

# Add Course Request

Submitted on: 2011-03-11 14:03:52

1. <b>COURSE SUBJECT</b>	POLS
2. <b>COURSE NUMBER</b> (OR PROPOSED NUMBER)	3837W
3. <b>COURSE TITLE</b>	Civil rights and Legal Mobilization
4. <b>INITIATING DEPARTMENT or UNIT</b>	Political Science
5. <b>NAME OF SUBMITTER</b>	Virginia A Hettinger
6. <b>PHONE of SUBMITTER</b>	Phone: +1 860 486 9053
7. <b>EMAIL of SUBMITTER</b>	Email: virginia.hettinger@uconn.edu
8. <b>CONTACT PERSON</b>	Oksan Bayulgen
9. <b>UNIT NUMBER of CONTACT PERSON (U-BOX)</b>	1024
10. <b>PHONE of contact person</b>	Phone: 6-2231
11. <b>EMAIL of of contact person</b>	Email: oksan.bayulgen@uconn.edu
12. Departmental Approval Date	10/13/2010
13. School/College Approval Date	10/19/2010
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Summer , Year: 2011
16. Offered before next printed catalog is distributed?	Yes
17. <b>General Education Content Area</b>	
18. <b>General Education Skill Code (W/Q).</b> Any non-W section?	W Yes
19. Terms Offered	Semester: Fall Spring Summer Year:
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 19/45
22. Clarification: W variant would serve 19 students, non-W would serve 45 students	
23. <b>Number of Credits</b>	3 if VAR Min: Max: credits each term
24. <b>INSTRUCTIONAL PATTERN</b> 2 classes on T/TH, 3 classes on MWF	

25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: ENGL 1010 or 1011 or 380; open to juniors or higher.	
27. Is Instructor, Dept. Head or Unit <b>Consent Required?</b>	No
28. Permissions and Exclusions:  Open only to Juniors or higher	
29. Is this course <b>repeatable for credit?</b>	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. <b>Grading Basis</b>	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale:</b>	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. <b>REGIONAL CAMPUS AVAILABILITY:</b> Could be taught a branch campus if qualified instructor is available but there are none on the faculty now.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:  POLS 3837. Civil Rights and Legal Mobilization Either semester. Three credits. Prerequisite: open to juniors or higher. Strategies used by interest groups to achieve civil rights recognition through the legal system and legislative process.  POLS 3837W. Civil Rights and Legal Mobilization Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 380; open to juniors or higher.	
37. <b>RATIONALE FOR ACTION REQUESTED</b>  This is a W variant of course that was approved in CLAS last fall. The material requires significant reflection on the part of the students and this can be done very effectively through writing assignments.	
38. <b>SYLLABUS:</b>  Online URL: ( <a href="https://web2.uconn.edu/senateform/request/course_uploads/vah02004-1299870232-POLS_3837W_syllabus.doc">https://web2.uconn.edu/senateform/request/course_uploads/vah02004-1299870232-POLS 3837W syllabus.doc</a> )	
39. <b>Course Information: ALL General Education courses, including W and Q courses, MUST answer this question</b>  a. The course examines efforts by civil rights claimants to use the legal system to gain	

constitutional protections. We also focus on the political alternatives to legal mobilization. Each case student considers the use of the legal system by litigants and the ensuing political and social responses to litigant successes and failures

b. Take home midterm exam-essay format

Traditional in-class final-essay and short answer

Three paper assignments that build in length and complexity.

Regular in-class activities that will cover course content as well as writing (see below).

c. Topics include: Defining legal mobilization, special rights backlash, race discrimination, sex discrimination, and sexual orientation discrimination

d. n/a

**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria**

a. **Arts and Humanities:**

b. **Social Sciences:**

c. **Science and Technology:**

i. **Laboratory:**

d. **Diversity and Multiculturalism:**

43. **International:**

e. **Q course:**

f. **W course:**

The course requires 18-24 pages of writing, which satisfies the page number requirements. The three writing assignments build in length and in level of demand for independent research and documentation. I will provide instruction on citation format and judging sources. The first two papers will be graded and discussed with students during in-class writing workshops. The final paper will be reviewed in draft form and returned to students for revisions. I will use the writing workshops and other small in-class activities to illustrate common errors in grammar and style. Throughout the course I will use a writing manual as an instructional tool to illustrate the errors and provide strategies for correcting these errors. The take-home midterm will be graded for content and style to provide additional feedback to students on their writing

**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed  
YES

If NO, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

**ADMIN COMMENT:**

Senate approved W 4.25.11 // GEOCWapp\_040711AP.

WvariantofexistingnonWcourse\_031111AP.

