

POLI 454/WGST 454 - WOMEN AND THE LAW
 TuTh, 11:40 AM to 12:55 PM
 Close-Hipp Building 750
 Three Credits
 Spring 2022

INSTRUCTOR INFORMATION AND ACCESSIBILITY

Instructor: Dr. Jessica A. Schoenherr, Assistant Professor, Department of Political Science

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Office Hours: Thursdays, 1 PM to 3 PM

Email is the best way to contact us. Please include "POLI 454" or "WGST 454" in the subject line to make sure the email does not get lost. Allow 24 hours for a response during the week (Monday-Thursday) and 36 hours during the weekend (Friday-Sunday).

COURSE DESCRIPTION AND OBJECTIVES

Constitutional and statutory case law dealing with gender equality issues. Topics include abortion, affirmative action, pornography, sexual harassment, fetal protection policies, employment discrimination, and women in the military.

Writing to her husband in March 1776, future First Lady Abigail Adams famously suggested he and the other members of the Continental Congress "remember the ladies and be more generous and favorable to them than your ancestors," warning them that "if particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation." Adams's words proved prescient. Armed with Article V of the Constitution, the Fourteenth Amendment, and Title VII of the Civil Rights Act of 1964, women have fought for and secured the ability to vote, serve on juries, control their reproductive freedoms, and work in their chosen professions without being harassed.

This class will discuss American women's fight for equal protection under the law, with a specific focus on how women have used the American federal court system to make gains. Our conversations will revolve around several big questions, including:

- When is it legally permissible to discriminate on the basis of sex?
- What protections do women have in the workplace? What protections should they have?
- What does women's inclusion in the political process mean for representation of women's issues?

By the end of this course, you should:

1. Develop an understanding of the historical development of women's legal rights and protections.
2. Understand the factors that influence Supreme Court decision making, both legal and political.
3. Develop the ability to read, understand, and interpret Supreme Court decisions.
4. Understand how to apply the research and cases covered in this class to different situations and arrive at well-reasoned answers that you can clearly articulate and defend.
5. Enhance your written and oral communication skills as well as your ability to participate in group work.

COURSE MATERIALS

Please obtain a copy of the following books for this class (either digital or physical copy is fine):

- Ginsburg, Ruth Bader and Amanda L. Tyler. 2021. *Justice, Justice Thou Shalt Pursue: A Life's Work Fighting for a More Perfect Union*. Oakland: University of California Press. (ISBN: 978-0520381926)
- Thomas, Gillian. 2017. *Because of Sex: One Law, Ten Cases, and Fifty Years That Changed American Women's Lives at Work*. New York: Picador. (ISBN: 978-1250138088)

You will also need to purchase ONE of the following books (more details below):

- Spruill, Marjorie J. 2017. *Divided We Stand: The Battle Over Women's Rights and Family Values that Polarized American Politics*. New York: Bloomsbury. (ISBN: 978-1632863164)
- Ziegler, Mary. 2020. *Abortion and the Law in America: Roe v. Wade to the Present*. New York: Cambridge University Press. (ISBN: 978-1108735599)

You will also need to obtain an iClicker for the course. You can either use the physical iClicker OR purchase access to the iClicker student app.

All other course material will be placed on Blackboard. Please ensure you have access to Blackboard at the beginning of the semester; if you do not, please email me during the first week of class. I will also be posting screencasts of our course lectures to aid your studying.

INSTRUCTIONAL AND TECHNOLOGY INFORMATION

TECHNOLOGY REQUIREMENTS:

We will be using Blackboard for class materials. All assignments will be turned in on Blackboard and I will post materials that are not in the books there as well. Students must have consistent and reliable access to a computer and to the Internet in order to complete this class. Make sure you have access to the course and please let me know within the first week if you do not.

If you have technology-related questions or need help with software, please contact the Division of Information Technology (DoIT) [here](#).

