

HUMN/SSCI 5540
Law, Diversity, and Community in US History:
Implications for Contemporary Engagement

Master of Humanities/Master of Social Science (MHMSS)
University of Colorado Denver, Downtown Denver Campus

Fall 2017

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Meeting Place: MHMSS Program Conference Room (SCB-3209)

MHMSS Program Web Address: <http://clas.ucdenver.edu/ict/index.html>

Course Goals:

1. Provide students with an introduction to important issues of law, diversity, and community as they have been played out historically in the construction of U.S. society in order to understand their contemporary manifestations in America's deep rooted and increasingly consequential "cultural wars" (i.e., systemic conflict over social issues such as gay rights, immigration, or reproductive freedom).
2. Generate conceptual, intellectual, and practical resources for redescribing and meliorating cultural conflict situated between intersectional linkages of social class, gender, race, and sexual identity and discrimination as they exist within our society in contemporary times.
3. Understand core problems, controversies, vocabularies, and issues in the humanities and the social sciences as they apply to the politics of diversity, law, and community while helping students to read, comprehend, and produce scholarship to the standards and expectations of graduate study in the MHMSS program as well as in the College of Liberal Arts and Sciences more generally.
4. Create opportunities for students to become colleagues, to collaborate with one another intellectually, and to develop a support system (i.e., peer groups) to maximize their graduate school and learning experience. (To help facilitate such relationships, students are invited to a class dinner at the instructor's house on some Saturday or Sunday early in the semester. We will determine the date in class during the first or second week of class.)
5. Orient students toward potential thesis or project ideas in the areas of Ethnic Studies, Gender Studies, LGBT Studies, Political Science, social justice, law, or similar areas and/or to advance a student's progress on an already ascertained topic related to the course material.

Course Description

In this course we will together explore foundational issues of law, diversity, and community as they have been played out historically in the construction of U.S. culture. Using hundreds of primary source historical documents (such as advertisements, archival newspaper articles, comics, court decisions, old photographs, personal letters from historical figures, statutes, videos, and other cultural artifacts located in course PowerPoint slides) and secondary source scholarly articles and book chapters, we will utilize critical, historical, legal, narrative, philosophical, and sociological approaches to study diversity and

the conflict that often surrounds the quest for economic, moral, and social inclusion in this country. The course emphasis on interdisciplinarity is intended to reframe our collective understanding of culture while turning a critical lens inward at the academy to avoid the limitations of disciplinary practice on social critique. The overarching method of exploration will be our *moral imaginations*—our ability to conceptualize and name the constraints placed on us by language and/or conceptual barriers so as to become morally intelligent agents in our relationships with others as well as to be more conscientious citizens in our increasingly heterogeneous, multi-cultural, and interdependent society.

Generally, our topics in this course will include case studies of cultures in conflict, and the socialization process (how social movements, mass politics, and other cultural phenomena help to construct our cultural and individual identities). In so doing we will review notions of “otherness” and the fear that often surrounds such positioning; eugenics, scientific racism, and other medical/jurisprudential paradigms which informs our understanding of subsequent conflicts surrounding issues of social class, race, gender, disability, and sexual identity/orientation. In exploring these topics, we will see how each of these categories and issues are constructed rhetorically and are reinforced by normative legal practices that enact privilege and enforce exclusion. In engaging the gestalt situating these practices, we begin to appreciate how individuals and groups in U.S. society can learn from the sacrifices of the past to construct a more inclusive and fairer future. Thus, upon completion of this course, students should be able to appreciate diversity and community in the United States as a site of struggle and potential for increased levels of justice, equality, and what we will be calling a “creative democracy.”

Required Readings

Required course readings are available on Canvas. Students can login to Canvas at <http://canvas.cuonline.edu> using their CU Denver Access credentials. Students with questions about Canvas please contact the CU Online Help Desk at cuonlinehelp@ucdenver.edu or 303-315-3700. If, for whatever reason, you cannot get access to the readings, please contact me immediately and I will arrange for you to get them.

Note on the Readings

As this course is a graduate seminar there is a *heavy* reading expectation—more than 100 pages a week. Further, the material, while inherently interesting (we will be discussing our communities and our lives), is often difficult to understand (for example, the court cases), morally disconcerting/objectionable (i.e., we will be critiquing the status quo with implications for our value and belief systems), or emotionally trying (i.e., discussions of lynchings and other extremely violent and hateful practices). I realize that this requirement may pose a challenge to some students. Keep in mind, however, that students are *not* expected to memorize or agree with any of the readings or slides. Nor will students be tested on their knowledge of legal principles. I expect *only* that students make their best effort to keep up with the readings and to retain an open mind with the often controversial material. Specifically, I invite you to take from the readings what you can and to use it as you see fit both academically and personally. It is my aim to clarify any confusion that may result from the reading—particularly in terms of legal jargon and reasoning. The readings should be regarded with both curiosity and care, as their intellectual value is, at times, deeply embedded and emotionally challenging. In other words, the readings require both time and dedication to be processed and understood. *None of the material is intended to coerce students toward or away from any particular position, point of view, religious concerns, political identification, or value cluster.*

Assignments

The following are the course assignments for the semester. All work must be typed, double spaced (the only exception being your weekly issues which should be single spaced), well

organized, clearly written, and professionally presented with a minimum of typographical errors. Please pay attention to deadlines, as *no* late work will be accepted unless students have an officially documented illness or family emergency and I am notified in a timely manner. All work must be turned in during class. With the exception of the weekly issues, I will **not** accept any papers turned in via email attachments.

