

ETHNIC STUDIES 152
LAW & CIVIL RIGHTS
MWF 11:00-11:50AM
HSS 2154

Instructor: Lisa Ho
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Office Hours: M 12:30-1:30PM & By Appointment
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Course Description

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

Learning Outcomes

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

Required Texts

Students are required to purchase the following book:

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010)

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

Assignments

Short Written Responses: You are required to hand in **four** short written responses. Each response should be 2 to 3 pages and double-spaced. Whatever reading you decide to write about, you response should be handed in on the Friday of that week. The objective of these responses is not to summarize the reading but to produce a critical reading of the

text that may reflect (but are not limited to) the following: its connection to other course readings, how it's related to current events, and/or its relevance to the course as a whole. All responses must be hard copies that are handed to the instructor in person. No digital assignments will be accepted.

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

Course Evaluation

Attendance/Participation: 10%

Four Short Written Responses: 40%

Final Project: 50%

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

Extra Credit

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

No Electronics

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

Respect and Collegiality

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

WEEK ONE (April 3-7)

Theorizing & Conceptualizing

- 1) Dean Spade, "Law" in *Keywords for American Cultural Studies, 2nd Edition* (149-153)
- 2) Crenshaw, Kimberle "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (1-54)
- 3) Richard Delgado & Jean Stefancic "An Introduction" in *Critical Race Theory* (1-14)

WEEK TWO (April 10-14)

Understanding & Establishing Whiteness: Citizenship, Labor, and Belonging

***NO CLASS ON FRIDAY (4/14)**

- 1) Cheryl Harris, “Whiteness as Property” in *Critical Race Theory: The Key Writings That Formed the Movement* (276-291)
- 2) Sherrow O. Pinder, “Whiteness as Property and its Impact on Racialized Ethnic Groups” in *Whiteness and Racialized Ethnic Groups in the United States: The Politics of Remembering* (33-64)
- 3) Kandice Chuh and Karen Shimakawa, “Adjudicating Asian America” in *The Cambridge Companion to Asian American Literature* (29-41)

WEEK THREE (April 17-21)

Civil Rights: Past & Present

- 1) James W. Ely, “Civil Rights Movement,” in *The New Encyclopedia of Southern Culture: Volume 3: History* (54-59)
- 2) Hugh Davis Graham, “The Civil Rights Act and the American Regulatory State” in *Legacies of the 1964 Civil Rights Act*, (43-64)
- 3) Free I. Lee, “The Japanese Internment and the Racial State of Exception” from *Theory and Event* (1-21)
- 4) New York Times, “Understanding Transgender Access Laws”
https://www.nytimes.com/2017/02/24/us/transgender-bathroom-law.html?_r=0
- 5) Fredrick C. Harris, “The Next Civil Rights Movement,” in *Dissent* (34-40)

***Migration and Militarism Conference in City Heights**

WEEK FOUR (April 24-28)

Education: Segregation & Affirmative Action

- 1) Richard R. Valencia, “The Mexican American Struggle for Equal Educational Opportunity in *Mendez v. Westminster*: Helping to Pave the Way for *Brown V. Board of Education*” from *Teachers College Record* (389-423)
- 2) Bruce A. Ackerman, “*Brown* as Icon” from *What Brown v. Board of Education Should Have Said: The Nation’s Top Legal Experts Rewrite America’s Landmark Civil Rights Decision* (3-28)
- 3) Oiyen Poon and Ester Sihite, “Racial Anxieties, Uncertainties, and Misinformation: A Complex Picture of Asian Americans and Selective College Admissions” from *Contemporary Asian America* (508-528)

WEEK FIVE (May 1-5)

Settler Colonialism: Land & Sovereignty

- 1) Robert Williams, “Introduction” and “Indian Rights and the Marshall Court” from *Like a Loaded Weapon: The Rehnquist Court, Indian Rights, and the Legal History of Racism in America* (2005)
- 2) Wendi Yamashita, “The Colonial and the Carceral: Building Relationships Between Japanese Americans and Indigenous Groups in Owens Valley” in *Amerasia* (121-138)

3) J. Kehaulani Kauanui, “Introduction: Got Blood?” from *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity* (1-35)

***GROUP PROPOSALS DUE**

Mass Incarceration, Death Penalty and Police Brutality

WEEK SIX (May 8-12)

1) Michelle Alexander, “Introduction,” “Chapter One: The Rebirth of Caste,” “Chapter Two: The Lockdown,” “Chapter Three: The Color of Justice” and “Chapter Five: The New Jim Crow” from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010)

WEEK 7 (May 15-19)

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

WEEK EIGHT (May 22-26)

Hate Crimes & Racial Terror

1) Jeannie Bell, “Introduction” and “Integration and Hate Crime: The Institutionalization of Civil Rights law” from *Policing Hatred* (2000)
2) Amaney Jamal, “Civil Liberties and the Otherization and Arab and Muslim Americans” and Suad Joseph and Benjamin D’Harlingue with Alvin Ka Hin Wong, “Arab Americans and Muslim Americans in the *New York Times*, Before and After 9/11” from *Race and Arab Americans before and after 9/11: From Invisible Citizens to Visible Subjects* (2008)
3) FILM: *Who Killed Vincent Chin?* (Director: Renee Tajima-Pena, 1988)

WEEK NINE (May 31- June 2)

Immigration

Lisa Marie Cacho, “Introduction: The Violence of Value,” “Chapter Three: Grafting Terror onto Illegality,” Chapter Four: Immigrant Rights v. Civil Rights” (2012)

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

WEEK TEN (June 5-June 9)

Final Project Presentations

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

ETHNIC STUDIES MAJOR/MINOR

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