COURSE ASSIGNMENTS AND ASSESSMENTS

Your grade will be determined using the following weights:

Area	Weight
Course Pre- and Post-Tests	10%
Participation	15%
Quizzes	35%
Poster Project	25%
• Part 1 Research	5%
• Part 2 Research	5%
• Part 3 Research	5%
• Final Poster	10%
Final Exam	15%
Total	100%

COURSE PRE- AND POST-TESTS (10%):

At the beginning of the semester, you will be asked to complete a multiple-choice test that will ask you about your knowledge of women's rights, the Supreme Court, and constitutional law, as well as your feelings about the Court and your comfort levels with different topics and types of coursework. You will take the same test again at the end of the semester. These tests will establish your baseline knowledge of the course material and show how much you learned/retained by the end of the semester.

These tests will be graded for completion and effort only (i.e., you get full credit as long as you complete it). You will learn the right answers to many of the questions by the end of the course.

The Course Pre-Test will be available on Blackboard *starting at noon on Tuesday, January 11th* and must be *completed by 9:00 AM Columbia time on Tuesday, January 18th*.

The Course Post-Test will be available on Blackboard *starting at noon on Tuesday, April 19th* and must be *completed by 9:00 AM Columbia time on Tuesday, April 26th*.

You must complete BOTH the pre- and post-tests to get credit.

PARTICIPATION (15%):

Coming to class is important. This material is difficult to learn on your own and class time provides an opportunity to ask questions and engage with the material. It also gives me an opportunity to see how well you are picking up on the material and understanding it.

To this end, I will be asking questions throughout each class and asking you to answer them so I can see how you are approaching the material and learning from our conversations. I will use the iClicker system to track your answers. You must purchase a physical iClicker or a subscription to the iClicker Student App for this part of the class.

During each class, I will ask some number of questions. Some classes, I might ask only one; in others, I might ask ten. You earn one point for each question that I ask and you answer; I do not care if you get the answer right, just that you participate and provide an answer. At the end of each class, you'll receive a participation score based on the number of questions you answered. Answer all the questions, you get a 100%! If you come to class late and only answer 9 of 10, you get a 90%, and so on.

I will drop your four lowest pre-Spring Break scores (through Thursday, February 24th) and your four lowest post-Spring Break scores (from Tuesday March 15th to Thursday, April 21st). That means that you can completely miss four classes pre-Break and four classes post-break before you get penalized for lack of participation. Because of this cushion, there will be no make-up points or additional allowances made if you forgot your iClicker (e.g., you cannot write your answers on paper and turn them in).

Exceptions to these parameters will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other

emergencies. In the event you miss class for one of these reasons, you must contact me in writing as soon as possible and provide documentation of your absence and I will excuse you from participation for that day.

You must register your iClicker and link it to our class (POLI 454) by the start of class on Thursday, January 20th. Documentation for registering your iClicker and linking it to our class is available on Blackboard.¹

QUIZZES (35%):

Over the course of the class, you will be taking five online quizzes in Blackboard. Each quiz will have between 10 and 15 multiple choice questions and 2-3 short answer questions (approximately 6-8 sentence answers). These quizzes will not be cumulative. The first quiz will cover the material from the first two weeks of the class. Each subsequent quiz will cover the material examined since the last quiz, meaning each quiz will cover approximately two weeks' worth of material.

Quizzes will always Sundays at 9 AM Columbia time and will be due on Tuesdays at 9 AM Columbia time. This means you can take the quiz anywhere within that 48-hour period. You will have 35 minutes to complete each quiz. Once you start the quiz, you have to finish it (i.e., you cannot start, walk away for two hours, and then come back to finish it), so please make sure you give yourself 35 uninterrupted minutes to take it. Because this course is done online, all quizzes will be open book and open note. I do expect that you will do them on your own, without the assistance of others.

Because we will be taking these quizzes frequently, absolutely no late quiz submissions will be accepted. Exceptions will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies.

If you miss a quiz for one of these reasons, you must contact me in writing as soon as is possible and provide documentation of your absence to make alternative arrangements. All claims must, when possible, be made prior to the quiz that you will miss. Failure to follow these guidelines will result in a grade of "0" being awarded for that quiz. I reserve the right to give an alternative quiz if this situation arises.

But, because life happens, I will drop your lowest quiz score (meaning your final quiz grade will be from your four best quizzes). That means you can miss one quiz without incurring a penalty.

