This two-unit seminar will examine the relationship between law and gender in such substantive areas as criminal law, education law, and constitutional law. Using feminist theoretical perspectives as an organizing principle for readings and discussion, we will consider the strengths and limitations of theory as a tool for changing legal doctrine and public policy. Each perspective will be analyzed in tandem with cases and materials. Reading assignments provide a general overview, designed to spark ideas for legal research. The research and writing of a major paper on a relevant topic constitutes a vital aspect of the seminar. Students of both sexes and all political views are encouraged to enroll. No prior familiarity with feminist theory is required.

REQUIRED MATERIALS
To be an effective participant in the course, you must do the assigned reading. Please come to class prepared.

All reading assignments below prefaced with the initials “CB” refer to our casebook: Katharine T. Bartlett, Angela P. Harris, & Deborah L. Rhode, GENDER AND LAW: THEORY, DOCTRINE, COMMENTARY (3rd Edition, 2002). You can get all other materials from Westlaw through links provided on TWEN. You may print the Westlaw materials or read them online.

Graduate students from schools other than the Law School must see Druet Klugh (Reference Librarian) in the Law Library immediately to obtain a Westlaw password.

RESEARCH PAPER = 80% of your final grade
Each student is responsible for researching and writing an original legal research paper on some aspect of the relationship between gender and law covered by the topic areas of the syllabus. Your paper must between 25 and 30 pages long.

Your paper will develop in 4 mandatory stages, with a deadline for each:

1. **Choosing a Topic:** You must schedule a meeting with me during the week of October 4 to discuss your proposed research paper topic. This initial meeting is mandatory. In preparation for this meeting, you must come up with a preliminary bibliography of sources and a one-paragraph synopsis of your project.

2. **Rough Draft:** A substantial draft of the research paper is due at the beginning of class on Wednesday, November 10. (Please note that presenters for Class 11 must have a draft to circulate by November 5. I will seek volunteers for the Class 11 presentations, before assigning students to those slots.). I will read and critique your draft to help you formulate and support your argument, adopt an effective writing style, etc. Submitting a
draft on this date is mandatory. I will not read drafts that are submitted late. Failure to submit a draft for my review could be highly detrimental to your grade because other students’ final drafts will have benefited from substantial feedback.


4. Final Draft: The final draft of your paper is due in the Registrar’s Office no later than 5 PM on the first day of finals week (December 6).

RESEARCH PAPER WORKSHOPS = 10% of your final grade
The last 4 seminar meetings will be devoted to oral presentations of student research. You must email a draft of your paper to all members of the seminar the Friday before your presentation. All students are required to read these draft papers and write a short critique (no more than 1 to 2 pages) of each of draft paper.

Each student will make an oral presentation of his or her research. This presentation should last about 10 minutes and be followed by class discussion. An effective presentation will briefly (a) outline the argument that you will make in your paper, (b) describe the sources that you are using, and (c) pose questions for the class about areas in which you are experiencing difficulty.

The research paper workshop grade will be composed of 2 parts:
(1) The presentation of your research, and
(2) Your feedback (written and oral) on other students’ papers. Your short, written critiques can be relatively informal, but they must show that you read and thought about your classmates’ work. I will read the critiques and assign them either a “plus” (excellent), “check” (acceptable), or “minus” (below average), which will guide me in calculating your Workshop Grade.

WEEKLY RESPONSE PAPERS = 10% of your final grade
Class participation is very important to a seminar. You are here to learn from each other, as well as from me. To encourage class participation, all students will be required to turn in a 1 to 2 page paper each week, describing their reaction to the assigned reading and posing at least 3 potential discussion questions.

These response papers are due at the beginning of each class. To get credit for your response paper, you must attend class on the day that the response paper is due. You may fail to turn in 2 response papers without any penalty. However, if you miss more than that, you will be penalized, at my discretion.

These response papers can be relatively informal, but they must show that you read and thought about the reading assignment. I will read the response papers and assign them either a “plus” (excellent), “check” (acceptable), or “minus” (below average), which will guide me in calculating your Response Paper Grade.
ORAL PARTICIPATION IN CLASS
To further encourage class discussion, I will award between 1 and 3 extra credit points to students who contribute meaningful comments and questions in class on a regular basis.

OFFICE HOURS:  To Be Announced
Office #407
(303) 735-5028
Email: carolyn.ramsey@colorado.edu

CALENDAR OF READING ASSIGNMENTS (subject to change)

CLASS 1:
Introduction

Formal Equality: Equal Treatment, Sex-Based Classifications, and the Constitution
CB 117-18, 139 note 6 (The Equal Rights Amendment)

CLASS 2:
Substantive Equality I: Equality in School Athletics
CB 265-66; 374-82; 410-32.

CLASS 3:
Substantive Equality II: Sex-Segregated Schools
CB 382-409.

CLASS 4:
Non-Subordination I: “Provoked” Killings
CB 533-34; 536-39; 654-660 (Berry plus notes).
[NOTE: You do not have to read the material in Nourse’s appendix.]

CLASS 5:
Non-Subordination II: The Battered Woman Defense
CB 613-15, 660-664 (Norman).

CLASS 6:
Non-subordination III: Pornography
CB 699-720.

CLASS 7:
A Different Voice:
The Connection Thesis
CB 805-30.

A Different Voice in the Lawyering Process?
CB 858-75.

CLASS 8:
Autonomy I: Rape and Evidence Law
CB 935-36, 955-70 (skip note 6); 974-75 (read note 1 on rape shield laws).

CLASS 9:
Autonomy II: Prostitution
CB 1006-1027.

CLASS 10:
Essentialism(s) and Anti-Essentialism
CB 1193-1235; 1269-83.

CLASS 11:
Student presentations

CLASS 12:
Student presentations

CLASS 13:
Student presentations

CLASS 14:
Student presentations