Attendance, Class Participation, and Issues: Attendance for each session of this course is mandatory. Students who cannot attend class should have an excusable justification (i.e., illness, family emergency). Every unexcused absence will result in loss of 20 points from the student's grade. Moreover, as this course is a seminar, the responsibility for discussion rests with the students. Thus, all students are expected to contribute to the weekly class discussions as well as to the creation of a positive and supportive classroom learning environment. Grading criteria for participation include the following behaviors: *active listening; demonstrating cumulative learning; preparedness; questions and responses to both the course material and to comments made by other students; soliciting feedback from the instructor and other students while responding well to feedback; thoughtful comments which shows initiative; and willingness to allow others to speak.* To aid in her/his class participation experience, each student is required (starting the second week of class) to generate each week two-three issues on the readings (1-2 pages single spaced total). These issues must be substantive and indicative of the student's mental engagement with the material. More specifically, these issues are points of contention that the student wants to assert with regard to a particular line of reasoning or argument taken up in the literature. The issues should illustrate a breadth of comprehension and/or provide a critical assessment of the reading. I will work with students in class to help them learn how to identify, expand, and improve upon their articulation of issues. Sample issues will be provided to class at the first meeting. Student issues (labeled with the appropriate week) should be sent to me by **Wednesday** afternoon each week no later than 2 p.m. Issues will be graded each week as "excellent" (+), "satisfactory" (✓), or "unsatisfactory" (-). (**100 points** collectively)

Journal: Each student is required to keep a journal of her/his reactions to the readings and to the class and class discussions. I expect three typed pages of journal entries a week, although students are free to write more. Students should be sure to accentuate the **class concepts, ideas, and readings** and relate as much of the class material to their life as possible. The key here is to be *self-reflective* (i.e., to examine who you *are* and how you *feel* as a result of the material in the course as well as to challenge you intellectually; the journal is also an opportunity for students to engage critically with the instructor or to address something that was discussed in class). This assignment is important because, unlike many other courses in academia, this course privileges the subjectivities of students and actively works to integrate student standpoints into the course material. The journals will be collected and reviewed by the instructor *three* times during the semester (on **September 21, October 26, and December 14**) and students will be provided with my responses and suggestions for improvement. Consider these journals as a *dialogue* with me, one in which I look forward to having with you. At the end of the semester, students should have completed approximately 35 pages of their journal. *Remember, in writing your journal entries, it is important to evoke explicitly and highlight course terminology and concepts.* I will clarify in class how the journals differ from the issues assignment. (**100 points**)

Paper: This 20-25 page paper must concern an issue or topic central to this course. The issue or topic should be analyzed vis-à-vis any of the perspectives we have discussed. Students will need to present a systematic analysis of their issue in terms of how it might better enable us to understand the intersections between key course concepts.

The paper must present a fully developed research argument, correctly follow APA style (<http://www.apastyle.org>/or another if approved by the instructor), and have a minimum of grammatical or compositional errors. Students should begin their papers **immediately** and work closely with the instructor and with their peer group to discuss research strategies, resources, and drafts of the developing paper. Because part of the grade for the paper assignment includes the improvement of research practices, students are **required** to meet individually with the instructor every three weeks to discuss drafts of their paper and to work on their composition and research skills. With each meeting, students are expected to show signs of progress in their papers over the previous meeting (this requirement is intended to help ease the workload that tends to become pushed to the end of the semester, contributing to unnecessary student stress). The final paper is due on **December 14**. Late papers will *not* be accepted. **(100 points)**

Take Home Exam: The final exam is intended to bring closure to the course material. This will be a 6-8 page discussion of a question prepared by the instructor (students will be provided with a few choices from which to choose), which will ask them to synthesize the material of the course and to draw conclusions based upon their thinking. Students will have one week to prepare their answers. This assignment will be due on **December 8**. *It is important to be able to use the readings as evidence or support for your discussion of the question.* **(100 points)**

Grading System for Graduate Courses

As per the policy of the MHMSS program, the following are the definitions for each letter grade: A = Excellent; A- = Very good; B+ = Good; B = Satisfactory; B- = passing but below program expectations. **Grades below B- will not be counted toward the MSS or MH degree or any graduate certificate. As graduate students it is expected that you will do excellent work.**

