

Gender, Law, and Politics
Legal Studies 357
University of Massachusetts, Amherst
Spring 2024

Contact Information

Instructor: Christine (Chris) Bailey (she/her)

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Office Hours: In Person: Wednesdays 11:15 am; and virtually by appointment

Virtual Office Hours: <https://umass-amherst.zoom.us/j/3774223917>

Class Meeting Time: MWF 10:10 am – 11:00 am

Class Meeting Location: Machmer W21

Course Description

This course explores legal and social constructions of gender by introducing case law, federal legislation, scholarly essays, podcasts, and films concerning gender and sexual inequality in the United States. We explore how legal and political institutions contribute to and reinforce social constructions of gender, race, class, and identity. Special attention will be paid to social movements, particularly those concerned with suffrage, gender discrimination, gender-based violence, reproduction, gender identity, and marriage. We will also examine feminist theories and feminist critiques born out of (and often, responsible for shaping) the struggle for equality and justice.

Learning Objectives

This course is designed for students to improve in the following areas:

- Practice critical thinking skills and written communication
- Develop research skills and comprehension of case law and legislation
- Generate logical arguments and critiques
- Build a foundational understanding of feminist theory, legal theory, and gendered issues in the law and politics

Required Course Materials

There is no textbook required for this course. Instead, the assigned readings consist of court cases, articles, films, podcasts, and course lectures. All articles, films, podcasts, and court cases will be available online through a hyperlink in this syllabus or posted on Canvas. The lectures will be given every MWF at the scheduled meeting time. The readings and course lectures are all required and are listed in the course schedule. **Readings for each week must be completed by class time on Monday during the week they are assigned in the course schedule.** I recommend reviewing the weekly materials in the order they appear in the syllabus. Assigned court cases will include a

hyperlink to the summary of the case and opinion. You must read the summary for each case listed. The cases are listed directly across from the corresponding course materials and are separated by topic. I recommend reviewing the cases in conjunction with the course materials for each topic.

You must read the Syllabus and Instructions for Writing Exam Questions during the first week of class. It is imperative you review these materials before you begin your first writing assignment and the introductory quiz.

Course Design

This course is held in-person on MWF from 10:10 am – 11:00 am. All course readings and assignments will be available through Canvas. Each week, you will read a series of articles and legal cases, watch videos, attend course lectures, and listen to podcasts related to gender, law, and politics. Then, you will complete one short weekly writing assignment. At the end of the Unit 3, you will take a Midterm Examination. At the end of the course, you will submit a final project and take a Final Examination. **It is imperative you keep up with the readings, lectures, and assignments each week.** If you are struggling, do not hesitate to reach out to me.

Flow of Course

The course is divided into Units and Subtopics. The Units are the big themes of the class. Subtopics are all underlined and involve detailed information regarding the material we will cover each week. The readings, podcasts, and videos are listed in the left-hand column of the Course Schedule in this Syllabus. For weeks in which we will discuss court cases, a link to the court case is listed in the right-hand column of the syllabus. The court cases coincide with each subtopic. All material in both columns is assigned reading in the week they are listed. Be sure to follow the weekly outline on Canvas when reviewing the course content each week. I recommend reviewing the materials in the order in which they appear on Canvas and/or the Course Schedule.

Readings, Videos, and Podcasts are all located in the “Modules” Section of Canvas. Below is a sample week. You can see the outline, assigned readings, and exam question submission link in the photo.

The screenshot displays the Canvas LMS interface for Spring 2024. The left sidebar contains navigation links: Home, Modules, Assignments, Grades, Account, Dashboard, Courses, Calendar, Inbox, History, and Studio. The main content area shows the 'Modules' section, which is expanded to reveal 'Introduction Week (2/1-2/2)' and 'Unit 1: What is Gender? (2/5-2/9)'. Blue arrows highlight key features: 'Module Tab' points to the 'Modules' link in the sidebar; 'Weekly Outline' points to the '(2/1 - 2/2) Introduction' module item; 'Reading Assignment' points to the 'Read: Legal 357 Syllabus_Gender Law and Politics_Spring 2024.docx' item; and another 'Reading Assignment' points to the 'West and Zimmerman 1987.pdf' item. An 'Assignment Submission Link' points to the 'Unit 1 Exam Questions' item.