POSTER PROJECT (25%):

Throughout the semester, you will be working on a research project, with the goal of producing a digital research poster like the kind you would present at a university research forum. The goal of this assignment is to help you hone your research skills, as you will deep dive into an area of women and the law with which you are not particularly familiar and present information about that area to me and your classmates.

¹ For the people registered in the WGST 454 section: Please still register for the POLI 454 section on iClicker.

For this project, you will research one of two different topics:

- The failure of the Equal Rights Amendment
- The Supreme Court's response to abortion from *Roe v. Wade* to the modern day

Each of these topics corresponds to one of the books listed at the top of the syllabus. These books will help you work through the project and complete each part. You can also use external sources to research the questions involved.

The last question on your course pre-test will ask you to pick your topic for the project. After that, you should buy the book that corresponds with that topic.

You will be drafting sections of your poster and turning them in throughout the semester. We will read the drafted sections and provide feedback that can be incorporated into the final poster. The turn-in schedule is as follows:

Due Date	Paper Section
2/8	Part 1 - Background and History
3/1	Part 2 - Two Sides of the Argument
3/22	Part 3 - Application to Course Material
4/12	Final Poster Due

Each project part should be submitted on Blackboard in the appropriate assignment folder and follow all required formatting as specified in the assignment sheet. Parts must be completed by 9 AM Columbia time on the due date; late submissions will be penalized as follows:

- Less than 1 hour late: -10% of grade
- 1 to 4 hours late: -20% of grade
- 4 to 12 hours late: -30% of grade
- More than 12 hours late: not accepted

I will provide more details about these assignments, including the grading rubric, in a separate document that will be posted on Blackboard in the first two weeks of the semester.

FINAL EXAM (15%):

To evaluate all that you learned throughout the semester, there will be a final exam for this class. This final will be cumulative and will consist of a combination of multiple-choice, true-or-false, and essay questions. The format will look similar to your quizzes, but with more questions and longer essays.

The final for this class is on ***Thursday, April 28th at 12.30 PM***. Like the quizzes, it will be conducted on Blackboard. I will provide more details as we get closer to the end of the semester.

All exams must be taken during the period in which they are scheduled. Exceptions will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious

for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies.

You must provide documentation that allows me to verify your absence was valid. All claims must, when possible, be made at least two weeks prior to when the exam is scheduled. Failure to follow these guidelines will result in a "0" being awarded for the final. I reserve the right to have the makeup exam be of a different format than the exam that is given during class.

GRADING SCALE

I will use the following scale to assign course grades:

Percentage	Grade
90-100%	A
87-89%	B+
80-86%	B
77-79%	C+
70-76%	C
67-69%	D+
60-66%	D
59% or less	F

Percentages greater than or equal to 0.5 will be rounded up to the next highest whole percentage (Example: 86.5% will found up to an 87%).

GRADE APPEALS

If you receive a grade and see that it contains an arithmetic error (i.e., I mis-calculated your grade), please inform me of the problem. If you have a question or concern about your performance on any course work, please me. All concerns must be stated in writing (paper or email), beginning with a statement that concisely explains why you believe your grade should be altered.

All concerns, arithmetic or otherwise, must be raised within one week of that assignment/quiz's release to students. It is your responsibility to attend the class session in which materials are returned; the one-week clock starts when I make the initial attempt to distribute the exam/assignment regardless of whether or not you were there to collect it. If you do not raise your question within this one-week period, you forfeit your ability to appeal your grade. This policy applies to all graded material as well as iClicker scores.

ACADEMIC INTEGRITY

ACADEMIC DISHONESTY:

Absolutely no form of academic dishonesty will be tolerated. Anyone found guilty of cheating, plagiarism, or any other violation of academic integrity will receive an automatic grade of 0.0 for the assignment. Additionally, all other penalties within the University will be pursued to the fullest extent. For more information about academic dishonesty, visit the [USC Office of Academic Integrity](#).

HONOR CODE:

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code. Two important components of the Honor Code:

- Faculty members are required to report potential violations of the Honor Code to the Office of Student Conduct and Academic Integrity.
- When a student is uncertain as to whether conduct would violate the Honor Code, it is their responsibility to seek clarification from the appropriate faculty member.