A student's final grade in this course will be generated according to the following scale:

| | |
|--------------|--------------|
| A = 400-380 | C+ = 319-306 |
| A- = 379-360 | C = 305-293 |
| | C- = 292-280 |
| B+ = 359-346 | |
| B = 345-333 | D+ = 279-266 |
| B- = 332-320 | D = 265-253 |
| | D- = 252-240 |

Other Important Course Information:

Statement of Inclusion: Students are encouraged to take any position on the course material and assignments they want and they will not be graded on their ideological /political/religious/racial/sexual or other points of view. I will be presenting the class with often controversial and, at times, counter-normative views, and students should know that they are empowered to challenge me on any point. Indeed, it is essential for the success of this class that students do so. I ask in return for students to stretch their critical thinking and arguing skills and to take challenges with their learning. Further, I expect students to back up their beliefs/opinions/perspectives etc. with reasoned argument and evidence and to be committed, generally, to principles of free and open discussion and debate, tolerance, as well as civility and respect for others (I will, to the best of my ability, model this expectation). This course will be driven by what students write and say so I need all of you to contribute freely and openly in as safe an environment as possible. I will do everything in my power to nurture such a supportive environment. In past sections, students have taken it upon themselves during the first few weeks of class to openly discuss what

constitutes a safe space for them. This includes discussion of triggers, use of preferred gender pronouns, etc. **Please see me if you have any suggestions on how to improve the classroom discussion environment or if something was said in class by myself or another student that upset you. I will treat your communications with me with the utmost confidentiality and take whatever steps necessary to rectify the situation.**

Tardiness: Students who are going to be more than ten minutes late should contact me earlier in the day to let me know their situation (i.e., bad weather, crisis at work, family conflicts). Excessive tardiness will result in a penalty for a student's class participation grade.

Classroom policies: Cell phones should be turned off before coming to class. Laptop computers are to be used only for taking notes. Students who use them for other purposes (i.e., checking email, playing games, etc.) will be asked to turn off their computers.

MHMSS Incomplete Policy: Incomplete grades are not given to students simply because they are receiving lower grades than they would like. To be eligible for an incomplete grade, students must have completed 75% of the course assignments with passing grades and have special circumstances outside of their control that preclude completion of the course. The incomplete grade that will be given if the above conditions are met is an IF, which means that if the student does not complete the work for the course within 12 months, the grade reverts to an F.

Student Email Policy: Email is an official means of communication for students at the CU Denver. All official university email, *including email I send as part of this class (which I will do on a fairly regular basis)*, will be sent to each student's assigned CU Denver email address. CU Denver will *only* use CU Denver student email accounts if it elects to send email communications to students (the same is true for email that the MHMSS program sends out to students on our program listserv. CU Denver email accounts are available through IT Services. Students are responsible for reading emails received from UC Denver. Official emails sent through this system will be presumed to have been received by students.

Census Date: All students must be officially registered in this class by census date (see registration and academic deadlines at the end of this syllabus). Students who are not officially registered by this date will **not** be allowed to add the course. This are no exceptions to this *college* policy and is outside of the control of the instructor.

Disability Accommodations: The faculty at the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students with disabilities. To be eligible for accommodations, students **must** be registered with the CU Denver Office of Disability Resources and Services (DRS) located in SCB-2116 (303-315-3510). The DRS staff has experience to assist faculty in determining reasonable accommodations and to coordinate these accommodations. If a student is given accommodations, they must be followed. If a student chooses not to accept the accommodations set forth by the DRS, they **MUST** complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. Faculty cannot arbitrarily decide to give a student extra time, extra assistance or other forms of aid unless it is formally mandated by the DRS.

Religious Holiday Accommodations: Faculty in the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students who must be absent from classes because of religious holidays. Faculty are expected to develop course-consistent accommodations for students who miss class or graded assignments in order to observe religious holidays. Faculty are encouraged to (1) avoid examinations

during major religious holidays and (2) ask students to privately identify all course conflicts at the beginning of the semester. For a list of such holidays, please consult <http://www.interfaithcalendar.org>.

Plagiarism Statement: Plagiarism and cheating will not be tolerated and can lead to possible dismissal from the University. At *minimum*, students who are caught cheating on an exam or plagiarizing a paper in this course will receive *zero points* for that assignment. At my discretion, a student caught cheating or plagiarizing a paper may be assigned an “F” *for the course*. Students are responsible for being attentive to, or observant of, campus policies about academic honesty as stated in the University’s Student Conduct Code. In addition, at the discretion of the Graduate Director, the student may be asked to leave the graduate program. Information regarding academic integrity can be found at <http://thunder1.cudenver.edu/clas/AcademicIntegrity.htm>. **When in doubt ask! I am here to help you learn.**

Introduction/Overview of Course

Our approach in this class is critical and interdisciplinary. We will use the resources of different literatures as tools to engage the historical construction of community and exclusion in this country. To the extent that we do rely on recognizable academic traditions, the three we engage most are law, history, and, communication/rhetorical studies. Interdisciplinarity provides for a wider more inclusive discussion among different scholars, activists, and readers. With multiple “eyes” come multiple ways of seeing, and such perspectivism leads to more rich and nuanced observations which are a skill we will be honing throughout this course. This first set of readings is intended to situate the student into the critical/conceptual lenses, terms, and ideas with which we will approach our study in this course.