**POLS 3837W**  
**Civil Rights and Legal Mobilization**

Virginia A. Hettinger

Class:

Office: Monteith 208

Office Hours:

Office Phone: (860) 486-9053 e-mail: [virginia.hettinger@uconn.edu](mailto:virginia.hettinger@uconn.edu)

Please use advapp to schedule appointments: <http://advapp.uconn.edu/>

I will use HuskyCT to post any announcements or communications but I ask you to use my uconn.edu mail account if you want to send me a note.

**Purpose:** The NAACP waged a long-term legal strategy that eventually led to *Brown v. Board of Education* and its related cases. Many view this effort as a paradigm for using the courts to establish civil rights. In this class we re-examine *Brown v. Board of Education*, with special attention to the backlash that resulted. We then examine the litigation strategies that were used to combat discrimination against women and homosexuals. In the process we will explore how the courts are well suited or ill suited as instruments change when fighting for these sorts of civil rights. We will examine how and when social and political backlash follows these sorts of court decisions.

**Textbooks:**

Four texts are required for this course and there are several articles that you will need to access through the library's e-journal locator. Please complete the reading prior to the class meeting on the day listed on the syllabus. This makes class discussions more meaningful and a great deal more fun. Attending class is extremely important. If you prefer taking a class that does not expect you to have done the reading and/or you prefer not to attend class, then you should find another course.

Patterson, James T. 2001. *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. Oxford: Oxford University Press.

Strum, Philippa. 2002. *Women in the Barracks: The VMI Case and Equal Rights*. Lawrence: University of Kansas Press.

Richards, David A. J. 2009. *The Sodomy Cases: Bowers v. Hardwick and Lawrence v. Texas*. Lawrence: University of Kansas Press.

Hacker, Diana. 2008. *A Pocket Style Manual* (5<sup>th</sup> ed). Boston: Bedford/St. Martin's.

All materials related to this course should be available on HuskyCT. I will post most in-class handouts as well. Please check this site often to make sure you have everything.

### **Grading:**

The final grade in this course will be based on the grades you earn on a variety of activities, papers, and exams. There are 100 possible points in the course. The individual components and the total points each component contributes to the final grade are listed below.

	<b>Points</b>
Paper 1: 3-5 page autobiographical essay	10
Paper 2: 5-7 page interest group paper	15
Paper 3: 10-12 page paper draft	5
Paper 3: 10-12 page paper	25
Take home midterm exam	15
Final exam	20
In-class activities and participation	10

### **Class Activities and Participation**

Ten percent of your grade is based on class activities and class participation. The activities can range from written responses to questions about the substantive reading to activities designed to improve writing skills. On three occasions we will have an in-class writing workshop. Whatever we do that day is guaranteed to count as an in-class activity. Please review those days carefully. If you cannot be in attendance on those days, then this may not be the class for you.

### **Make-up Policy and Extensions:**

**Papers:** The paper assignments are provided well in advance of the due date. If you choose to submit a paper late, you should expect a lower grade. If you have to miss class on the day a paper is due, please contact me prior to the start of class to make arrangements for submitting the paper.

**Exams:** People get sick and crises emerge but I need to know about them prior to the time of the exam. I expect you to contact me prior to the start of class. Absence from an exam without prior approval will result in a loss of points. The format and timing of make-up exams will be at my discretion and in accordance with University rules.

**Format for Exams:**

The exams will consist of essay questions. The midterm will be a take home and it will be graded for content and writing. The final will be in-class.

**Papers:**

This is a writing class. We will pay special attention to matters of style and grammar. We will also spend time learning about proper ways to include citations in the text of a paper. The University guidelines are very clear—if you fail the writing portion of the class, you fail the entire class. Thus if you fail to turn in the final paper or if you receive an F on the paper you will fail the course—even if you could have passed the course with your other grades.

For now, let me note that there are two issues with citations--accuracy and format. Students are often surprised that citation requirements are different than what they have been taught in high school. It is also something we will talk about a great deal more before the first paper requiring citations is due. I will require that you use the American Political Science Association citation format. This is something for which I will provide explicit instructions.

Failure to provide appropriate citations is considered a violation of the Student Conduct Code and can result in failure on the assignment and/or the course. Clearly, the University thinks this is important and it is something I care about. The link below will take you to the Student Conduct Code.

[http://www.dosa.uconn.edu/student\\_code.html](http://www.dosa.uconn.edu/student_code.html)

**Political Science Writing Standards**

The department of political science adopted writing goals a few years ago. I am providing those goals in the syllabus so you can see what I will be looking for.

