

PO 336: Law and Social Change

Saint Michael's College - Spring Semester 2022
Jeanmarie Hall 375; Mondays & Wednesdays, 3:15pm-4:50pm

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Virtual Office Hours: Wednesdays 1:00pm-3:00pm, Thursdays 11:30am-1:30pm, & by appointment

Course Description

“The one place where a man ought to get a square deal is in a courtroom, be he any color of the rainbow, but people have a way of carrying their resentments right into a jury box. ... Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.” -Atticus Finch in his closing argument in *To Kill A Mockingbird*.

Every law student reads these passages. Indeed, many choose law as a career in order to be like Atticus - fighting and arguing for equality and justice for all. But Atticus is not an ideal role-model. He does not fight for Tom Robinson's freedom because he believes Robinson to be innocent, but because he knows Robinson's accusers are lying. Indeed, he does not even seek to defend Robinson; he is appointed to that position by the judge. And in the end, Robinson is still convicted by an all-white jury, and later killed when he attempts to escape his unjust imprisonment. But the reader is left with the impression that Scout Finch, as a result of watching the trial and being saved from a vengeful Klansmen by Boo Radley, will turn away from the racist culture of Maycomb. Perhaps the unjust outcome for Robinson will nevertheless lead to a broader movement towards greater racial equality.

This class is not a review of *To Kill A Mockingbird*. It is, however, an examination of the themes and claims fundamental to the text. Namely, are courts “the great levelers,” ensuring the rights and liberties of all people, even when the laws passed by politicians are unjust? Do courts and the decisions made by judges and justices have the ability to effect social change? Are courts the proper venue for pursuing meaningful and lasting social change? Do the people calling and working for that change view courts as partners, rivals, or adversaries in their pursuit of justice? One important note to acknowledge, while the U.S. legal system is not the only lens through which to answer these questions, it is the one we will use rather than a broader, comparative approach.

Over the next 15 weeks, we will examine three key areas where social justice and the law intersect: race; sex, sexuality and gender; and labor and class. In each area, we will seek to understand, analyze, and evaluate **whether and how legal decisions hinder or promote social change and social justice**. To broaden our inquiry, we will also look at the reactions to the relevant legal decisions from social movements, grassroots organizers, and thought leaders in each of these areas. Did they agree with the legal outcomes, or were their goals frustrated by the decisions? By the end of the course, you should have a more nuanced view of the legal system in the U.S., and be well positioned for further study and analysis into the politics of the legal system and the ability of the courts to effect social change.

Required Texts

We will consult four books during our discussions, with additional material provided online through the course Canvas page. All four of the texts are available through the campus bookstore, but feel free to purchase/rent the digital or physical copy of the books - whatever is cheapest and best for you.

- Ball, Carlos A. 2011. *From the Closet to the Courtroom: Five LGBT Rights Lawsuits That Have Changed Our Nation*. Beacon Press. ISBN-13: 978-0807001530.
- Thomas, Gillian. 2017. *Because of Sex: One Law, Ten Cases, and Fifty Years That Changed American Women's Lives at Work*. Picador Paper. ISBN-13: 978-1250138088.
- Burton, Orville Vernon, and Armand Derfner. 2021. *Justice Deferred: Race and the Supreme Court*. Belknap Press. ISBN-13: 978-0674975644.
- Cohen, Adam. 2021. *Supreme Inequality: The Supreme Court's Fifty-year Battle For A More Unjust America*. Penguin Books. ISBN-13: 978-0735221529.

Course Policies & Expectations

Attendance, Participation, & Lecture Resources

I will come to our class sessions on-time and prepared to lead a lecture and discussion for the full amount of time we have scheduled together; you can plan on a 5-10 minute break in the middle of each class. I expect each of you to also be ready to listen, question, and discuss for the same amount of time. I will aim to post lecture slides the morning of the class period of the lecture.

Attendance counts as a very small portion of your participation grade. If you need to be absent, including if you are not feeling well, just e-mail me to give me a heads-up and you won't lose any attendance credit. If you are frequently absent, you will hear from me to check in and see how I can help you catch up and make sure you are ok. In order to help me learn your name and to take attendance, **I'm asking you to make a name tag that you can display on your desk**. The best way to do this is to fold a normal sheet of paper in thirds, and use a marker to write your name in big, bold letters. You can stand the name tag like a pyramid on your desk.