August 24 Readings

Jones, Robert P. (2017). The collapse of American identity. *The New York Times* (May 2).

Lorde, A. (1983). There is no hierarchy of oppressions. *Interracial books for Children Bulletin*, 14(3-4), 9.

Yep, G. A. (1998). Freire’s conscientization, dialogue, and liberation: Personal reflections on classroom discussions of marginality. *Journal of Gay Lesbian, Bisexual Identity*, 3, 159-166.

African American Policy Forum. 2009. *A primer on intersectionality*. New York: Columbia University. Retrieved from http://aapf.org/tool_to_speak_out/intersectionality-primer/.

Rogers v. American Airlines, 527 F. Supp. 229 (1981).

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack and some notes for facilitators. [Originally published in *Peace and Freedom Magazine*].

Swartz, O. (2004). Toward a critique of normative justice: Human rights and the rule of law. *Socialism & Democracy*, 18, 185-209.

Swartz, O. (2005). *In defense of partisan criticism* (New York: Peter Lang), 37-53; 63-77; 245-259.

PART I

RACISM, EUGENICS, AND SOCIAL DARWINISM: LESSONS FOR THE PAST, EMPHASIS ON THE FUTURE

Few metaphors in the past few hundred years have been as salient and as harmful as that of Blood. Heroes "spill" it, racists "protect" it, and flags "honor" it. Blood is a powerful metaphor because it is archetypal—it in some sense grounds us, providing us with a sense of place or meaning. We often talk about Blood as being who we are or that it carries our "heritage" or "legacy." We take pride in such constructs, as if they were something we had agency over. In so doing, we practice the essentialism that we in other circumstances consciously and rightly reject (i.e., the essentialism engaged by racists). Using this trope of Blood, we will explore the construction and metaphysics of race and some of the more influential mechanisms of social control (i.e., miscegenation and eugenics) through the experiences of African-Americans, Asian-Americans, Mexican-Americans, Native-Americans, and others.

August 31 Readings

EUGENICS/MISCEGENATION

Swartz, O. (2014). Miscegenation. In L. Ganong and M. Coleman (Eds.), *Social history of American families* (pp. 895-897). Thousand Oaks, CA: Sage.

Rutledge, D. M. (1995). Social Darwinism, scientific racism, and the metaphysics of race. *The Journal of Negro Education*, 64(3), 243-252.

Sofair, A. N. and Kaljian, L. C. (2000). Ethnic sterilization and a qualified Nazi analogy: The United States and Germany, 1930-1945, *Annals of Internal Medicine*, 132(4), 312-319.

State v. Wyman, 118 Conn. 501 (1934).

In re Main, 19 P.2d 153 (1933).

[*Four Miscegenation Cases:*]

Scott v. Georgia, 39 Ga. Rep. 321 (1869).

Green v. State, 58 Ala. 190 (1877).

Perez v. Sharp, 32 Cal. 2d 711 (1948).

Loving v. Virginia, 388 U.S. 1 (1967).

September 7 Readings

OVERT OPPRESSION AND ITS CONSEQUENCES

Marshall, T. (1987). "Bicentennial Speech: Remarks on Race and the Constitution."
<http://thurgoodmarshall.com/the-bicentennial-speech/>

Scott v. Sanford, 60 U.S. 393 (1856).

Swartz, O. (2004). Codifying the law of slavery in North Carolina: Positive law and the slave persona. *Thurgood Marshall Law Review*, 29(2), 285-310.

Plessy v. Ferguson, 163 U.S. 537 (1896).

Fuoss, K. W. (1999). Lynching performances, theatres of violence. *Text and Performance Quarterly*, 19(1), 1-37.

Ellis, C.P. (1980). Why I quit the Klan. In *American Dreams: Lost and Found*, edited by S. Terkel (New York: Pantheon Books, 1980), 200-211.

Shelby County v. Holder, 133 S. Ct. 2612 (2013).

September 14 Readings

IMMIGRATION RIGHTS AND WRONGS

Johnson, K. R. (1998). Race, the immigration laws, and domestic race relations: A "magic mirror" into the heart of darkness. *Indiana Law Journal*, 73, 1111-1159.

Lee, E. (2002). The Chinese exclusion example: Race, immigration, and American gatekeeping, 1882-1924. *Journal of American Ethnic History*, 21(3), 36-62.

People v. Hall, 4 Cal. 399 (California Supreme Court, 1854).

Ingersoll, R. G. (1893). Should the Chinese be excluded? *The North American Review*, 157, 52-67.

Valenciana, C. (2006). Unconstitutional deportation of Mexican Americans during the 1930s: A family history & oral history. *Multicultural Education* 13(3), 4-9.