You have one assignment due each week. More information on exam questions is available on Canvas and in the “Course Requirements” Section of this syllabus. Weeks run from Monday to Friday (except for holiday weeks). All exam question assignments are due every Wednesday by 10:09 am (EST). You MUST review the assigned course materials BEFORE writing your weekly assignments.

Course Requirements and Grading

Grading Breakdown:

- Introductory Quiz: 5%
- Weekly Exam Questions: 25%
- Midterm Exam: 20%
- Final Project: 30%
- Final Exam: 20%

Introductory Quiz: 5%

DUE: Wednesday, 2/7 by 10:09 am (EST)

After reviewing the course materials for the first week, you will take a short quiz. The quiz is posted on Canvas. This quiz is not designed to “test” your knowledge of the first week’s materials, but rather presents an opportunity for me to get to know you. You’ll answer questions about yourself, why you decided to take this course, what topics you would like to see covered in the course. You’ll also be given an opportunity to ask me any questions you’d like me to answer about myself or the course. The quiz is posted under the introductory week section of the course on Canvas.

Weekly Exam Questions: 25%

DUE: Every Wednesday by 10:09 am (EST)

Each week you will create two exam questions that could be used on the final exam. These questions can be written in multiple choice, true/false, or short-answer format and can focus on any topic from the information covered that week. **You must be sure to include an answer key with your submission.** Questions can be submitted through the weekly link in Canvas. The bank of these questions will be used to write the midterm and final exam and will also serve as a partial study guide for the midterm and final exam. This assignment serves as your class participation grade, rather than posting and replying to an online discussion board. Detailed instructions can be found on Canvas. You must read the Instructions for Writing Exam Questions before completing your first assignment!

Final Project: 30%

DUE: See due date schedule below project description

You must submit a final project for this course. Final projects can take any form. You can write a traditional term paper or choose from one of the options listed in the Final Project Instructions. All final projects must use at least 5 sources from this course, and 5 sources from outside research. It is imperative you use academically acceptable sources for this project. A list of acceptable sources and detailed instructions can be found on Canvas. You must read these instructions before writing your topic and outline assignment. There are **three assignments** affiliated with this final project. In order to receive full credit for your final project, **you must turn in all three assignments.** *At the end of Unit 2 (3/1), you will submit a Final Project Topic and Outline* that identifies which of the options for your final project you are going to use, what your topic is, and a brief outline of your project. The Topic and Outline is worth 20% of your overall final project grade. You MUST read the Instructions for Writing Final Project Topic and Outlines BEFORE writing and submitting your Topic and Outline.

There is a format for the Topic and Outline in this document you must follow in order to get full credit. *During Unit 5 (4/26), you will submit a complete Rough Draft* of the final project. The Rough Draft is worth 20% of your final project grade. *The Final Draft of the final project is due during the final week of class by 11:59 pm (EST) on 5/17. You MUST review the Instructions for Writing Final Project Rough Draft and the instructor comments from your Topic and Outline BEFORE writing and submitting the Rough Draft.* The Instructions will tell you what is required for the Rough Draft, depending on your selected format for the Final Project. The Final Draft is worth 60% of your final project grade. Be sure to review the feedback from your Rough Draft BEFORE writing and submitting your Final Project.

Final Project Important Due Dates:

- **Final Project Topic and Outline (20%):** Due Friday, 3/1 by 11:59 pm (EST)
- **Rough Draft (20%):** Due Friday, 4/26 by 11:59 pm (EST)
- **Final Project (60%):** Due Friday, 5/17 by 11:59 pm (EST)

Midterm Exam: 20%

Due: Friday, 4/5 during class time

A Midterm Exam will be given in-person at the end of Unit 3. The exam will consist of multiple-choice questions, short answer, and true/false questions. Exam questions will be submitted each week by students and some of these questions will be used to write the final exam.

