Overview:
This course examines the ways in which the law has historically functioned in the very structuring of US society. Beginning with an in-depth discussion of the nature and definition of civil rights, we will analyze the roles and limits of the US state in guaranteeing and unevenly distributing rights to its citizens in key legal documents such as the Declaration of Independence and Bill of Rights. Through close readings of specific legal cases covering a wide-range of issues including slavery, desegregation, affirmative action, and racial profiling, we will discuss the ways in which the law has produced differential racial and gender social categories. In so doing, we will reflect upon whether and to what extent the US state has fallen short of protecting the rights to “life, liberty, and the pursuit of happiness” both in the historical context and in the contemporary context of “color-blind constitutionalism.”

Required Texts:
All required readings will be made available on WebCT as weblinks or downloadable PDF files.

Grading and Course Requirements:
Attendance and active class participation 20%
Bi-weekly 2-page reading responses (5 x 5% each) 25%
Take home Midterm Exam 25%
10-12 page Final Paper 30%

Scale:  A  93-100 points  C  73-75
       A-  90-92       C-  70-72
       B+  86-89       D+  66-69
       B  83-85       D  63-65
       B-  80-82       D-  60-62
       C+  76-79       F  below 60

*Attendance and participation constitute a significant portion of your grade. Arrive to each class session on time and stay for its duration. Tardiness and absences will result in the lowering of your grade.
*Active participation means thoughtful engagement with the readings/lectures, meaningful contributions to class discussions, and respectful collegiality toward your classmates and instructor. Visits to my office hours will also count toward class participation.
*As this is a writing-intensive class, I strongly suggest that you see me during my office
hours to discuss your work and/or visit the Office of Academic Support & Instructional Services (OASIS) for writing support. You can drop by OASIS on the 3rd floor of Center Hall, M-F 8am-4:30pm, or contact them at 858 534-3760 or oasis@ucsd.edu.

*All written work must be typed in 12 pt Times New Roman font with 1-inch margins. For proper essay format and citation guidelines, please refer to the MLA stylebook. Proofread, spell-check, paginate and staple all work before handing in.

**Policies:**

*All course requirements must be completed by the specified due date and time in order to pass the course and receive a grade. Any one missing assignment will result in a course failure. If you are taking the course P/NP, you must complete all assignments in order to receive a passing grade.

*Ten points will be deducted from your papers for every 24 hours they are late. NO EXCEPTIONS! In the case of a medical/personal emergency, you must produce a doctor’s note or other documentation in order for an exception to be made.

*Please complete readings by the date they are assigned, and bring the text(s) with which we are currently covering to class.

*Turn off phones and refrain from text messaging during class.

**Course Schedule (subject to change):**

**Week One (3/30 – 4/1): Law, Rights, and US Racial Formation**

**Readings:**


Harris, Cheryl L. “Whiteness as Property.” In *CRT*, pp. 276-291.


**Week Two (4/6 – 4/8): Slavery, Property, and Citizenship**

**Reading:**


**Cases and Legislation:**

- Declaration of Independence
- US Constitution and Amendments
- *Dred Scott v Sanford*
- *Plessy v Ferguson*

**Week Three (4/13 – 4/15): Erasure and Exclusion**

**Reading:**

Bell, D. “Chapter Eleven: Racism and ‘Other’ Non-Whites.” From *RRAIL*. 
Cases:
Cherokee Nation Cases (Worcester v Georgia; Cherokee Nation v Georgia)
Chinese Exclusion Cases (Chae Chan Ping v US; Fong Yue Ting v US)
Japanese Internment Case (Korematsu v US)

*Reading Response #1 due in-class Tues 4/13

Week Four (4/20 – 4/22): Segregation, Desegregation, Resegregation
Readings:
Bell, D. “Chapter Three: The Quest for Effective Schools.” From RRAL.


Cases:
Brown v Board of Education

*Reading Response #2 due in-class Tues 4/20

Readings:


Crenshaw, K. “Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law.” In CRT, pp. 103-122.

Cases and Legislation:
Title VII of the Civil Rights Act of 1964
Regents of the University of California v Bakke
Grutter v Bollinger
Gratz v Bollinger

*Response #3 due in-class Tues 4/27

Week Six (5/4 – 5/6): Race, Gender, and the Limits of Antidiscrimination Doctrine
Readings:

Austin, Regina. “Sapphire Bound.” In CRT, pp. 426-437.

Bell, D. “Chapter Eight: Interracial Intimate Relationships and Racial Identification.” From RRAL.

*Take-home Midterm Exam due in-class Tues 5/4

**Week Seven (5/11 – 5/13): Racial Profiling, Police Brutality, and Policing**

Readings:


Readings:
- Amnesty International, Killing with Prejudice: Race and the Death Penalty (Weblink)

Case:
- McKeskey v Kemp

*Reading Response #4 due in-class Tues 5/18


Readings:

Cases:
- Hamdi v Rumsfeld
- Rasul v Bush
- Rumsfeld v Padilla

*Reading Response #5 due in-class Tues 5/25

**Week Ten (6/1 – 6/3): Wrap-Up and Final Project Discussion**
MAJORING OR MINORING IN ETHNIC STUDIES AT UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.