This course provides an analysis and critique of women’s position(s) in patriarchal society through the lenses of law and literature. Together, we will explore the role of law in maintaining and perpetuating oppressive systems and structures; we will also examine women-created literary works that register and/or resist white supremacist patriarchy. In our work, we will focus on ways that women have been excluded from full participation in the social, political, legal, and economic spheres of the societies in which they have lived; we will simultaneously focus on efforts to achieve liberation, autonomy, and equality. We will be particularly attentive to intersections of gender with categories like race, class, ability, and sexuality, and to better understand interlocking structural constraints, we will focus specifically on works by and about Black women. We will read legal documents such as judicial opinions and statutes, as well as works of literary fiction and poetry, and we will read scholarship by experts working on content relevant to our course. We will practice using legal research methodologies in addition to humanities-oriented research and writing.

**MEETINGS**
T/Th 2:15-3:45pm
Via Zoom (link on Canvas)

**BEST WAY TO REACH ME**

**Email:** fbarter@uoregon.edu or email through Canvas (allow 48 hrs for responses)

**Office Hours:** T/Th 12:00pm-1:30pm via Zoom
Sign up at https://dr-barter.youcanbook.me/

**DR. FAITH BARTER**
SHE/HER/HERS
Dept. of English
320 PLC

**COURSE DESCRIPTION**

This course provides an analysis and critique of women’s position(s) in patriarchal society through the lenses of law and literature. Together, we will explore the role of law in maintaining and perpetuating oppressive systems and structures; we will also examine women-created literary works that register and/or resist white supremacist patriarchy. In our work, we will focus on ways that women have been excluded from full participation in the social, political, legal, and economic spheres of the societies in which they have lived; we will simultaneously focus on efforts to achieve liberation, autonomy, and equality. We will be particularly attentive to intersections of gender with categories like race, class, ability, and sexuality, and to better understand interlocking structural constraints, we will focus specifically on works by and about Black women. We will read legal documents such as judicial opinions and statutes, as well as works of literary fiction and poetry, and we will read scholarship by experts working on content relevant to our course. We will practice using legal research methodologies in addition to humanities-oriented research and writing.

**LEARNING OUTCOMES**

| 01 | Arrive at a deeper historical, legal, cultural, and literary understanding of the relationship between literature and law and the ways that each discursive mode has both oppressive and liberating potential |
| 02 | Generate a deeper knowledge of feminist traditions in literature and law, with particular attention to Black feminisms |
| 03 | Refine the following skills through regular, rigorous writing practice: literary and legal close reading skills, critical thinking, critical argumentation skills, legal historical analysis, and legal research methodologies. |
| 04 | Identify other places in which to use the skills and the knowledge you acquire from the class—other coursework, daily life, personal reading, etc. |

**COURSE TEXTS**

These five books are the only books you are required to purchase. They have been ordered via The Duck Store, but you are free to buy different editions or use other vendors. All other required readings will be posted to our course Canvas page. You will also be required to watch one documentary that is available on Amazon Prime Video.

Please note: There are a number of readings that will be provided to you via Canvas. If you have a hard time reading on screens or prefer hard copies, you are welcome to print those readings or buy your own copies from any vendor.

**REQUIRED TECH**

- Computer/Tablet
- Internet Access for Zoom and Canvas
- Suggested: Headphones

**ACCESSIBILITY**

The Accessible Education Center (uoae@uoregon.edu) handles requests for accommodation of disabilities. I and the University want this class to be an inclusive learning environment. Please notify me as soon as possible if aspects of the course are creating barriers to your participation or if you need to share an accommodations letter from the AEC.

**STRATEGIES FOR SUCCESS**

- Take handwritten notes during Zoom sessions and while you read for class
- Take care of your emotional, physical, and mental health
- Seek help with concepts during class meetings, in office hours, or via Canvas
- Put important dates in your calendar and keep track of your assignments & submissions
COURSE FORMAT

We will have class meetings during the scheduled time as live, synchronous Zoom sessions. Our class meetings will be a combination of large group discussion, small group activities, and structured "practice time" and "writing time" for upcoming assignments. There is no attendance policy, but it will be difficult for you to do well in the course if you are not attending class regularly. Zoom sessions will not be recorded. If you miss a class, please arrange to get notes from a classmate.

ASSIGNMENTS

CLOSE READING POSTS (8 TOTAL)
In lieu of reading quizzes, we will use the Canvas Discussion Board to practice close reading skills before class each day in Weeks 2-9. Posts are due by noon the day of class. You must complete 10 posts in total, meaning you can opt out 6 times. If you submit a late post, it should be on a passage that we did not already discuss in class.

PERSONAL ESSAY ON LAW
In Week 3, you will submit a brief (3-4 page) personal essay in which you reflect on an encounter you have had with law or law enforcement.

SUPREME COURT RESEARCH PACKET
In Week 6, you will submit a research packet on a recent (past 15 years) Supreme Court case. Your packet will include case briefs for the existing opinion and two underlying cases, as well as a proposal for the basis on which you would dissent.

FINAL PROJECT PROPOSAL
In Week 8, you will submit a proposal and tentative outline/work plan for your final project.

FINAL PROJECT
Your final project will be on a topic and in a format of your choice but should be the equivalent of a 6-8 page paper and should be clearly connected to our course materials.

Full assignment details and rubrics are on Canvas

GRADING

AVERAGE GRADE

Final Project 25%
Close Reading Posts 25%
Personal Essay 15%
SCOTUS Research Packet 25%

95-100% A
90-92% A-
87-89% B+
85-86% B
80-82% B-
77-79% C+
75-76% C
70-72% C-
67-69% D+
65-66% D
60-62% D-
0-59% F

DUE DATES & EXTENSIONS

Assignments are due by the date/time listed in the syllabus. I know that sometimes things happen that interfere with your ability to complete assignments. You have 7 days of "credit" to use at your discretion, no questions asked, to submit an assignment after it is due. To use your credit, simply email me to let me know that you are using x days of credit. Otherwise, late assignments will be penalized 10% for each day that they are late; assignments will not be accepted more than one week past the due date except with prior permission in extreme circumstances. See Canvas for full details on the credit policy.