Final Exam: 20%

DUE: TBA

A final exam will be given in-person during the last week of the semester. The exam will consist of multiple-choice questions, short answer, and true/false questions. Exam questions will be submitted each week by students and some of these questions will be used to write the final exam.

Grades will be computed on the following basis:

94-100% = A
90-93% = A-
86-89% = B+
83-85% = B
80-82% = B-
76-79% = C+
73-75 % = C
70-72% = C-
66-69% = D+
60-65% = D
< 60% = F

Calendar of Major Assignments

- **Final Project Topic and Outline:** Due Friday, 3/1 by 11:59 pm (EST)
- **Midterm Exam:** Friday, 4/5 during class time
- **Final Project Rough Draft:** Due Friday, 4/26 by 11:59 pm (EST)
- **Final Exam:** TBA
- **Final Project Final Draft:** Due Friday, 5/17 by 11:59 pm (EST)

Communication

Email is the preferred form of communication for this course. Please ensure you check your university email frequently, so you do not miss important announcements or communications. I will also post announcements and updates to the course on Canvas. If you have any questions regarding readings, assignments, exams, or anything related to this course, please email me at the address listed in the Contact Information section on this syllabus. Please be sure to consult the syllabus and course materials on Canvas prior to emailing me, as many of your questions can be answered using these resources. I will check email multiple times per day and will respond to your emails as promptly as possible. Please be patient in waiting for responses as it may take 24 hours for a response email.

Office Hours

To allow for more students to be able to attend office hours, each week I will hold office hours in-person and online via zoom. In person office hours will be held at my office in Thompson (430) immediately after class on Wednesdays (11:15 am – 12:15 pm). I will also hold virtual office hours by appointment. The link to the office hours room can be found in the Contact Information section of this syllabus. If you would like to schedule a meeting with me, please send an email request to me at the email address provided in the Contact Information section of this syllabus.

In-Class Conduct

This course covers a wide variety of extremely politically and emotionally-charged topics. You are expected to maintain courteous discourse with your fellow students and the instructor during the lecture. It is absolutely acceptable to disagree with opinions or materials presented, but it **MUST** be done in a respectful and non-disruptive manner. Students who do not adhere to this policy will be asked to leave the classroom.

Statement Regarding Classroom Device Use

As this class is held in-person, you may bring a laptop or tablet to take notes. You are required to limit your use of laptops and tablets during lectures for note-taking purposes **ONLY**. **Use of cellphones in any capacity is prohibited during lecture.** If you are found to be improperly using laptops or tablets, you will lose that week's credit for your Exam Questions.

Statement Regarding Disabilities

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an

accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. For further information, please visit Disability Services (<https://www.umass.edu/disability/>)

Grade Disputes

If you have a grade dispute, please email me and we will schedule a time to meet and discuss the issue.

Late Work

All work needs to be turned in by the due date listed in this syllabus. I do not accept late work for any reason.

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/). Please also note unauthorized and unattributed use of AI-generated writing, such as ChatGPT, does qualify as plagiarism and is strictly prohibited. Instances of unauthorized use of AI-generated writing will be reported and referred to the Department Chair and/or the Dean of Students Office.

Copyright, Note Selling, and Recordings

The lectures and course materials, including lecture slides, assignments, tests, outlines and similar materials are protected by U.S. copyright laws and by university policy. You may take notes and make copies of course materials for your own use in this class. You may also share those materials with another student who is registered and enrolled in this course. You may NOT reproduce, distribute, upload, or display any lecture notes or recordings or course materials in any other way – whether or not a fee is charged – without my express written consent. If you do so, you may be subject to disciplinary action under the UMass Code of Student Conduct. This does not pertain to accommodations under the Americans with Disabilities Act (ADA), although recordings or sharing of course materials and notes for ADA accommodations should not be distributed beyond the students receiving the accommodations. Similarly, you own the copyright to your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. Students may not record this course without the permission of the instructor.