We are a highly vaccinated community and continuing to implement mitigation strategies to limit the spread of COVID-19. **While your personal risk to the virus may be low, some of your peers, faculty, staff, and their families remain at high-risk**. Please do your part to practice good citizenship and adhere to the health and safety policies so we can have a productive and safe semester. And also remember, this is a highly contagious airborne virus; **contracting COVID-19 does not indicate a moral failure or a willful disregard for others**. Be compassionate and kind to each other - we could all do better at this in 2022.

There may be a reason for some or all of us to transition to an online format for a period of time - including if we are sick from a non-COVID-19 illness. To encourage you to stay home and relax when you are ill, all class sessions will be recorded and available in Echo360 on our course Canvas page. Please, take advantage of this setup and **do not come to class if you are not feeling well**.

Laptops & Other Electronics

The consensus of education scholarship¹ maintains that students who take notes by hand retain more information over time than those who take notes on laptops or other electronic devices. Aside from the learning benefits of abstaining from laptop use for notes, the benefits of removing the audio/visual distractions associated with the use of electronic devices, both to you and those around you, are significant. As such, **the use of laptops, tablets, smartphones, and other electronic devices to take notes is strongly**

¹Check out this [New York Times article](#) for a summary of the research.

discouraged during our time together. Using these devices for anything other than notetaking is not permitted in class.

If you insist on disregarding this notetaking advice, or you have a learning difference that is mitigated through the use of electronic devices, please avoid sitting in the front row(s) so you can minimize the distractions caused by your use of technology. Please note: if you are found to be using electronics for other activities (e.g. social media, checking e-mail, shopping, etc.) you will not be permitted to continue using electronic devices in class. Additionally, **audio and/or visual recording of lectures is not permitted** without prior authorization from me.

Office Hours & E-mail

I have four hours set aside each week where I am available in my office to consult with students. That time is **your** time; you do not need an appointment to come by. I strongly encourage students to come in and chat about topics from the readings or lecture, to discuss study skills, or to simply talk about any questions you may have with the course. I would prefer spending that time chatting with you instead of doing something else, so please, don't be a stranger! If your schedule prevents you from being able to see me during office hours, you are welcome and encouraged to e-mail me to set-up an appointment when we can meet.

As we are still proactively trying to mitigate the COVID-19 pandemic, **my office hours will be held virtually via Zoom**. The link is on the front page of our Canvas course. When you click on the link, you'll be placed in the virtual waiting room. I will transfer you from there to my feed as soon as I can. If you want to meet as a group, just let me know when I bring you in who else I should let in from the waiting room.

I welcome students getting in touch with me through e-mail. E-mails should primarily be used to address quick questions, not for requests to go over what was discussed in lecture because of an absence. E-mails are a form of professional correspondence, not informal text messages. I will respond to e-mails within 24 hours on weekdays (and often much sooner), but do not expect a reply after 5:00pm or on weekends.

I will communicate with the class often through Canvas messages or announcements. Please be sure your Canvas notifications are updated to ensure you are informed when these messages are sent out.

Late Submissions

College student life is busy. I have prepared a Course Outline that allows you to plan well in advance to complete our readings, assignments, and exams. I strongly encourage you to use this outline to ensure you prepare sufficient time to complete all the tasks associated with our course. Each of you can hopefully use the outline in conjunction with your personal calendars to avoid work piling up.

