Instructor: Lisa Ho
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Office Hours: M 12:30-1:30PM & By Appointment
Office: Sequoyah 116

Course Description
This course will examine how the site of law has been used to negotiate, construct, provide, and deny civil rights to various subjugated communities. In particular, we will explore how the law has been yield to maintain social hierarchies, incite violence, and solidify uneven power dynamics. This course will work through a variety of topics such as: affirmative action, police brutality, mass incarceration, immigration, hate crimes, sovereignty, and segregation. The goal of this course is to better understand how structural and cultural violence has been practiced and exerted through the judicial system but also, to highlight how subjugated communities have worked to challenge this system of power through different mechanisms.

Learning Outcomes
1. Identify the objectives, key arguments, and significance of assigned texts.
2. Make larger connections between significant historical moments to relevant contemporary cases to illustrate comprehension and critical thinking.
3. Apply an intersectional approach to how the law works within historically subjugated communities.
4. Identify key relevant court cases that have shaped how we think about and conceptualize race, gender, sexuality, and citizenship.

Required Texts

Students are required to purchase the following book:

A majority of the texts will be uploaded as PDFs onto TritonEd. The readings are located in the “content folder” on TritonEd. If you are having trouble accessing the readings, please let me know as soon as possible. As for films, they will either be shown in class or made available digitally.

Assignments
Short Written Responses: You are required to hand in four short written responses. Each response should be 2 to 3 pages and double-spaced. Whatever reading you decide to write about, you response should be handed in on the Friday of that week. The objective of these responses is not to summarize the reading but to produce a critical reading of the
text that may reflect (but are not limited to) the following: its connection to other course readings, how it’s related to current events, and/or its relevance to the course as a whole. All responses must be hard copies that are handed to the instructor in person. No digital assignments will be accepted.

**Final Project:** Students will be required to work in groups to create a proposal for a non-profit organization that addresses any of the weekly course topics. Your proposal must include a mission statement, data, budget, and a timeline. The objective of this project is to identify the ways in which subjugated groups have worked outside the judicial system to gain rights, access to resources, and structural change. You may work in groups of 3 to 5. Each group member will need to turn in an individual 5-page paper that describes the process of creating the proposal. Groups will need to turn in a synopsis during Week Five. I will provide more instructions for the project during Week Three.

**Course Evaluation**
Attendance/Participation: 10%
Four Short Written Responses: 40%
Final Project: 50%

* You are allowed two absences, if you miss more than two class sessions, your attendance grade will be significantly impacted.

**Extra Credit**
If you volunteer for a four-hour block at the Migration and Militarism Conference (21-23) in City Heights, you will receive three points extra credit. If you are interested, please sign up with me as soon as possible.

**No Electronics**
No laptops and cell phones during class. Please print all of your readings and bring them to class.

**Respect and Collegiality**
Please respect the opinions and perspectives of your fellow classmates. If a student is being disruptive and disrespectful, they will be asked to leave.

**WEEK ONE (April 3-7)**
*Theorizing & Conceptualizing*

1) Dean Spade, “Law” in *Keywords for American Cultural Studies, 2nd Edition* (149-153)
2) Crenshaw, Kimberle “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” (1-54)

**WEEK TWO (April 10-14)**
*Understanding & Establishing Whiteness: Citizenship, Labor, and Belonging*
*NO CLASS ONFRIDAY (4/14)*

1) Cheryl Harris, “Whiteness as Property” in *Critical Race Theory: The Key Writings That Formed the Movement* (276-291)

**WEEK THREE (April 17-21)**

*Civil Rights: Past & Present*

2) Hugh Davis Graham, “The Civil Rights Act and the American Regulatory State” in *Legacies of the 1964 Civil Rights Act,* (43-64)
5) Fredrick C. Harris, “The Next Civil Rights Movement,” in *Dissent* (34-40)

*Migration and Militarism Conference in City Heights*

**WEEK FOUR (April 24-28)**

*Education: Segregation & Affirmative Action*

2) Bruce A. Ackerman, “Brown as Icon” from *What Brown v. Board of Education Should Have Said: The Nation’s Top Legal Experts Rewrite America’s Landmark Civil Rights Decision* (3-28)

**WEEK FIVE (May 1-5)**

*Settler Colonialism: Land & Sovereignty*


*GROUP PROPOSALS DUE

Mass Incarceration, Death Penalty and Police Brutality

WEEK SIX (May 8-12)

WEEK 7 (May 15-19)
1) George Lipsitz, “Plessy to Ferguson” from Cultural Critique (119-139) 2015
2) FILM: 13th (Director: Ava DuVernay, 2016)

WEEK EIGHT (May 22-26)
Hate Crimes & Racial Terror

1) Jeannie Bell, “Introduction” and “Integration and Hate Crime: The Institutionalization of Civil Rights law” from Policing Hatred (2000)
3) FILM: Who Killed Vincent Chin? (Director: Renee Tajima-Pena, 1988)

WEEK NINE (May 31- June 2)
Immigration


*NO CLASSS MONDAY (5/29)—Memorial Day Weekend

WEEK TEN (June 5-June 9)
Final Project Presentations

*As the instructor, I have the right to add/subtract readings as I see fit. I will let you know as soon as possible if I do.
ETHNIC STUDIES MAJOR/MINOR

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not 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, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact us at ethnicstudies@ucsd.edu or visit ethnicstudies.ucsd.edu.”