Name and Pronouns

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of non-binary pronouns (such as “they/them”). Class rosters have a student’s legal first name, unless they have entered a preferred/chosen first name on Spire. You may also enter your preferred pronouns on Spire (a student is not obligated to provide their pronouns, though). A student’s chosen name and pronouns should be respected at all times in the classroom.

Syllabus Stipulation:

I reserve the right to change the syllabus at any point in the semester. If a change should occur, you will be notified via email and Canvas.

Course Schedule:

Readings, Films, Podcasts, and Lectures	Court Cases to Review
INTRODUCTION (2/1 - 2/2): Course Introduction, What is Gender?	
<u>(2/1 – 2/2) Introduction</u> <ul style="list-style-type: none">• Read the Syllabus• Read Instructions for Writing Exam Questions	
Weekly Assignments: (Due 2/5 before class meeting time) <ul style="list-style-type: none">• Introductory Quiz	
UNIT 1: (2/5 - 2/9) What is Gender?	
<u>(2/5 – 2/9) What is Gender?</u> <ul style="list-style-type: none">• Read Article: West and Zimmerman 1987: “Doing Gender.”<ul style="list-style-type: none">○ Give yourself plenty of time to read this article. It is quite dense.	
Weekly Assignments: (Due 2/7 before class meeting time) <ul style="list-style-type: none">• Unit 1 Exam Questions	
UNIT 2: (2/12 - 3/1): Feminism, Feminist Theory, Waves of Feminism	
<u>(2/12- 2/16): Waves of Feminism and Wave One:</u> <ul style="list-style-type: none">• Read Article: Types of Feminism: The Four Waves https://www.humanrightscareers.com/issues/types-of-feminism-the-four-waves/• Watch Video: Mary Wollstonecraft: A Vindication of the Rights of Woman https://www.youtube.com/watch?v=YocoUuAZvCA• Read Article: “Declaration of Sentiments” from Women’s Rights Convention 1848 https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm	

<p>Weekly Assignments: (Due 2/14 before class meeting time)</p> <ul style="list-style-type: none"> Wave One Exam Questions 	
<p>***2/19 President's Day-No Class (Thursday 2/22: Monday Schedule-We will have class!)***</p> <p>We will discuss the weekly course materials on Wednesday (2/20) and Friday (2/23). On Thursday (2/22), Lisa Di Valentino from UMass Library will come and discuss research tools with us. Be sure to read the Instructions and Options for Final Project and Final Project Topic and Outline Instructions for this class!</p>	
<p><u>(2/20-2/23): Wave Two: Mainstream, Radical, and Cultural Feminism</u></p> <ul style="list-style-type: none"> Read Instructions and Options for Final Project Read Final Project Topic and Outline Instructions Watch Video: Simone De Beauvoir: "One is not born, but becomes, a woman" https://youtu.be/Aekr9sLbVhQ Read Article: "The Feminine Mystique" Work by Betty Friedan https://www.britannica.com/topic/The-Feminine-Mystique Read Article: Reinheimer, 2005: Book Review of "Women's Lives, Men's Laws." Read Article: Adrienne Rich's "Of Women Born." https://www.thoughtco.com/of-woman-born-by-adrienne-rich-3528976 	
<p>***2/19 President's Day-No Class (Thursday 2/22: Monday Schedule-We will have class!)***</p> <p>We will discuss the weekly course materials on Wednesday and Friday. On Thursday, 2/22 Lisa Di Valentino from UMass Library will come and discuss research tools with us.</p>	
<p>Weekly Assignments: (Due 2/21 by class meeting time)</p> <ul style="list-style-type: none"> Wave Two Exam Questions 	
<p><u>(2/26-2/29): Wave Three: Queer Theory, Intersectionality, Abolition Feminism</u></p> <ul style="list-style-type: none"> Read Article: McIntosh, 1991: Book Review of "Gender Trouble"" Watch Video: Judith Butler gender preformance https://youtu.be/Bo7o2LYATDc Watch Video: Introduction to Gender Schemas https://www.youtube.com/watch?v=jtTv47BHFtE Watch Video: Kimberle Crenshaw Defines Intersectionality https://www.youtube.com/watch?v=sWP92i7JLIQ Read Article: What is Abolition Feminism and Why Do We Need it Now? 	