September 21 & 28 Readings

EDUCATION, [LACK OF] OPPORTUNITY, AND CHANGE

Kuo, J. (1998). Excluded, segregated and forgotten: A historical view of the discrimination of Chinese Americans in public schools. *Asian American Law Journal*, 5, 181-212.

Dudziak, M. L. (1988). Desegregation as a cold war imperative. *Stanford Law Review*, 41, 61-120.

Mendez v. Westminster, 64 F.Supp. 544 (1946).

Fleming, A. (2001). A tale of two schools. in *A Place at the Table: Struggles for Equality in America* (New York: Oxford University Press), 90-99.

Brown v. Board of Education, 347 U.S. 483 (1954).

San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973).

State v. Lobato, 304 P.3d 1132 (2013).

Erickson, A. T. (2011). The rhetoric of choice: Segregation, desegregation, and charter schools. *Dissent*, 58(4), 41-46.

PART II

SEX, SEXISM, AND THE INEQUALITIES OF GENDER

Perhaps the most fundamental aspect of peoples' lives that they believe to be objectively True is biological sex and, to a lesser extent, gender. We accept it for what we think it is and seldom pause to appreciate the consequential power elements that underpin what we mean by "male" and "female." We think that by saying "I am a male" or "she is a female" that we have said something that is both meaningful and predictive of behavior. Indeed, we act as if it were; in so doing we make it happen. By being "male" others can be "female" and from this we have learned to divide the world. Such divisions, however, have their price. What follows from maintaining these types of beliefs? What are the tacit political and systemic ramifications of the presumed difference between the sexes? How limited does our world become? In what ways are we harmed by the manner in which we think about women and men? What have we given up by not being able to think about these things differently?

October 5 Readings

GENDERED STATUS

Swartz, O. (2002). Hierarchy is not harmony: A view of the traditional Chinese family. In W. Jia, D. R. Heisey, and L. X. Lu (Eds.), *Chinese communication studies: Contexts and comparisons* (Westport, CT: Greenwood Press), 119-133.

Swartz, O. (2016). Law, social justice, and marriage: An anti-essentialist view. *Theory in Action*, 9(1), 83-115.

Swartz, O. and Nunag-Hicks, C. [in press]. *Propter defectum sexus* and the stalled gender revolution. In B.C. Slatton and C.D. Brailey (Eds.), *Women and Inequality in the 21st Century* (New York: Routledge).

Swartz, O. and Nunag-Hicks, C. Gender and public Life: The "conflict" between ovaries and brains in the 19th and Early 20th centuries. In A. Summers (Ed.), *Women, Democracy, and the Ideology of Exclusion*. [Accepted for inclusion]

Forbush v. Wallace, 341 F. Supp. 217 (1971).

October 12 Readings

GENDERED PLACE

Bradwell v. Illinois, 83 U.S. 130 (1873).

In re Goodell, 39 Wis. 232 (1875).

Muller v. Oregon, 208 U.S. 412 (1908).

State v. Hunter, 300 P.2d 455 (1956)

Gibson, K. L. (2007). Judicial rhetoric and women's "place": The United States Supreme Court's Darwinian defense of separate spheres. *Western Journal of Communication* 71(2), 159-175.

Glaspell, S. (1917). A jury of her peers. [short story]

Gilman, C. P. (1899). The yellow wallpaper. [short story]

Friedan, B. (1963). The problem that has no name. *The Feminine Mystique* (New York: W.W. Norton & CO, 1963), 15-32.

October 19 & 26 Readings

GENDERED VIOLENCE

Weil, S. (2016). Making femicide visible. *Current Sociology*, 64, 1-14.

Three common law battering cases:

Bradley v. State, 1 Miss. 156 (1824).

State v. Black, 60 N.C. 266 (1864).

State v. Rhodes, 61 N.C. 453 (1868).

Five cases for comparison of gender assumptions in battering cases:

Shaw v. Shaw, 17 Conn. 189 (1845).

H. v. H., 59 N.J. Super. 227 (1959).

People v. Barry, 556 P.2d 777 (1976).

State v. Norman, 378 S.E.2d 8 (1989).

Stevenson v. Stevenson, 714 A.2d 986 (1998).

Scholz, S. (2005). Battered woman syndrome: Locating the subject amidst the advocacy. In S. M. Meagher and P. DiQuinzio (eds.), *Women and children first: Feminism, rhetoric, and public policy* (New York SUNY Press), 137-155.

Warren v. State, 336 S.E.2d 221 (1985).

November 2 Readings

IMAGES, ILLNESS, CONTROL, AND AGENCY

Ehrenreich, B. and English, D. (1978). The sexual politics of sickness. *For Her Own Good: 150 Years of the Experts' Advice to Women* (Garden City, NY: Anchor Press), 91-126.

Hesse-Biber, S., et al. (2006). The mass marketing of disordered eating and eating disorders: The social psychology of women, thinness and culture. *Women's Studies International Forum*, 29(2), 208-224.

Rhode, D. L. (2016). Appearance as a feminist issue. *SMU Law Review*, 69, 697-710.