Your enrollment in this class signifies your willingness to accept these responsibilities and uphold the Honor Code of the University of South Carolina. Please review the [Honor Code Policies](#) as well as the [Code of Conduct](#). It is your responsibility to understand these policies.

CAROLINIAN CREED:

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic and civil discourse are the cornerstones of the educational system and crucial to individual growth.

As a Carolinian:

- I will practice personal and academic integrity;
- I will respect the rights and dignity of all persons;
- I will respect the rights and property of others;
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- I will demonstrate concern for others, their feelings and their need for conditions which support their work and development.

CLASSROOM CONTENT AND RECORDING:

I will be recording our class sessions and placing them on Blackboard for you to review, if needed. You are welcome to record the lectures yourself for your own educational use, but odds are that my recordings will be better quality and take up less space on your computer.

Lectures and course materials (which are inclusive of my presentations, tests, exams, outlines, and lecture notes) may be protected by copyright. You are encouraged to take notes and utilize course materials for your own educational purpose. However, you are not to reproduce or distribute this content without my expressed written permission. This includes sharing course materials to online social study sites like Course Hero and other services. Students who publicly reproduce, distribute or modify course content maybe in violation of the university's Honor Code's Complicity Policy, which prohibits "sharing academic work with another student (either in person or electronically) without the permission of the instructor." To best understand the parameters around copyright and intellectual property, see [here](#).

COLLABORATION:

A student's grades are to represent the extent that individual mastered the course content. You should assume that you are to complete course work individually (without the use of another person or

uncited outside source) unless otherwise indicated by the instructor. It is your responsibility to seek clarification if you are unclear about what constitutes proper or improper collaboration.

A NOTE ABOUT SOURCES:

There are great resources out there about Supreme Court cases, including Oyez and even Wikipedia. Please use them to help you better understand the material. But these are RESOURCES. The information is not there for you to use as your own without attribution.

Do not, DO NOT, ***DO NOT*** copy information from these sources to answer quiz questions or write your poster project. EVERYTHING IN THIS CLASS NEEDS TO BE IN YOUR OWN WORDS. If you take information directly from a source without attribution and try to pass it off as your own work, that is plagiarism. Plagiarism is a violation of both the University Honor Code and the Carolinian Creed. You are ultimately responsible for your work and ensuring it is your own.

If you are EVER confused about what is and is not plagiarism, ASK FIRST. I will gladly answer any question about wording if it helps avoid plagiarism.

Additionally, Indiana University has [an incredibly helpful plagiarism tutorial](#) that I encourage you all to look at if you are ever confused.

INCOMPLETE GRADES:

You may be assigned an 'I' (Incomplete) grade if you are unable to complete some portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade is not intended to give you additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented you from completing course assignments on time.

STUDENT SUPPORT RESOURCES

ACADEMIC SUPPORT:

In partnership with the University of South Carolina faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to students in this course may include:

- Peer Tutoring: You can make a one-on-one appointment with a Peer Tutor by going to www.sc.edu/success. Drop-in Tutoring and Online Tutoring may also be available for this course. Visit our website for a full schedule of times, locations, and courses.
- Supplemental Instruction (SI): SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- Peer Writing: Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- Success Consultations: In Success Consultations, SSC staff assist students in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, your instructor may communicate with the SSC via Success Connect, an online

referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by your professor is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit www.sc.edu/success, or come to the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

UNIVERSITY LIBRARY RESOURCES:

University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian](#). You can also [Book a Librarian](#) for a personal research consultation.

WRITING CENTER:

This course has many writing assignments. The University Writing Center is an important resource you should use. It's open to help any UofSC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

ADDITIONAL ACCOMMODATIONS:

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Student Disability Resource Center: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Student Disability Resource Center.

Students with special needs should contact me immediately. Every effort to accommodate additional needs will be made.

MENTAL HEALTH AND COUNSELING SERVICES:

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Counseling & Psychiatry offers individual and group counseling and psychiatric services. You can schedule an appointment at (803) 777-5223 or on MyHealthSpace. You can also call after-hours for crisis counseling. Wellness Coaching can help you improve in areas related to emotional and physical wellbeing, such as sleep, resiliency, balanced eating and more. Wellness Coaching appointments can be made by calling 803-777-6518. or on MyHealthSpace. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out [University Health Services Mental Health](#).

