

Legal Studies R1B: Equal Rights in a Changing Society: 1954 to the present
Emily Bruce Spring 12

This course will examine three of the most important institutions in our lives (not necessarily in order of importance): school, work and family. We will read memoir and drama that recounts how individuals 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 minority 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 research portfolio.

REQUIRED TEXTS

- The Craft of Research 3rd Edition, Wayne C. Booth, et al.
- Warriors Don't Cry, Melba Patillo Beals.
- The Heidi Chronicles and An American Daughter, Wendy Wasserstein.
- The Commitment: Love, Sex, Marriage and My Family, Dan Savage.
- Course reader.

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. Prerequisite: Satisfactory completion of the first half of the Reading and Composition requirement.

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: 15%

(includes being prepared for class, participating in discussion, engaging fully in peer response groups, being on time; oral presentations)

Short Assignments: 15%

(includes response papers, essay proposals, freewrites, research exercises, various homework assignments)

Essays: 70%

Essay 1: (4-6 pages plus reflection) 10%

Essay 2: (6-8 pages plus reflection) 20%

Essay 3: Research portfolio (the centerpiece of which is an 8-10 page research paper—see above) 40%

Below is a tentative weekly schedule of the major reading and writing assignments for the semester. Additional readings (e.g. in *The Craft of Research* and *Course Reader*), short writing assignments (response papers), and writing workshops will be scheduled as needed. Plan on completing reading and writing assignments for each class session.

Like all writing, this schedule will be revised as needed.

Abbreviations:

Warriors Don't Cry = WDC

The Commitment =TC

The Craft of Research = *Craft*

Course Reader = CR

Week 1

Wednesday, January 19

Introduction to the course

In-class: Read and discuss section 1 of the Fourteenth Amendment to the United States Constitution; view and discuss scenes from *Eyes on the Prize*

Unit I: *Brown v. Board of Education*

Week 2

Monday, January 24

Discussion of perspective, voice and style in writing

Reading due:

CR (Wright, "The Ethics of Living Jim Crow"; Ogletree, All Deliberate Speed, chs. 1, 6-9)

Wednesday, January 26

Due: 2-3 page response to Wright and Ogletree

Read:

Brown v. Board of Education (1954) and Brown v. Board of Education (1955) (excerpts).
WDC Part 1/3

Week 3

Monday, January 31

Read:

WDC Part 2/3

Wednesday, February 2

Due: 1-2 page reading response on bSpace

WDC Part 3/3

Week 4

Monday, February 7

Freewrite exercise in class; introduce Essay #1

Read:

CR (Gates, *Colored People* ch. 9; Ogletree All Deliberate Speed, ch. 2; Bell, "Brown v. Board of Education and the Interest-Convergence Dilemma")

Wednesday, February 9

Writing Workshop: Writing Process and Essay Structure

Due: bring working thesis statements to class

Read:

CR (Lamott, "Shitty First Drafts")

Week 5

Monday, February 14

Peer Response groups, part 1

Draft Essay #1 plus copies due.

Wednesday, February 16

Peer Response groups, part 2-return partners' drafts with written response.

Read:

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

Unit II: Women and Work

Week 6

Monday, February 21

Holiday – no class

Wednesday, February 23

Due: Final Essay #1 with reflection

Read:

The Heidi Chronicles

CR (from Report of the President's Commission on the Status of Women (1960))

Week 7

Monday, February 28

Read:

CR (Rhode, "What's Sex Got to Do with It?")

Wednesday, March 2

Introduce Essay #2

Due: reading response on bSpace

Read:

An American Daughter

CR (Belkin, "The Opt-Out Revolution")

Week 8

Monday, March 7

Writing Workshop: Argument

Bring in a newspaper article for group exercise

Read:

Craft (Crafting an argument)

Wednesday, March 9

Sign up for individual conferences with instructor next week

Due: Idea Draft (Argument)

Week 9– Individual conferences with instructor held this week

Monday, March 14

Writing Workshop: Response groups, part 1

Draft Essay #2 plus copies due.

Wednesday, March 16

Writing Workshop: Response groups, part 2-return partners' drafts with written response.

Midterm reflection

Read:

CR (Murray, "The Maker's Eye: Revising Your Own Manuscripts")

SPRING BREAK: NO CLASS MARCH 21-25

Unit III: Same-Sex Marriage

Week 10

Monday, March 28

Revised Essay #2 due

Introduce Research project, Essay #3

Read:

TC 1/2

CR (Defense of Marriage Act)

Wednesday, March 30

Read:

TC 2/2

Week 11

Monday, April 4

Library visit & research exercises

Read:

Craft (1-67)

Wednesday, April 6

Due: Reading reflection on bSpace

Read:

Craft 68-101

CR (Perry v. Schwarzenegger)

Week 12**Monday, April 11**

Speedy (5 minute) research project oral presentations

Due: Critical Annotated Bibliography and research proposal

Read: *Craft* (105-151)

Wednesday, April 13

Continue speedy research project presentations

Due: tentative thesis statement; point-based outline (*Craft* 175-176)

Read: *Craft* (111-134)

Week 13**Monday, April 18**

Writing Workshop on working with sources: quotation, summary, paraphrase, plagiarism

Read:

CR (“Reporting on Sources: Paraphrase and Quotation”)

Wednesday, April 20

Response groups, part 1—Complete research draft due plus copies; *Craft* (203-210 and 249-269)

Week 14**Monday, April 25**

Response groups part 2—return partners’ research drafts with written response

Wednesday, April 27

Instructor’s written comments on research draft handed back in class

Course wrap-up

Final paper must be turned in on or before Friday, May 6.

There will be no final exam for this course, as final exams are not given for reading and composition courses.