https://nonprofitquarterly.org/what-is-abolition-feminism-and-why-do-we-need-it-now/	
Weekly Assignments: (Due 2/28 by class meeting time) <ul style="list-style-type: none"> Wave Three Exam Questions 	
<u>(3/1): Wave Four: The Latest Wave?</u> <ul style="list-style-type: none"> Watch Video: What would De Beauvoir Make of #Metoo? https://youtu.be/6TnREP_nYrc 	
Weekly Assignments: (Due 3/1 by 11:59 pm) <ul style="list-style-type: none"> Final Project Topic and Outline 	
UNIT 3 (3/4 - 4/5): Gender Discrimination	
<u>(3/4-3/8): Voting Rights</u> <ul style="list-style-type: none"> Read Article: “Sojourner Truth” https://www.nps.gov/wori/learn/historyculture/sojourner-truth.htm Read Article: “Women’s Suffrage: The Struggle for the Right to Vote https://www.theworldwar.org/learn/about-wwi/womens-suffrage 	Read: <ul style="list-style-type: none"> Baker v. Carr (1962) Richardson v. Ramirez (1974) Brnovich v. DNC (2021)
Weekly Assignments: (Due 3/6 before class meeting time) <ul style="list-style-type: none"> Voting Rights Exam Questions 	
<u>(3/11-3/15): Gender Discrimination</u> <ul style="list-style-type: none"> Read Article: “Equal Protection Cases Based on Gender” https://constitution.findlaw.com/amendment14/annotation06.html Listen Podcast: “Sex Appeal,” NPR’s More Perfect https://www.wnycstudios.org/podcasts/radiolabmoreperfect/episodes/sex-appeal <p>*Mortiz case will be discussed during lecture</p>	Read: <ul style="list-style-type: none"> Mortiz v. Commissioner of IRS (1972)* Reed v. Reed (1971) Frontiero v. Richardson (1973) Weinberger v. Weisenfeld (1975) Loving v. Virginia (1967) Stanley v. Illinois (1972)

Weekly Assignments: (Due 3/13 before class meeting time) <ul style="list-style-type: none"> Gender Discrimination Exam Questions 	
*** (3/18-3/22): SPRING BREAK- NO CLASS! ***	
<u>(3/25-3/29): Work, Employment, and Title VII</u> <ul style="list-style-type: none"> Read Article: "What You Need to Know About Title VII of the Civil Rights Act" https://legal.thomsonreuters.com/en/insights/articles/what-is-title-vii-civil-rights-act 	Read: <ul style="list-style-type: none"> Bradwell v. The State (1872) Westcoast Hotel v. Parrish (1937) Cleveland Board of Ed v. LaFleur (1974) Clinton v. Jones (1997) Ledbetter v. Goodyear Tire (2007)
Weekly Assignments: (Due 3/27 before class meeting time) <ul style="list-style-type: none"> Work, Employment, and Title VII Exam Questions 	
<u>(4/1-4/5): Education and Title IX</u> <ul style="list-style-type: none"> Read Article: "The 14th Amendment and the Evolution of Title IX" https://www.uscourts.gov/educational-resources/educational-activities/14th-amendment-and-evolution-title-ix Read Article: Sharrow 2017 "Female Athlete" Politic: Title IX and the Naturalization of Sex Difference in Public Policy" 	Read: <ul style="list-style-type: none"> Grove City College v. Bell (1983) United States v. Virginia (1996) NCAA v. Smith (1999) Jackson v. Birmingham Board of Ed (2005)
Weekly Assignments: (Due 4/3 before class meeting time) <ul style="list-style-type: none"> Education and Title IX Exam Questions 	
Midterm Exam: 4/5 During class meeting time	
UNIT 4: (4/8 – 4/19): Reproduction, Abortion, Gender Violence	
<u>(4/8-4/12): Reproduction and Abortion</u> <ul style="list-style-type: none"> Read Article: Forced Sterilization Policies in the U.S. Targeted Minorities and Those with Disabilities- and Lasted into the 21st Century 	Read: <ul style="list-style-type: none"> Buck v. Bell (1927)