Even with good planning, life happens. As such, you have a 24-hour grace period to submit assignments. **For up to 24-hours after the due date of an assignment, you can submit it late, no questions asked, no excuses needed, and no penalty assessed.** If your circumstances make it necessary for you to submit work past the grace period, you should contact me so we can work out an arrangement and so I can provide you support in successfully completing the course. If you submit work after the grace period, but did not contact me in advance to discuss your unique circumstances, I will not grade the assignment and it will receive a zero. **I strongly advise that you do everything you can to submit at the deadline** and not view the "real" deadline as simply being the end of the grace period; technical difficulties will not permit an extension beyond the grace period. **Also, due to College policy, I cannot accept the final report late - it must be submitted by the deadline.**

Grade Appeals

I am committed to making the grading process as transparent as possible. I will prepare a rubric for most assignments/exams that outlines how they will be graded. When grades are posted, you should be able to see how you did according to the rubric in addition to any individual comments I make on your assignment or exam. **Grades are based on quality of work, not on a student's effort towards completing the work.** Think of your graded work like building a boat; you could spend a lot of time constructing that boat, but if when you take it out to the lake it immediately sinks, no one congratulates or pays you for spending a lot of time on building a defective boat. If you believe the grade does not adequately reflect the quality of your submitted work, you may take the following steps²:

- Review any comments/feedback I have provided, including the rubric for the assignment or exam.
- If after reviewing my feedback you still have questions about how your assignment or exam was graded, come to my office hours and we can discuss it. **Please note: I do not discuss grades for 24 hours after they have been handed back to students.** This policy allows for all parties to discuss an assignment or exam without the immediate emotional reaction of seeing the grade.
- If after discussing your grade with me in person, you still believe the grade does not adequately reflect the **quality of your work**, write a one-paragraph written request for a re-grade and submit it to me by e-mail. The request should outline specific examples of your work that you believe were incorrectly graded. **Any request for a re-grade must be submitted within one week of the assignment or exam being returned to the student.** If your request is approved, I will evaluate the assignment or exam as though it is a new submission. As such, the assignment or exam may receive a lower grade, the same grade, or a higher grade. The result of this re-grade is final.

Campus Resources

Any student in need of accommodations, or who is unsure if they should receive any, should contact the [Office of Accessibility Services](#), located on the top floor of the Durick Library. You should also contact me to discuss necessary accommodations well in advance of the deadline for any assignment or exam. I am committed to upholding the College's policy on ensuring students in need of accommodations are fully supported.

I highly recommend all students take advantage of the academic resources offered by the [Academic Enrichment Commons](#), also located on the top floor of the Durick Library. These resources include tools to improve study skills, academic writing, as well as select topic-specific assistance. Another valuable service available to you is the [Writing Center](#), located on the main floor of the Durick Library. The Writing Center provides a comfortable space for you to write, as well as find help from trained student writing coaches. Almost all of these services are included in your student fees, so take advantage of them and get your money's worth.

Finally, learning how to practice good mental health and maintenance is just as important as learning the skills and knowledge associated with your college degree. I invite and encourage each of you to take the opportunity to speak with a mental health professional as often as you need or want while at St. Mike's. These professionals at the [Bergeron Wellness Center](#) are specifically here and trained to provide you the support and care you need as a college student. Please use their services as an important resource during your college experience. Take a look at their services using the link above, and remember, **it's ok to not be ok; it's a sign of strength to ask for help when you need it.**

Academic Integrity

Simply put: do not cheat. Do not consider cheating, attempt cheating, or encourage others to cheat. All work done for this course must be done individually unless otherwise specified. You cannot submit work

²Please note due to time constraints in submitting course grades, final reports are not included in this policy

done in previous courses, or in another course during this semester, for credit in this course unless we discuss and I explicitly authorize it. You cannot plagiarize. I have posted a document on our course Canvas page explaining what constitutes plagiarism and how to avoid it. **I strongly encourage every student to review this document, even if you think you already know what constitutes plagiarism.** Accidental plagiarism is still plagiarism and will be treated as such. If you have any questions about academic integrity, please reach out to me.

Any and all instances of violating the College's [academic integrity policy](#) will be reported to the Associate Dean of the College, and the assignment(s) and/or exam(s) that are the subject of the infraction will receive a zero.

Social Justice and Allyship

At the core of Saint Michael's mission is for everyone in our community to become an advocate for social justice, including a personal effort to be "intentionally inclusive." Political science is heavily involved in scholarship and education addressing many topics of social justice and building a more just and equitable society. I am personally committed to fulfilling this mission, and encouraging my students to do likewise. I strive to ensure my office and our classroom, whether physical or virtual, are safe spaces of inclusion for all. I invite each of you to join me in creating and ensuring such an environment during our time together.