Students in all four subfields should be capable of:

1. Identifying the main issue(s) in a given argument

2. Articulating their own hypothesis/opinion on the issue using experience/external sources for the argument
3. Identifying underlying assumptions and alternative perspectives of the argument
4. Assessing the quality of the supporting evidence on the issue
5. Identifying conclusion/implications of the issue/argument beyond the example given

Students in all four subfields should be able to:

1. Develop an appropriate topic or research question for projects of varying scope (e.g., position paper, research paper, others)
2. Locate and utilize appropriate and credible sources for their projects
3. Craft an argument (including development of a thesis statement) which makes effective use of outside sources, and which adheres to academic standards for the appropriate attribution of other's work.



## Course Schedule

### Week 1 Introduction

#### **Overview of The American Legal System**

Reading: Pages 1-42 & 140-157 in *Outline of the U.S. Legal System*

<http://www.america.gov/media/pdf/books/legalotln.pdf>

### Week 2 Overview of The American Legal System

Reading: Pages 44-71, in *Outline of the U.S. Legal System*

<http://www.america.gov/media/pdf/books/legalotln.pdf>

#### **Overview of The American Legal System**

Reading: Pages 73-89, in *Outline of the U.S. Legal System*

<http://www.america.gov/media/pdf/books/legalotln.pdf>

#### **Overview of The American Legal System**

Reading: Pages 160-176, in *Outline of the U.S. Legal System*

<http://www.america.gov/media/pdf/books/legalotln.pdf>

### Week 3 Overview of The American Legal System

Reading: Pages 177-203, in *Outline of the U.S. Legal System*

<http://www.america.gov/media/pdf/books/legalotln.pdf>

#### **Legal Mobilization**

Reading: Black, Donald J. 1973. "The Mobilization of Law." *The Journal of Legal Studies* 2 January:125-49.

#### **Week 4**

##### **Legal Mobilization**

Reading: Zemans, Frances Kahn. (1983). "Legal Mobilization: The Neglected Role of Law in the Political System." *The American Political Science Review* 77 (September): 690-703.

**\*\*\*Paper 1 due\*\*\***

##### **Special(?) Rights**

Reading: Goldberg-Hiller, Jonathan and Neal Milner. (2003). "Rights as Excess: Understanding the Politics of Special Rights." *Law & Social Inquiry* 28 (Autumn): 1075-1118.

#### **Week 5**

##### **Writing Workshop**

Guaranteed in class participation activity.

##### **Special(?) Rights**

Reading: Dudas, Jeffrey. (2005). "In the Name of Equal Rights: "Special" Rights and the Politics of Resentment in Post-Civil Rights America." *Law & Society Review* 39: 723-758.

#### **Week 6**

##### **Road to Brown**

Reading: Patterson xiii-xxix and 1-20

##### **Brown and its related cases**

Reading: Patterson 21-69

##### **Responses to Brown**

**Reading: Patterson 70-117**

#### **Week 8**

##### **Progress begins**

Reading: Patterson 118-169

##### **Desegregation since the 1980s**

Reading: Patterson 170-223

##### **Backlash**

No new reading. Review Dudas and Goldberg-Miller & Milner articles

**Midterm Exam**

**Week 9      Context for Sex Discrimination**

Reading: Strum 1-52

**Sex Discrimination & Constitutional Standards**

Reading: Strum 53-106

**VMI in the Lower Court**

Reading: Strum 107-182

**VMI in the Appellate Process**

Reading: Strum 183-242

**Week 10      VMI and the Supremes**

Reading: Strum 243-296

**Last day to drop a class**

**Resolution**

Reading: Strum 297-328

**Backlash**

No new reading. Review Dudas and Goldberg-Miller & Milner articles

**Paper 2 due**

**Week 11      Context for Sexual Orientation Discrimination**

Reading: Richards 1-34

**Writing Workshop**

No new reading. Guaranteed in class participation activity.

**Privacy**

Reading: Richards 35-71

**Week 12      The First Sodomy Decision**

Reading: Richards 72-107

**After Bowers**

Reading: Richards 107-121

**Backlash 1**

No new reading. Review Dudas and Goldberg-Miller & Milner article

**\*\*\*\*COMPLETE Draft of final Paper due\*\*\*\***

**Week 13      The Second Sodomy Decision**

Reading: Richards 122-184

**Writing workshop**

No new reading. Guaranteed in class participation activity.

**Backlash 2**

No new reading. Review Dudas and Goldberg-Miller & Milner articles

**Apr. 29 Review**

**FINAL PAPER IS DUE**

**May 4**

**1:00-3:00 p.m.**

**This is a preliminary date/time and subject to change by the registrar**