<p>https://theconversation.com/forced-sterilization-policies-in-the-us-targeted-minorities-and-those-with-disabilities-and-lasting-into-the-21st-century-143144</p> <ul style="list-style-type: none"> • Read Article: How Griswold v. Connecticut Led to Legal Contraception https://www.verywellhealth.com/griswold-v-connecticut-1965-906887 • Watch Video: OB-GYNs Weigh the Legal Impact of Abortion Bans https://www.nytimes.com/video/us/100000008489880/abortion-bans-maternal-health.html 	<ul style="list-style-type: none"> • Skinner v. Oklahoma (1942) • Griswold v. Connecticut (1965) • Roe v. Wade (1973) • Planned Parenthood v. Casey (1992) • Schenck v. Pro-Choice Network (1997) • Dobbs v. Jackson W.H.O. (2022)
<p>Weekly Assignments: (Due 4/10 by class meeting time)</p> <ul style="list-style-type: none"> • Reproduction and Abortion Exam Questions 	
<p align="center">***Monday 4/15: President's Day-No Class***</p>	
<p><u>?(4/17-4/19): VAWA, Rape, and Sex Crimes</u></p> <ul style="list-style-type: none"> • Watch Video: Catherine Mackinnon The Butterfly Effect https://youtu.be/GQgbiNgGpQc • Read Article: Abolfazli, Lela. 2006. "The Violence Against Women Act (VAWA)." <i>Georgetown Journal of Gender and the Law</i>. 7(3): 863-882. • Read Article: Mackinnon, Catherine. 2000. "Disputing Male Sovereignty: On <i>United States v. Morrison</i>." <i>Harvard Law Review</i>. 114 (1): 135-178. • Read Article: Franke, Kathrine M. 2002. "Putting Sex to Work." In <i>Left Legalism/Left Critique</i>. Eds: Janet Halley and Wendy Brown. North Carolina: Duke University Press. 290-336. 	<p>Read:</p> <ul style="list-style-type: none"> • Coker v. Georgia (1977) • U.S. v. Morrison (2000) • U.S. V. Comstock (2010) • Millbrook v. United States (2013) • Paroline v. U.S. (2014)
<p>Weekly Assignments (Due 4/17 by class meeting time)</p> <ul style="list-style-type: none"> • VAWA, Rape, and Sex Crimes Exam Questions 	
<p>UNIT 5: (4/22-5/3) LGBTQ Movement</p>	
<p><u>(4/22-4/26): Sodomy and Marriage</u></p> <ul style="list-style-type: none"> • Listen: NPR Podcast, More Perfect Season 1, "The Imperfect Plaintiffs" https://www.wnycstudios.org/podcasts/radiolabmoreperfect/episodes/imperfect-plaintiff 	<p>Read:</p> <ul style="list-style-type: none"> • Bowers v. Hardwick (1986)