MacKinnon, C. A. (1993). Defamation and discrimination. *Only Words* (Cambridge, MA: Harvard University Press), 3-41.

[Pornography & Weightism lectures]

Two Statutory Rape Cases

Dallas v. State, 79 So. 690 (1918).

Michael M. v. Superior Court of Sonoma County, 450 U.S. 464 (1981).

November 9 Readings

GENDERED RESISTANCE AND THE FUTURE

Mill, J. S. (1869/1980). *The subjection of women* (Arlington Heights, IL: Harlan Davidson), 1-48.

Goldman, E [1996]. The tragedy of woman's emancipation; Victims of morality; The traffic in women; Woman suffrage; & Marriage and love. *Red Emma speaks: An Emma Goldman reader* 3rd. ed. (pp. 158-213). New Jersey: Humanities Press.

Marso, L. I. (2003). A feminist search for love: Emma Goldman on the politics of marriage, love, sexuality and the feminine, *Feminist Theory* 4(3) (2003), 305-320.

Sanger, M. (1920). Margaret Sanger, "The Right to One's Body," in Diane Ravitch, ed., *The American Reader: Words that Moved a Nation* (New York: HarperCollins, 1990), 249-252.

Addelson, K. P. (1994). Margaret Sanger's answer: The woman of practical wisdom. *Moral passages: Toward a collectivist moral theory* (New York, Routledge), 74-103.

PART III

THE (DE)NORMALIZATION OF HOMOPHOBIA

Studying the social construction of sexual identity and the constitutive power of desire and the role of perception, we explore the cultural and philosophical context for understanding important issues of lesbian and gay equality. We will engage homophobic expression in the United States, including its significant social, legal, and religious dimensions. We will highlight homophobic hate speech and the policing of private morality in both the private and public spheres as well as the structural and instructional foundations for these practices. We will discuss the link between anti-racist and anti-homophobic struggle, arguing that such linkage advances the cause of both communities and moves us closer to a socially just society. We will look at the gay pride movement and recent legal/political developments in the struggle for equality, including the right to marry.

November 16 Readings

GAY/LESBIAN AS PRESUMPTIVELY SICK AND/OR CRIMINAL

"Employment of Homosexuals and Other Sex Perverts in Government" (1950). *Interim Report submitted to the Committee on Expenditures in the Executive Departments by its Subcommittee on Investigations pursuant to S. Res. 280* (81st Congress).

The homosexual in America. *Time*, 87 (January 21, 1966), 40-41.

Bowers v. Hardwick, 478 U.S. 186 (1986).

Lawrence v. Texas, 539 U.S. 558 (2003).

Florida Dept. of Children v. Adoption of XXG, 45 So. 3d 79 (2010).

Spradlin, A. L. (1998). The price of "passing": A lesbian perspective on authenticity in organizations. *Management Communication Quarterly*, 11, 598-605.

Madden, E. (2001). An open letter to my Christian friends. In A. A. Lunsford, J. J. Ruskiewicz, and K. Walters (ed.), *Everything's An Argument* 2nd (New York: Bedford/St Martin's), 649-653.

November 23 No Class [FALL BREAK]

November 30 Readings

GAY/LESBIAN CONSCIOUSNESS RAISING

D'Emilio, J. (1995). Homophobia and the trajectory of postwar American radicalism: The career of Bayard Rustin. *Radical History Review*, 62, 80-103.

Cusac, A. M. (1999). Harry Hay interview. *The Progressive* (September 1999). Retrieved from http://www.progressive.org/mag_cusachay.

D'Emilio, J. (2003). The gay liberation movement. In Jeff Goodwin and J. M. Jasper (Eds.), *The Social Movements Reader: Cases and Concepts* (Malden, MA: Blackwell), 32-37.

Rich, A. (1994). Compulsory heterosexuality and lesbian experience. In M. Schner (Ed.), *Feminism in our Time: The Essential Writings, World War II to the Present* (New York: Vintage), 310-326.

December 7 Readings

MARRIAGE EQUALITY & BEING AN ALLY

Four landmark marriage equality cases:

Baker v. Nelson, 291 Minn. 310 (1971).

Baehr v. Lewin, 852 P.2d 44 (1993).

Goodridge v. Department of Public Health, 440 Mass. 309 (2003).

Obergefell v. Hodges, 135 S.Ct. 2071 (2015).

Swartz, O. (2014). Same sex marriage. In L. Ganong and M. Coleman (Eds.), *Social history of American families* (pp. 1152-1156). Thousand Oaks, CA: Sage.

Affidavit of Dr. Michael Lamb, for *Gill v. Office of Personnel Management* (2009).

Swartz, O. (2015). Gay rights/African American rights: A common struggle for social justice. *Socialism & Democracy*, 29(2), 1-24.

December 14

Catch up period and course closure.

