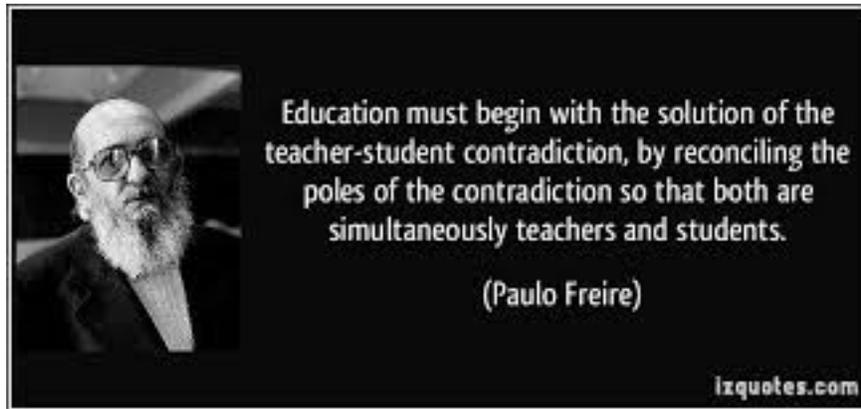


**WGSS 395: Gender, Sexuality, Race and the Law:
Critical Interventions**

University of Massachusetts-Amherst, Fall 2016
Tuesday-Thursday | 4-5:15 | Bartlett 207

Instructor: Adina Giannelli, JD
Office Hours: Tuesdays 2-4 & by appointment

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-COURSE DESCRIPTION-

This seminar will consider gender, sexuality, and race in the realm of the law, with a focus on questions of identity, privacy, and the family. Drawing on U.S. Supreme Court jurisprudence, gender and sexuality studies, sociological literature, policy papers, documentary, and international law, we will examine the ways in which gender, sexuality, and race are constructed, contested, and regulated within legal, legislative, and juridical frameworks, across systems, spaces, and temporalities.

Our course will explore relevant issues and problems within civil rights, constitutional, family, and criminal law, considering topics including: the legal construction of race, gender, and sexuality; feminist approaches to the law of gender, sexuality, and race; the role of privacy, morality, and “rights” in the regulation of sexuality and the family; reproductive rights; adoption, bioethics, family formation, immigration, reproductive technologies, and violence; and finally, the relationship between legal intervention, critical race & feminist theory, activism, and praxis.

- GUIDELINES -

[I] GENERAL EXPECTATIONS

1. Students are expected to come to class on time, having carefully read the material assigned, and ready to engage in serious discussion. **Students are expected to silence and put away their cell phones and computers for the duration of class.** Participation is required, and critical to your success in this class. In addition, everyone is asked to do the following:

- (i) **Respect your classmates' rights to speak**, and listen attentively to what is being said, even if you disagree with what your peers might have to say. **You don't have to agree with everything that is said in class, but you are expected to use discretion and sensitivity when speaking, and be respectful of everyone present.**
- (ii) **Be willing to consider new ideas.** Over the course of the semester, we will explore themes, concepts, and material that may be new, challenging, and complex. **This is the art of a good education. Keep an open mind.**
- (iii) **Participate actively.** We all learn best when we are present and engaged in the course material. **Don't be afraid to ask questions (of me, and of one another).** This is why we are here!
- (iv) **If you have a question, an issue, a problem, or concern that cannot be addressed in class or in our online forum, please send me an email at your earliest convenience, so that we can resolve it promptly.**

[II] COURSE REQUIREMENTS/ASSESSMENT

Your grade in this course will be based on the following components:

Component	Percent of Final Grade	Due Date(s)
Class Participation	20%	Ongoing
Class Facilitation	10% (5% plan; 5% delivery)	TBD
Online Discussion Forum	20%	Ongoing/assigned per class session; you complete <u>ten</u> (10) weekly over course of semester.
Midsemester Meeting	Ungraded but Mandatory	Meetings: 10/11-10/21
Final Project	30% (25% project; 5% presentation)	PRESENTATIONS: 11/28-12/13 PROJECT: Tuesday, 12/13
Book Review	20%	Due Electronically Thursday, December 22 (last day of finals)

[III] CLASS PARTICIPATION

Attendance is mandatory and critical to your success in this course. All students are allowed two unexcused absences over the course of the semester. Each additional unexcused absence will result in a 2-point reduction of your final grade.

