentations

Week 13

Class 32: Monday, April 22

Due: Point-based outline

Class 33: Wednesday, April 24

Read:

Craft (Ch. 17, pp. 249-269)

Class 34: Friday, April 25 – **work on research paper drafts**

Week 14 – Final conferences begin this week

Class 35: Monday, April 29

Class 36: Wednesday, May 1

Peer Review, Part 1

Due: complete research draft (in bSpace Drop Box; bring copies for yourself and your partner to class)

Class 37: Friday, May 3

Peer review, Part 2

Due: written comments on partners' research drafts

Final research portfolio must be turned in to the Legal Studies Department (2240 Piedmont Ave.) by 12:00pm on Friday, May 17.