◆◆◆◆◆**Finis**◆◆◆◆◆

Seminar Guidelines for Participation

A successful seminar calls upon a wide range of skills. To that end, the following criteria should be seen as guides for students' participation:

1. **Content Mastery:** Students must evidence an understanding of the facts, concepts, and theories presented in the assigned readings. This ability is the basis for all higher-level skills and must be made evident by classroom comments and/or responses to questions.
2. **Communication Skills:** Students must be able to inform others in an intelligent manner what he or she knows. Ideas must be communicated clearly and persuasively. Communication skills include listening to others (with an open mind) and understanding what they have said, responding appropriately, asking questions in a clear manner, avoiding rambling discourses or class domination, using proper vocabulary pertinent to the discussion, building on the ideas of others, etc.
3. **Synthesis/Integration:** Students must illuminate the connections between the material under consideration and other bodies of knowledge. For example, one could take several ideas from the readings or class discussions and combine them to produce a new perspective on an issue, or one could take outside materials (other classes, personal experiences, etc.) and combine them to create novel insights. Students who probe the interdisciplinary roots of the theories presented or who are able to view the author or the material from several viewpoints demonstrate this skill.
4. **Creativity:** Students must demonstrate that they have mastered the basic material and integrated this material to produce personal insights. A simple repetition of ideas from the texts will not suffice, nor will simply commenting on what others have said. Students must go beyond the obvious by bringing their own beliefs and imagination to bear. Creativity may be displayed by showing further implications of the material, by applying it to a new field, by finding new ways of articulating or setting the materials which produce significant insights, etc.
5. **Valuing:** Students should be able to identify the values inherent in the material studied. The underlying assumptions of the author should be identified. Furthermore, students should be able to articulate their own positions by reference to basic underlying values. Students must be able to state why, based on some hierarchy of values, they agree or disagree with presented material. In either accepting or rejecting a position, the operative values must become explicit

Adapted from: Clark, E. G. (1990). Grading seminar performance.
In R.A. Neff and M. Weimer, *Teaching College*. Madison, WI: Magma Publications.

**!!!!Important Information from the College of Liberal Arts
and Sciences is Can be Found on the Following Two Pages!!!!**

Revised 07/19/2017

Academic Policies

The following policies, procedures, and deadlines pertain to all students taking courses in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar found on the [Registrar's website](#).

Schedule Verification

It is each student's responsibility to verify that their official registration and schedule of courses is correct in UCDAccess (not Canvas) before courses begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds. Access to a course through Canvas is not evidence of official enrollment.

Email

Students must activate and regularly check their official CU Denver email account for university related messages. Note: Canvas is not the location to access your CU Denver email account. Log into <http://www.ucdenver.edu/email/Pages/login.aspx>

Administrative Drops

Students may be administratively dropped if they do not meet the pre- and/or co-requisites for a course as detailed in the UCDAccess registration system. Students may also be administratively dropped from a course if the course syllabus articulates attendance expectations prior to census date and they do not meet those attendance expectations. Please note: this procedure does not apply to all courses and students should not rely upon it; if students plan to no longer complete a course, they are responsible to drop or withdraw from the course.

Late Adds and Late Withdrawals

Late adds (i.e., adding a course after census date) require a written petition, verifiable documentation, and dean's approval via CLAS Advising. Late withdrawals (i.e., withdrawing from one or more full-semester courses after the withdrawal deadline) require a written petition and [Schedule Adjustment Form](#). If late-withdrawing from individual courses, instructor signatures are required. If late-withdrawing from the entire semester, instructor signatures are not required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on late adds and late withdrawals.

Co-Requisites and Drops/Withdrawals

Students dropping a course with co-requisite(s) before or by census date must drop the course and co-requisite(s). After census date, students withdrawing from a course with co-requisite(s) before or by the withdrawal deadline must withdraw from the course and co-requisite(s). After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course or co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition.

Waitlists

The Office of the Registrar notifies students via their CU Denver email account if they are added to a course from a waitlist. Students will have access to Canvas when they are on a waitlist, but this does not indicate that the student is officially enrolled or guaranteed a seat in the course. If a student is not enrolled in a course after waitlists are purged, instructor permission is required for the student to enroll in the course. The student must complete an [Instructor Permission to Enroll Form](#) and bring it to the CLAS Advising Office (NC 1030) or have their instructor email it to clasinstructorpermission@ucdenver.edu by census date in order to enroll in the course.

Applicable Forms

Schedule Adjustment Form

Submit to Registrar (SCB 5005)

| Purpose: | Approval Signatures Required: | Dates: |
|---|---|------------------------|
| Receive an academic overload | Student and CLAS Advising signatures | before Sep. 6 (5pm) |
| Receive a time conflict override | Student and instructor signatures | before Sep. 6 (5pm) |
| Designate a course pass/fail or no credit | Student signature | before Sep. 6 (5pm) |
| Withdraw from an intensive course before the withdrawal deadline | Student signature | Sep. 7 – Oct. 30 (5pm) |
| Late-withdraw from a course after the withdrawal deadline (Late Withdrawal Petition also required) | Student, instructor, and CLAS Advising signatures | Oct. 30 – Dec. 1 (5pm) |
| Late-withdraw from <u>all courses</u> in the semester after the withdrawal deadline (Late Withdrawal Petition also required) | Student and CLAS Advising signatures | Oct. 30 – Dec. 1 (5pm) |