<ul style="list-style-type: none"> • Read Article: Keck 2009. "Beyond Backlash: Assessing the Impact of Judicial Decisions on LGBT Rights" <i>Law and Society Review</i> • Read Article: "Supreme Court Justice Clarence Thomas Says Gay Rights, Contraception Rulings should be Reconsidered After Roe is Overturned." https://www.cnn.com/2022/06/24/roe-v-wade-supreme-court-justice-thomas-says-gay-rights-rulings-open-to-be-tossed.html • Read Article: "Biden Signs Respect for Marriage Act, Reflecting His and the Country's Evolution." https://www.npr.org/2022/12/13/1142331501/biden-to-sign-respect-for-marriage-act-reflecting-his-and-the-countrys-evolution 	<ul style="list-style-type: none"> • Lawrence v. Texas (2003) • Romer v. Evans (1996) • Goodridge v. Department of P.H. (2003) • Hollingsworth v. Perry (2013) • Obergefell v. Hodges (2015)
Weekly Assignments: <ul style="list-style-type: none"> • Sodomy and Marriage Exam Questions (Due 4/24 by class meeting time) • Final Project Rough Draft (Due 4/26 by 11:59 pm) 	
<p><u>(4/29-5/2): LGBTQ Family and Transgender Discrimination</u></p> <ul style="list-style-type: none"> • Read Article: "LGBTQ Family Law and Policy in the United States" https://oxfordre.com/politics/display/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-1216?fbclid=IwAR3UVA4VDILiZiAFsBx_VTG4-xhvA1ADXvw7_2uaML5kF6wasQZudHY_a0Y • Read Article: Acosta 2017. "In The Event of Death: Lesbian Families' Plans to Preserve Stepparent-Child Relationships." • Read Article: Davis 2014 "Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique" <i>Perspectives on Politics</i> • Read Article: Sharrow 2017 "Female Athlete" Politic: Title IX and the Naturalization of Sex Difference in Public Policy" (re-visit reading from week 2) 	<p>Read:</p> <ul style="list-style-type: none"> • Gloucester County School v. Grimm (2017) • Bostock v. Clayton County (2020)
Weekly Assignments (Due 5/1 by class meeting time) <ul style="list-style-type: none"> • Family and Transgender Discrimination Exam Questions 	
UNIT 6: (5/6-5/10) Women In Politics and Women In The Judiciary	
<p><u>(5/6-5/8): Women in Politics</u></p> <ul style="list-style-type: none"> • Read Article: Lawless 2015: "Female Candidates and Legislators" • Read Article: "Language and Gender: The Mass Media's Portrayal of Two U.S. Presidential Candidates." https://escholarship.org/uc/item/08z6p11f# 	

<ul style="list-style-type: none"> Read: Beckwith, 2007. "Numbers and Newness: The Descriptive and Substantive Representation of Women" <p><u>(5/8 -5/10): Women in the Judiciary</u></p> <ul style="list-style-type: none"> Read Article: DRI Task Force on Women Who Try Cases. 2004. "A Career in the Courtroom: A Different Model for the Success of Women Who Try Cases." http://www.dri.org/docs/default-source/dri-white-papers-and-reports/women-in-the-courtroom-(2004).pdf?sfvrsn=6 Read Article: Nelson et al 2019. "Perceiving Discrimination: Race, Gender, and Sexual Orientation in the Legal Workplace." Read Article: Glynn, Adam N. and Maya Sen. 2015. "Identifying Judicial Empathy: Does Having Daughters Cause Judges to Rule for Women's Issues?" American Journal of Political Science 59(1): 37-54. Read Article: Boyd 2013 "She'll Settle It?" Read Article: Gleason 2020. "Beyond Mere Presence: Gender Norms in Oral Arguments at the U.S. Supreme Court." 	<p>Read:</p> <ul style="list-style-type: none"> <u>Hoyt v. Florida (1961)</u>
<p>Weekly Assignments (Due 5/8 by class meeting time)</p> <ul style="list-style-type: none"> Women in Politics and Women in the Judiciary Exam Questions 	
<p>Final Week: (5/13-5/17): Final Project and Final Exams Due</p>	
<ul style="list-style-type: none"> Final Exam Date: TBA Final Project Due Friday 5/17 by 11:59 pm 	

Extra Credit Assignment: Congratulations! You have read the entire syllabus as instructed! Your reward is two points of extra credit. To Redeem your extra credit, you must send an email to the instructor with the subject line "Syllabus Extra Credit." Attach a photo to the email that depicts your favorite Gender, Law, and Politics figure. This can be a politician, civil rights attorney, social movement leader, judge, or feminist theorist. ***Note: this is only available during the week the syllabus is assigned reading!***