Recent events have drawn attention to the issues and deficiencies that still exist within our society. The "Me Too" movement has highlighted how sexism, sexual harassment, and sexual abuse continue to plague our institutions and communities. Black Lives Matter calls on us to recognize systemic racism, particularly in policing and government, and pro-actively become anti-racists. Pride marches present an opportunity to celebrate recent hard-earned judicial recognition of the civil rights and liberties for LGBTQ+ people, and the ongoing need to continue fighting for rights still denied. The consequences of policies regarding the treatment of immigrants, refugees, and undocumented people rouse us to consider how we can be more charitable and compassionate in our treatment of vulnerable and historically marginalized populations. This list is hardly comprehensive, as there remain other issues regarding religious persecution, income inequality, climate justice, and on and on.

While we will not touch on all of these issues, we will discuss many of them in the context of this course. I encourage all of you to intentionally consider how you advocate for social justice in your own life, and how you are striving to continually become an ally to those in need of your support. The College provides several resources and campus groups to help support what is both a personal and collective mission to promote social justice and allyship. I list some below and encourage you to check them out if you have not already during your time at St. Mike's.

- [Center for Multicultural Affairs & Services](#): They represent Saint Michael's "commitment to a campus and a world that values every human being, and supports and celebrates their uniqueness, experiences, and contributions." Some of their activities/groups include the Diversity Coalition, and the Martin Luther King, Jr. Society and Convocation.
- [Center for Women and Gender](#): Their mission is "to promote awareness and activism around women's and gender equity issues by educating students, faculty and staff." They also support individuals by providing them with resources and referrals.
- [Common Ground](#): A GSA (Gender and Sexuality Alliance) that seeks to provide a safe space on Saint Michael's campus for all members of the LGBTQ+ community.
- [Center for Global Engagement](#): Serves as "the collaborative hub for international activity at SMC, promoting global learning and literacy, deepening inter-cultural competency and inclusion, and supporting

opportunities for global engagement.” Includes opportunities for study abroad, international internships, international and post-graduate volunteer opportunities (e.g. Peace Corps), and supporting international students on campus.

Boilerplate Notices

The following are some boilerplate notices I have included as we implement greater accessibility for the course. If you have any questions or concerns about them, please feel free to get in touch with me.

Recording and Posting of Class Sessions

Class sessions may be recorded by the professor and posted only to a College-approved site (e.g. Canvas). The recordings may include the student or their video feed, their name, and any materials they share during the class session (e.g. screen share, chat messages, spoken comments, etc.). **By enrolling in this course, you consent to being recorded and for that recording to be posted to the course Canvas page.**

Professor’s Copyright of Course Materials

The professor’s lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by College policy. The professor is the exclusive owner of the copyright in those materials they create. Students may take notes and make copies of course materials for their own use. Students may also share those materials with another student who is enrolled in or auditing this course. **Students may not reproduce, distribute or display (post/upload) lecture notes, recordings, or course materials in any other way, whether or not a fee is charged, without the professor’s express prior written consent.** Students also may not allow others to do so. If a student violates this standard, they may be subject to student conduct proceedings under the College’s academic integrity policy, including receiving a grade of F for the course.

Course Requirements

Grade Breakdown

All assignments are to be submitted in Canvas unless otherwise noted.

- 15% Discussion Application Articles - due at 3:00pm on Mondays
- 45% Unit Case Study Reports - 3 reports at 15% each: due at 3:00pm the Friday after each major unit (18 February; 1 April; 6 May)
- 25% Final Case Study Report: due 3:30pm on Saturday, 7 May
- 15% Seminar Participation (including weekly reflection journal entries due at 3:00pm on Fridays)

Discussion Application Articles

When seeking to better understand how law and social change interact, what’s past is prologue. In other words, we need to have a detailed understanding of the past in order to have a detailed understanding of the present and expectation of the future. Our class discussions and readings will help us learn about the past, but we also want to apply what we learn to ongoing debates in the present and future. To help you grow accustomed to making those applications while you read and reflect, I’m asking you each week to **find a recent news article (e.g. within the last 2-3 years) that highlights a recent question, conflict, debate, or issue that is relevant to the topics covered in that week.** For example, if we were studying previous debates on affirmative action, you would want to find a recent news article that addresses

current debates or questions about affirmative action.