COVID-19 GUIDELINES AND NOTES:

COVID-19 continues to pose a threat to the well-being and health of our USC community. You are urged to take extra precautions to keep yourself and your peers safe. Please be aware of all current CDC guidelines, which you can find [here](#). Please also note that faculty are given guidance through the university, which you can find [here](#). University guidance regarding COVID-19 is located [here](#).

The university strongly encourages all students, faculty, and staff to get fully vaccinated in order to protect themselves and the community. Check out the university's [Garnet and Vaxxed](#) campaign for more information, including vaccination clinic locations and the opportunity to win prizes.

FACE COVERINGS WILL BE REQUIRED AT ALL TIMES INSIDE ALL CAMPUS BUILDINGS, unless you are in your own residence hall room, private office, or you are eating inside campus dining facilities. They are also required on shuttle buses and other forms of university transportation. Face coverings should cover your nose and mouth in a community setting.

IF YOU ARE NOT FEELING WELL, STAY HOME. Protecting your health and the health of your classmates is important.

Instructors are requested to establish a way in which to help the contact tracers from the University Health Services establish who was sitting within 6 feet of whom in a class on a particular day. Suggestions are to establish a seating chart in the class and take attendance or to have students track who was sitting close to them in class on each class day. I will be passing around a seating chart every day for that reason. AGAIN: Attendance does not count toward your grade in this class.

Classes have been scheduled in classrooms at full capacity to be able to accommodate face-to-face classes that approximate pre-pandemic levels and to meet the back-to-work order by the Governor. I encourage you all to physically spread out using the available seating as much as you can.

COVID-19 related absences must be documented through the [Student Ombudsman](#). Students who have been diagnosed with COVID-19 or have been exposed and require quarantining should complete the [COVID-19 Student Report Form](#) and instructors should request this form in order to excuse the absence. The Student Ombudsman will verify documentation of a positive COVID-19 test or verification from USC contact tracers they should be absent.

COURSE OUTLINE AND DUE DATES

Please complete the assigned readings/viewings/listenings by Tuesday every week. Readings marked with an asterisk (*) will be available on Blackboard.

Any day marked with "NC" means we do not have class that day.

Note: I reserve the right to modify this syllabus at any point in the course to suit the needs of the class. All changes will be noted on Blackboard and sent to students via email in advance of class.

Week	Class Dates	Subject	Assignment
1	1/11 1/13 - NC	Syllabus Day	<ul style="list-style-type: none"> Watch C-SPAN's Supreme Court Documentary, https://bit.ly/3Cp5FHx
2	1/18 1/20	Basics: The Legal System	<ul style="list-style-type: none"> (*) Epstein and Walker, Chapter 1
3	1/25 1/27	Basics: Judicial Review, Justiciability, Incorporation	<ul style="list-style-type: none"> (*) Epstein and Walker, Chapter 2 <ul style="list-style-type: none"> <i>Marbury v. Madison</i> (1803) <i>Ex parte McCordle</i> (1869) (*) <i>Palko v. Connecticut</i> (1937)
QUIZ 1 DUE AT 9 AM ON TUESDAY, FEBRUARY 1ST			
4	2/1 2/3	Basics: Coverture, Voting, and Juries	<ul style="list-style-type: none"> Allgor, https://bit.ly/3mEfhro Corder and Wolbrecht (2020), https://bit.ly/3lnjZdb (*) <i>J.E.B. v. Alabama Ex Rel. T.B.</i> (1994)
POSTER PROJECT PART 1 DUE AT 9 AM ON TUESDAY, FEBRUARY 8TH			
5	2/8 2/10	Equal Protection: The Fight Begins	<ul style="list-style-type: none"> Ginsburg and Tyler, p. 49-81 <ul style="list-style-type: none"> <i>Moritz v. Commissioner of Internal Revenue</i> (1972) <i>Frontiero v. Richardson</i> (1973) <i>Weinberger v. Wiesenfeld</i> (1975) <i>More Perfect</i>, "Sex Appeal," https://bit.ly/3rPLFst
6	2/15 2/17	Equal Protection: The Fight Continues	<ul style="list-style-type: none"> Ginsburg and Tyler, p. 103-164, 203-240 <ul style="list-style-type: none"> <i>United States v. Virginia</i> (1996) <i>Ledbetter v. Goodyear Tire & Rubber Co.</i> (2007) <i>Burwell v. Hobby Lobby Stores</i> (2014) <i>You're Wrong About</i>, "Shannon Faulkner & Sex Discrimination at The Citadel," https://bit.ly/3Agwv2H
QUIZ 2 DUE AT 9 AM ON TUESDAY, FEBRUARY 22ND			
7	2/22 2/24	Reproductive Rights	<ul style="list-style-type: none"> (*) <i>Griswold v. Connecticut</i> (1965) (*) <i>Roe v. Wade</i> (1973) (*) <i>Planned Parenthood of Southeastern Pennsylvania v. Casey</i> (1992)
POSTER PROJECT PART 2 DUE AT 9 AM ON TUESDAY, MARCH 1ST			
8	3/1 3.3	Title VII: Beginnings	<ul style="list-style-type: none"> Thomas p. 1-80 <ul style="list-style-type: none"> <i>Phillips v. Martin Marietta</i> (1971) <i>Dothard v. Rawlinson</i> (1977) <i>City of Los Angeles Department of Water and Power v. Manhart</i> (1978)
SPRING BREAK - NO CLASS			