ACADEMIC HONESTY

Academic dishonesty in any form undermines your integrity, mine, and that of this course. If you have particular questions or concerns about an issue of academic honesty, please contact me. I take very seriously our shared obligation to academic integrity, and all of your work in this class—including informal writing and annotations—should be entirely your own.

Check Canvas for more details and for extra credit opportunities/policies.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Before class</th>
<th>After class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 5</td>
<td>Week 1 - Introductions</td>
<td>Read syllabus and Canvas site</td>
<td>Make sure you've added all important dates to your calendar</td>
</tr>
<tr>
<td>Jan. 7</td>
<td>Week 1 - What is law?</td>
<td>Read excerpt from <em>Alchemy of Race and Rights</em> (on Canvas)</td>
<td></td>
</tr>
<tr>
<td>Jan. 12</td>
<td>Week 1 - What is law (part 2)?*</td>
<td>Read excerpts from the Salem witch trials (on Canvas)</td>
<td></td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Week 2 - Re-visioning legal history*</td>
<td>Read first 1/3 of <em>I, Tituba</em></td>
<td></td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Week 2 - Re-visioning legal history*</td>
<td>Read second 1/3 of <em>I, Tituba</em></td>
<td></td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Week 2 - Re-visioning legal history*</td>
<td>Read final 1/3 of <em>I, Tituba</em></td>
<td></td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Week 4 - Litigating Race and Marriage*</td>
<td>Read <em>Property Rites</em>, Introduction and Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Week 4 - Litigating Race and Marriage*</td>
<td>Read <em>Property Rites</em>, Chapters 3 and 7</td>
<td></td>
</tr>
<tr>
<td>FEB. 2</td>
<td>Week 5 - Race, Marriage, and Ability*</td>
<td>Watch video (on Canvas) on the Racial Integrity Act of 1924</td>
<td>Read <em>Buck v. Bell</em> and <em>Loving v. Virginia</em> (on Canvas)</td>
</tr>
<tr>
<td>FEB. 4</td>
<td>Week 5 - Race, Marriage, Sexuality, and Sanity*</td>
<td>Read Part One of <em>Passing</em></td>
<td></td>
</tr>
<tr>
<td>FEB. 9</td>
<td>Week 6 - Race, Marriage, Sexuality, and Sanity*</td>
<td>Read Part Two of <em>Passing</em></td>
<td></td>
</tr>
<tr>
<td>FEB. 11</td>
<td>Week 6 - Race, Marriage, Sexuality, and Sanity*</td>
<td>Read Part Three of <em>Passing</em></td>
<td></td>
</tr>
<tr>
<td>FEB. 16</td>
<td>Week 7 - Black Feminisms and Law*</td>
<td>Read Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” (on Canvas)</td>
<td>Read the Combahee River Collective Statement (on Canvas)</td>
</tr>
<tr>
<td>FEB. 18</td>
<td>Week 7 - Intersectionality and Critical Race Theory*</td>
<td>Read “Demarginalizing the Intersections of Race and Sex” (on Canvas)</td>
<td></td>
</tr>
<tr>
<td>FEB. 23</td>
<td>Week 8 - Experimenting with Form*</td>
<td>Read the first 1/2 of <em>Venus</em></td>
<td></td>
</tr>
<tr>
<td>FEB. 25</td>
<td>Week 8 - Experimenting with Form*</td>
<td>Read the second 1/2 of <em>Venus</em></td>
<td></td>
</tr>
</tbody>
</table>

As noted above, all class meetings will take place over Zoom. Zoom meetings will NOT be recorded.

Start researching Supreme Court cases early - your research packet is due at the end of Week 6!

To do: (1) finish Supreme Court research packet and (2) start thinking about final projects!

How many days are left in your 7-day extension credit? Use them wisely!
Start working on your final project!

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**Mar. 2**

Week 9 - Turning law into poetry*

Before class:
- First, read the Notanda in Zong! (note: it is a section at the very end of the book)
- Then, read as many poems as you can in Zong! (any section(s))

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**Mar. 4**

Week 9 - Turning law into poetry*

Before class:
- Read as many poems as you can in Zong! (any section(s))

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**Mar. 9**

Week 10 - Trans identity in law and literature

Before class:
- Read excerpt from Black on Both Sides (on Canvas)
- Watch Major! (documentary, available on Amazon Prime Video)

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**Mar. 11**

Week 10 - Reflections and Wrap-up

Before class: Complete your participation self-evaluation on Canvas

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**IMPORTANT DUE DATES**

**CLOSE READINGS**

FLEXIBLE! You are responsible for keeping track, but you must submit 10 total. If you submit more than 10, I will only count your 10 highest scores. Don't leave them all until the last minute - it is to your benefit to get feedback early.

**PERSONAL ESSAY**

Due by 8:00pm on Friday, January 22.

**SUPREME COURT RESEARCH PACKET**

Due by 8:00pm on Friday, February 12.

**FINAL PROJECT PROPOSAL**

Due by 8:00pm on Wednesday, February 24

**FINAL PROJECT**

Due by 11:59pm on Monday, Mar. 15

***NOTE: In order for me to submit grades on time, if you plan to use any of the days in your "credit account," know that all finals and other outstanding assignments MUST be submitted to me by 11:59pm on March 20.***

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Please reach out if you have any questions or concerns.

I am so excited to read and learn with you this term!