For each article, you should **answer two questions** that will help you apply the course material to the content of the article - and subsequently, that you can share during our class discussions. **First, what is similar about the past issues on this topic and the present discussion of it in the article? Second, what is different about the past issues on this topic and the present discussion of it in the article?** Share your article and your short answers (a couple sentences is sufficient) to both questions in Canvas by 3:00pm every Monday, beginning in Week 2. The late submission policy still applies.

Unit Case Study Reports

While we will be discussing a broad overview of the law in each of our three units (race, sex/sexuality/gender, and class/labor), I also want you to apply what we discuss to specific circumstances. If you pursue a career in law (e.g., lawyer, policymaker, lobbyist, non-profit advocate, etc.), a lot of the job is being able to apply ideas and concepts from a general topic to explain how a specific case should be resolved or addressed.

To that end, your main assignment for the course is to complete three case study reports, one for each unit. These reports should be **no more than five double-spaced pages**, 12-point font. In each report you pick a specific topic within the unit; this could be a specific event, legal case, or a concept (e.g., sexual harassment or school funding). For your specific topic, you will then **1) describe the old status quo, 2) discuss the mechanism that led to social change, 3) discuss the mechanism that led to legal change (note, this could be the same mechanism), 4) discuss how these mechanisms do or don't work to reinforce the other, if applicable, and 5) discuss the current status quo.** You will submit each case report at 3pm on the Friday after the last lecture for each unit. The late submission policy still applies.

Final Case Report

Instead of a final exam, you will be doing a final report similar to the unit case studies. The difference is this time your topic must be something we did not cover in class; you can still examine something that deals with race, sex/sexuality/gender, or class/labor, but it cannot be on a topic we already went over - we definitely will not cover everything the law or social change has to say on these areas.

This final report includes all the same requirements as the unit case studies, but has two significant additions. First, this report can be **no longer than 7 double-spaced pages**, 12-point font. Second, you need to **also discuss relevant previous legal cases on your topic and explain how they influence the outcome in the case/topic you are addressing.** For example, if you were to write a report on a case deciding whether or not trans kids can participate in high school athletics on a team that corresponds with their gender identity, you would want to discuss past relevant cases on trans rights, and gender rights in schools in order to explain why the legal decision in your case does or does not uphold precedent.

Note, you can also pick a case that has not been decided yet; in that example, you would use past relevant cases to explain how your chosen case's question should be resolved according to legal precedent. The final case report is due at 3:30pm on Saturday, 7 May. **Please remember, it cannot be accepted late.**

Seminar Participation

Our course will only be successful if we all participate and learn together. I expect everyone to participate over the 15 weeks we have together. Participation does not mean just asking questions or contributing to the discussion every week (though you are certainly encouraged to do so), nor does it mean you should contribute so much you forget to listen to what your peers have to share. Good civic discourse requires both sharing and listening. Please be sure to do both on a regular basis.

This is a political science course and we will be discussing political issues. Each of us has a unique opinion about many political issues, and some of these views are considered foundational to our varied belief systems. When we discuss these issues, there will likely be disagreement. That's a key part of politics; democratic governance anticipates and indeed promotes disagreement and differences of opinion. While we may have disagreements, I insist we discuss our differences with respect, civility, and empathy. Do your best to try to understand the point of view of your peers, even if you think they are completely wrong.

This standard does not mean you should avoid participating when you have an alternative point of view because you do not want to provoke an argument. Be bold! Share what you believe! You may be challenged to defend your beliefs, but that is an opportunity for you to learn and grow, not an attack on who you are or what you think. Deliberative discourse succeeds in preserving democracy when we listen with an empathetic ear, rather than speak with a threatening tongue.