For an absence to count as excused, it must relate to an illness, emergency, religious observance, or athletic conflict. The instructor reserves the right to require documentation for excused absences.

PARTICIPATION AND ATTENDANCE ARE NOT THE SAME THING. IN OTHER WORDS, SHOWING UP WILL NOT SATISFY PARTICIPATION REQUIREMENTS. WE WILL DISCUSS THIS IN GREATER DEPTH AND DETAIL DURING THE FIRST WEEK OF CLASS.

[IV] REGARDING COURSE READINGS

Students are expected to read a selection of the court case or policy listed as well as short supplemental readings, chosen in dialogue between the course instructor and facilitator. Unless otherwise noted, all course readings are mandatory. All course readings will be posted on Moodle or otherwise available electronically.

[IV] CLASS FACILITATION

Each student will facilitate 30 minutes of a class session, in consultation and coordination with the instructor. Students will be evaluated on the basis of their facilitation plan, submitted to the instructor electronically 72 hours before the class in which the facilitation will occur, and the facilitation itself. Complete guidelines will be distributed during the first week of the semester.

[V] ONLINE DISCUSSION FORUMS

Each student will participate in an online discussion forum via Moodle. Students are expected to complete ten (10) discussion forum posts over the course of the semester of 200-250 words each, responding to a posted question and providing a question for the next respondent. Unless otherwise specified, Moodle discussion posts are due before class by noon (12pm).

[VII] FINAL PROJECT

Your final project will be student-directed and self-designed, in consultation with your instructor.
** Additional information and specific guidelines will follow.

[VIII] BOOK REVIEW

The book review will take the form of a 750-1,000 word (3-4 page) essay. While it may behoove you to complete the book review early in the semester, you may also wish to treat the review as a final assignment; it is due the last day of final exams (Thursday, December 22). Complete guidelines and a list of texts will be distributed during the second week of the semester.

[IX] REGARDING WRITTEN WORK

IF YOU WOULD LIKE FEEDBACK ON ANY ASSIGNMENT (BEFORE IT IS DUE), I AM HAPPY TO PROVIDE THIS. SIMPLY EMAIL ME A COPY OF YOUR WORK NO LATER THAN 48 HOURS PRIOR TO ITS DUE DATE, AND I WILL READ AND RETURN THIS WITH MY COMMENTS (AND SUGGESTED EDITS/REVISIONS, AS APPLICABLE) WITHIN THE NEXT 24 HOURS.

[XI] REGARDING EVALUATION OF YOUR WRITTEN WORK

If you are dissatisfied with any evaluation of an assignment or your performance in this class, you may petition your grade **in writing, no earlier than 24 hours after I have returned graded work to you**. To do so, you need to submit to me a typed explanation detailing why you believe the grade is unwarranted, what grade you feel you deserve with arguments in support of your request, a reply to my comments on your work (e.g. if I say that your explanation is too brief, you should argue why it is not), and a copy of the original piece of written work.

[XII] ACADEMIC INTEGRITY

Plagiarism and other forms of academic cheating are serious violations of your contract as a student and will be treated severely. Plagiarism is any representation of another person's words or ideas in a manner that makes it seem as if they were your own. This means that you may not copy another person's published or unpublished work (except if you are explicitly citing them), but it also means that you should not use another person's **unique phrases or ideas** without making it clear to your audience from where those words or ideas originated. This **includes material from online sources**, even when they are anonymous, such as Wikipedia.