Instructor Permission to Enroll Form

Submit to CLAS Advising (NC 1030)

| Purpose: | Approval Signatures Required: | Dates: |
|--|-----------------------------------|------------------------|
| Add a course after the add deadline but before census date | Student and instructor signatures | Aug. 29 - Sep. 6 (5pm) |

Late Add and Late Withdrawal Petitions

Visit CLAS Advising (NC 1030) for more information

| Purpose: | Approval Required: | Dates: |
|---|---|------------------------|
| Petition to add one or more full-semester courses after census date (verifiable documentation required) | Submitted petitions are reviewed by the CLAS Assistant Dean | after Sep. 6 |
| Petition to withdraw from one or more courses after the withdrawal deadline (Schedule Adjustment Form also required) | Submitted petitions are reviewed by the CLAS Assistant Dean | Oct. 30 – Dec. 1 (5pm) |



Academic Calendar

| | |
|---------------------------------|--|
| August 21 | Beginning of Semester – First day of classes. |
| August 27 (11:59 pm) | Add Deadline – Last day to add or waitlist a course using UCDAccess. After the add deadline, instructor permission on an Instructor Permission to Enroll Form is required to add courses. |
| August 28 (11:59 pm) | Drop Deadline – Last day to drop a course without \$100 drop fee, including section changes (i.e., changing to a different section of the same course). Students may drop courses using UCDAccess. No Adding of Courses is Permitted Today Waitlists Purged – All waitlists are eliminated today. Students should check their schedule in UCDAccess to confirm the courses in which they are officially enrolled. Canvas does not reflect official enrollment. |
| September 4 | Labor Day Holiday – No classes. Campus closed. |
| September 6 (5 pm) | Final Add Deadline (Instructor Permission Required) Last day to add full-semester courses. To add a full-semester course between the first add deadline and the final add deadline, instructor permission on an Instructor Permission to Enroll Form is required. Students may submit a completed Instructor Permission to Enroll Form to CLAS Advising (NC 1030) or have the instructor email it to clasinstructorpermission@ucdenver.edu . After census date, a written petition, verifiable documentation, and dean's approval via CLAS Advising (NC 1030 – 303-315-7100) are required to add a full-semester course. If a student's late add petition is approved, the student will be charged the full tuition amount. College Opportunity Fund (COF) may not apply to courses added late, and these credits may not be deducted from students' lifetime hours. Final Drop Deadline Last day to drop full-semester courses with a financial adjustment. Each course dropped, including section changes, between the first drop deadline and census date generates a \$100 drop fee. Students may drop courses in UCDAccess. After census date, withdrawal from courses appears on transcripts with a grade of "W," and no financial adjustment is made. After census date but before the withdrawal deadline, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required). Graduation Application Deadline Last day to apply for graduation. Undergraduates are expected to make an appointment to see their academic advisors before census date to apply for graduation. Graduate students must complete the Intent to Graduate and Candidate for Degree forms. Pass/Fail, No Credit Deadline – Last day to request No Credit or Pass/Fail grade for a course using a Schedule Adjustment Form . |
| October 30 | Withdrawal Deadline After census date, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required). To withdraw from an intensive course, students may use a Schedule Adjustment Form . Withdrawal from courses appears on transcripts with a grade of "W" and no financial adjustment is made. Students withdrawing from a course with co-requisite(s) should refer to the <i>Co-Requisites and Drops/Withdrawals</i> section on the reverse side of this sheet. After the withdrawal deadline, students may late-withdraw by submitting a Late Withdrawal Petition and Schedule Adjustment Form to CLAS Advising (NC 1030 – 303-315-7100). Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. |
| November 20 - 26 | Fall Break – No classes. Campus open. |
| November 23 | Thanksgiving Day Holiday – No classes. Campus closed. |
| December 1 (5 pm) | Late Withdrawal Deadline Last day to late-withdraw from one or more full-semester courses. Students may late-withdraw by submitting a Late Withdrawal Petition and Schedule Adjustment Form to CLAS Advising (NC 1030 – 303-315-7100). If late-withdrawing from individual courses, instructor signatures are required. If late-withdrawing from the entire semester, instructor signatures are not required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. Students late-withdrawing from a course with co-requisite(s) should refer to the <i>Co-Requisites and Drops/Withdrawals</i> section on the reverse side of this sheet. After the late withdrawal deadline (or after grades are posted, whichever is sooner), only retroactive withdrawals are considered and verifiable documentation is required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on retroactive withdrawals. |
| December 11 - 16 | Finals Week |
| December 16 | End of Semester Fall Commencement |
| December 21 | Final Grades Available – Official grades available in UCDAccess and transcripts (tentative). Canvas does not display final grades. |
| Dec. 25 – Jan. 2 | Winter Break – No classes. Campus closed. |

Census Date