Your participation grade will be based on your active participation in class, as well as your completion of weekly reflection journal entries. These journal entries are an opportunity for you to reflect on what you learned each week and what you still have to learn about a given topic. You can use this journal to help guide future research ideas, books to read, events to attend, and other activities towards developing a habit of lifelong learning. **For each entry, you should do the following two things at a minimum:** first, discuss something new you learned this week and why it stood out to you. This item could be additional information or a different perspective you hadn't previously considered, or something entirely new. Second, share at least two questions you still have about the topics discussed this week or questions you now have after this week's discussions. **You'll submit these entries weekly via Canvas by 3:00pm each Friday. I recommend using a single Word document that you just add on with a new entry every week.** The entries are graded on a completion/non-completion basis - I'm not grading *what* you write, but rather *whether* you wrote or not. **You have 3 free passes to forget or just skip submitting an entry;** after that, you'll lose points from your participation grade for each subsequent entry not submitted. **Because of this provision, journal entry submissions cannot be made up.**

Course Outline

This section provides a daily outline of what we will be doing during the next 15 weeks. Readings are to be completed **before** the class they are assigned. Any readings not from the required books can be found on [Canvas](#). This schedule is subject to change, but I will give you notice if/when that occurs.

Legend: [Canvas/Online Readings](#), [Burton & Derfner](#), [Thomas](#), [Ball](#), [Cohen](#), [Class Cancellation](#), [Assignments](#)

Remember, starting Monday, 24 January and for every Monday thereafter you need to submit your discussion application article for the week!

Race and the Law

1. **Monday, 17 January:** Legal basics and course introduction
 - Review the syllabus; use it as a reference guide throughout the course.
2. **Wednesday, 19 January:** The 14th Amendment
 - [Burton & Derfner: Ch.1-3](#)
3. **Monday, 24 January:** What is citizenship and who is a citizen?
 - Amar, Akhil Reed. n.d. “America’s Equal Citizenship Clause.” *The National Constitution Center*.
 - Lind, Dara. 2018. “Birthright Citizenship, Explained.” *Vox.com*.
 - Chin, Jack. 2021. “The Supreme Court’s Role in Defining American Citizenship.” *SCOTUS-blog.com*.
4. **Wednesday, 26 January:** Redemption Era and Jim Crow
 - [Burton & Derfner: Ch. 4-6](#)
5. **Monday, 31 January:** Segregated Education and *Brown*
 - [Burton & Derfner: Ch. 7](#)
6. **Wednesday, 2 February:** The Civil Rights Movement and 1964 Civil Rights Act
 - [Burton & Derfner: Ch. 8-9](#)
7. **Monday, 7 February:** The Voting Rights Act: 1965 and the 21st Century
 - [Burton & Derfner: Ch. 10-11](#)
8. **Wednesday, 9 February:** Post-*Brown* and Segregated Education
 - Listen to [Episode Two “I Still Believe in It”](#) from the NYT and Serial podcast miniseries *Nice White Parents* (about 50 minutes). If the link is paywalled for you, simply search for Nice White Parents wherever you listen to podcasts; it should be available for free.
 - Lockhart, P.R. 2019. “65 Years after Brown v. Board of Education, Segregation is Getting Worse.” *Vox.com*.
9. **Monday, 14 February:** Affirmative Action
 - [Burton & Derfner: Ch. 12](#)
10. **Wednesday, 16 February:** Police Violence and Policing Protests
 - [Burton & Derfner: Ch. 13](#)
 - [First Unit Case Report due Friday, 18 February at 3pm](#)

Sex, Sexuality, Gender, and the Law

11. **Monday, 21 February:** The Equal Rights Amendment

- [Thomas Ch. 1-2](#)

12. **Wednesday, 23 February:** The Right to Be Queer

- [Ball Ch. 1, 5](#)

13. **Monday, 28 February:** Marriage Equality

- [Ball Ch. 4](#)

14. **Wednesday, 2 March:** Sex and Abortion Rights up to *Roe*

- View this [90 minute discussion](#) of the events and history leading up to *Griswold v. CT*, a landmark case regarding the use of birth control.
- Solinger, Rickie. 2018. "This is What Life Was Like for Women in American before *Roe v. Wade*."