[XIII] ACADEMIC ASSISTANCE

If you experience difficulty understanding or keeping up with the course material, please contact me at your earliest opportunity. I am here to help. I may be reached anytime at adina.giannelli@gmail.com. Generally: To request academic accommodations due to a disability, contact Ben Ostiguy at **Disability Services**, 161 Whitmore at ostiguy@admin.umass.edu or 413-545-0892 (website: <http://www.umass.edu/disability/>). For tutoring or study assistance, contact the **Learning Resource Center**, at lrc@acad.umass.edu or 413-545-5334.

COURSE READINGS & ASSIGNMENTS

Note: readings are due on the date listed. In other words, the readings for Tuesday, September 10 are due on that date. Unless otherwise indicated, all readings are available via the course Moodle homepage as a pdf or a link.

Please note also that you will not be expected to read cases in their entirety. Instead, you'll be assigned an excerpt of the case, along with supplemental readings, selected and shared 72 hours in advance of class by the day's discussant/facilitator.

Week One (9/6 & 9/8)	<p><u>Tuesday, September 6: Introduction to Course Syllabus, Expectations, Introductions</u></p> <p><u>Thursday, September 8: What We're Doing Here: An Overview</u></p>
Week Two (9/13 & 9/15)	<p><u>Tuesday, September 13: Dred Scott (1857)</u></p> <p><u>Thursday, September 15: Comstock Act (1873)</u></p>
Week Three (9/20 & 9/22)	<p><u>Tuesday, September 20: Plessy v. Ferguson (1896)</u></p> <p><u>Thursday, September 22: Immigration Act (1924); Racial Integrity Act (1924)</u></p>
Week Four (9/27 & 9/29)	<p><u>Tuesday, September 27: Buck v. Bell (1927)</u></p> <p><u>Thursday, September 29: EXECUTIVE ORDER 9066 (1942)</u></p>
Week Five (10/4 & 10/6)	<p><u>Tuesday, October 4: NO CLASS (Rosh Hashanah)</u></p> <p><u>Thursday, October 6: Brown v. Board of Education (1954)</u></p>
Weeks Six & Seven	MIDSEMESTER MEETINGS
Week Six (10/11-10/13)	<p><u>Tuesday, October 11: NO CLASS (Monday Schedule)</u></p> <p><u>Thursday, October 13: Civil Rights Act (1964)</u></p>
Week Eight (10/18 & 10/20)	<p><u>Tuesday, October 18: Voting Rights Act (1965)</u></p> <p><u>Thursday, October 20: Griswold v. CT (1965)</u></p> <p style="text-align: center;">Loving v. Virginia (1967)</p>

Week Nine (10/25 & 10/27)	<u>Tuesday, October 25: Title IX</u> (1972) <u>Thursday, October 27: Roe v. Wade</u> (1973)
Week Ten (11/1 & 11/3)	<u>Tuesday, November 1: Indian Child Welfare Act</u> (1978) <u>Thursday, November 3: Bowers v. Hardwick</u> (1986)
Week Eleven (11/8 & 11/10)	<u>Tuesday, November 8: Planned Parenthood v. Casey</u> (1992) <u>Thursday, November 10: Don't Ask Don't Tell</u> (1994)/ DADT Repeal (2010)
Week Twelve (11/15 & 11/17)	<u>Tuesday, November 15: Violence Against Women Act</u> (1994) & Reauthorization (2013) <u>Thursday, November 17: Welfare Reform/PRWOA</u> (1996)
Week Thirteen (11/22-11/24)	CAMPUS BREAK
Week Fourteen (11/29 & 12/1)	<u>Tuesday, November 29: Gonzales v. Carhart</u> (2003); Lawrence v. TX (2003) <u>Thursday, December 1: Obergefell v. Hodges</u> (2015); US v. TX
Week Fifteen (12/6 & 12/8)	<u>Tuesday, December 6: Presentations</u> <u>Thursday, December 8: Presentations</u>
Week Sixteen (12/13)	<u>Tuesday, December 13: LAST DAY OF CLASS</u> Presentations. Course Reflections and Evaluations. Final Projects Due.