9	3/15 3/17	Title VII: Workplace Harassment and Retaliation	<ul style="list-style-type: none"> • Thomas p. 81-105, 169-205 <ul style="list-style-type: none"> ○ <i>Meritor Savings Bank, FSB v. Vinson</i> (1986) ○ <i>Harris v. Forklift Systems, Inc.</i> (1993) ○ <i>Burlington Northern & Santa Fe Railway Co. v. White</i> (2006)
QUIZ 3 DUE AT 9 AM ON TUESDAY, MARCH 22ND			
POSTER PROJECT PART 3 DUE AT 9 AM ON TUESDAY, MARCH 22ND			
10	3/22 3/24	Title VII: Pregnancy and Disability	<ul style="list-style-type: none"> • Thomas, p. 106-126, 148-168, 206-228 <ul style="list-style-type: none"> ○ <i>California Federal Savings & Loan Association v. Guerra</i> (1987) ○ <i>International Union, United Auto Works of America v. Johnson Controls, Inc.</i> (1991) ○ <i>Young v. United Parcel Service, Inc.</i> (2015)
11	3/29 3/31	Title VII: Sex Stereotypes	<ul style="list-style-type: none"> • Thomas, p. 127-147 <ul style="list-style-type: none"> ○ <i>Price Waterhouse v. Hopkins</i> (1989) • (*) <i>Bostock v. Clayton County</i> (2020)
QUIZ 4 DUE AT 9 AM ON TUESDAY, APRIL 5TH			
12	4/5 4/7 - NC	Importance of Inclusion: Women in Elected Positions	<ul style="list-style-type: none"> • (*) Lazarus and Steigerwalt (2018), Chapter 1 • <i>Broads You Should Know</i>, "Shirley Chisholm," https://bit.ly/3HhvWJg
FINAL POSTER PROJECT DUE AT 9 AM ON TUESDAY, APRIL 12TH			
13	4/12 4/14	Importance of Inclusion: Women Lawyers and Judges	<ul style="list-style-type: none"> • (*) Norgren (2018), Preface, Intro, Chapter 3 • <i>More Perfect</i>, "Justice, Interrupted," https://bit.ly/3ihU84s • Russell-Kraft (2021), https://bit.ly/3ighVC2
QUIZ 5 DUE AT 9 AM ON TUESDAY, APRIL 19TH			
14	4/19 4/21	Miscellaneous Topics	<ul style="list-style-type: none"> • Baccellieri (2018), https://bit.ly/37ic9t8 • (*) Epstein and Walker p. 478-485 <ul style="list-style-type: none"> ○ <i>United States v. Morrison</i> (2000)
FINAL EXAM, THURSDAY, APRIL 28 TH , 12.30 PM TO 3 PM			