15. **Monday, 7 March:** Modern Abortion Rights & Challenges

- View this [5 minute summary](#) of *Planned Parenthood v. Casey*.
- Millhiser, Ian. 2021. "How The Supreme Court Could Overrule *Roe v. Wade* without Overruling *Roe v. Wade*." *Vox.com*.
- Kelly, Mary Louise, and Mary Ziegler. 2021. "The Impact on Supreme Court Rulings Beyond Abortion if *Roe v. Wade* is Overturned." *All Things Considered*. NPR.com.

16. **Wednesday, 9 March:** Military and Gender

- Stur, Heather Marie. 2021. "Men-only Selective Service Registration May End Soon, but the Fight Will Remain." *The Washington Post*.
- NCC Staff. 2017. "Frontiero v. Richardson: A Landmark Case for Gender Equality." *National Constitution Center*.
- Ward, Alex. 2021. "Pentagon Ends 'Ugly and Shameful Chapter' by Again Allowing Open Trans Military Service." *Vox.com*.
- Coyle, Marcia. 2021. "In the U.S. Supreme Court, One More Fight to Change a Losing Battle." *National Constitution Center*.

17. **Monday, 14 March:** No Class - Spring Break

18. **Wednesday, 16 March:** No Class - Spring Break

19. **Monday, 21 March:** Title IX of the CRA

- [Ball Ch. 2](#)

20. **Wednesday, 23 March:** Title VII of the CRA

- [Thomas Ch. 4, 6-7](#)
- [Ball Ch. 7](#)

21. **Monday, 28 March:** Pay Inequality

- [Thomas Ch. 3](#)

Class, Labor, and the Law

22. Wednesday, 30 March: 20th Century Unions and Collective Action

- Listen to this [10 minute podcast episode](#) (The Strike that Changed U.S. Labor) in The Work Week series on *The Indicator*.
- Kurtzleben, Danielle. 2015. "Right-to-Work: The Anti-Union Laws Now on the Books in 25 States." *Vox.com*.
- Mineshema-Lowe, Dale. 2009. "Taft-Hartley Act of 1947." *The First Amendment Encyclopedia, Middle Tennessee State University*.
- [Second Unit Case Report due Friday, 1 April at 3pm](#)

23. Monday, 4 April: 21st Century Unions and Collective Action

- [Cohen Ch. 6-7](#)

24. Wednesday, 6 April: (Un-)Affordable Housing

- Listen to [Episode 3: Zoning Out](#) and [Episode 5: A Right to Housing](#) from the *Sold Out: Rethinking Housing in America* podcast by KQED.
- Thompson, Cheryl W. 2021. "Racial Covenants, A Relic of the Past, Are Still on the Books Across the Country." *NPR.org*.

25. Monday, 11 April: Education Funding and Equity

- [Cohen Ch. 3](#)

26. Wednesday, 13 April: Immigration

- View this [8 minute report](#) about immigration status and the labor market from *PBS Newshour*.
- Millhiser, Ian. 2021. "The Supreme Court's Stunning, Radical Immigration Decision, Explained." *Vox.com*.
- Chan, Rosalie. 2018. "The Chinese Exclusion Act, Explained." *Teen Vogue*.

27. Monday, 18 April: No Class - Easter Break

28. Wednesday, 20 April: The Americans with Disabilities Act

- Dorfman, Doron, and Mical Raz. 2021. "Students with Disabilities Could Sue Their Schools to Require Masks." *The Washington Post*.
- Morris, Amanda, and Emily Anthes. 2021. "For Some College Students, Remote Learning Is a Game Changer." *The New York Times*.

29. Monday, 25 April: War on Poverty and Social Welfare

- [Cohen Ch. 1-2](#)

30. Wednesday, 27 April: The Voting Rights Act Revisited

- [Cohen Ch. 5](#)

31. Monday, 2 May: Legal Access and Equity

- [Cohen Ch. 8](#)

32. Wednesday, 4 May: Summary of Course

- [Third Unit Case Report due Friday, 6 May at 3pm](#)
- [Final Case Report due Saturday, 7 May at 3:30pm](#)