COURSE OUTLINE

The State University at Albany
Timothy S. Taylor, Esq.
Rockefeller College of Public Affairs and
Adjunct Professor
Policy
Office Hours: Tuesday 3:00 p.m. – 4:00 p.m.
RPOS-399-0028 (9556)
Humanities Building Room B-16
Race, Law, and Society
Telephone: 518-442-4730
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Fall 2018
Tuesday 4:15 – 7:05 p.m.
HU 124

RACE, LAW, and SOCIETY

This course focuses on race, the American legal system, public policy and society discourse. The students study case law starting with 1619 through the present. The course focuses on the development of the law and on questions concerning equality and fairness within different racial communities. The primary source of legal analysis will be Supreme Court decisions and the evolution of constitutional rights and civil rights. The history of Blacks in America is studied to provide context for understanding legal decisions. The history and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 will also be analyzed. The course addresses the role of race in the creation and implementation of public policy.

Primary Objectives

1. Study, analyze and critique the role of the law in different racial communities.

2. Explore the role of race in the implementation of public policy.

3. Understand methods of legal analysis and reasoning including critical race theory.

4. Understanding why diversity matters.

5. Understanding, analyzing and discussing current events.

6. The course will also explore the political, economic, religious, social, intellectual and artistic changes which led to the evolution of the Black Lives Matter movement.

7. The philosophical underpinnings of the theory of nonviolent direct mass action will be analyzed.

8. The strategies of proponents of racial justice to transform Jim Crow societies into integrated societies will be studied.
9. Major historical figures including Martin Luther King Jr., Bayard Rustin, Lyndon Baines Johnson, Malcolm X, Earl Warren, and Thurgood Marshall will be analyzed.

10. The students will also learn of the growth of black empowerment; from rural Mississippi to Watts and Oakland, California.

**Class Requirements**

1. Examinations: One (1) midterm exam counts as 30% of the student’s final grade and one (1) final examination counts as 30% of the student’s final grade.

2. Class attendance and participation: failure to attend class, defined as more than six (6) absences, will result in the failure of this course. Students are expected to come to class prepared to discuss the assigned readings. Students will debate selected topics during the semester. 20% of the student grade will be based upon class participation.

3. A group presentation on a selected topic will constitute 20% of the student’s grade.

**Undergraduate Academic Regulations:**
Students are expected to comply with all rules and regulations for student conduct as described in the University’s Undergraduate Bulletin which can be found at http://www.albany.edu/undergraduate_bulletin/regulations.html.

**Graduate Academic Regulations:**
Students are expected to comply with all rules and regulations for student conduct as described in the University’s Graduate Bulletin which can be found at http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity.

Students who are found guilty of plagiarism will at a minimum fail the specific assignment and, according to University guidelines, could fail the course. Plagiarism is defined as the use of another person’s wording without indicating the source using quotation marks and the appropriate citation. Paraphrased or borrowed ideas are to be identified with the appropriate citation.

**Accommodations**
“Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). The office will provide the course instructor with verification of your disability and will recommend appropriate accommodations.” For the University’s policy, see: http://www.albany.edu/disability/docs/RAP.pdf. If you wish to discuss academic accommodations for this class please inform the instructor as soon as possible.
Required Readings


Useful Web Sites

Westlaw

Supreme Court

www.census.gov.pubinfo

Cornell Law

Oxford Press

NY Times

WEEKLY OUTLINE

Week 1 August 28, 2018

Introduction and Overview

Week 2 September 4, 2018

Constitutional Dilemma

3/5 compromise
Abraham Lincoln and the Founding Fathers
Roberts v Boston
Dred Scott v. Sandford
Reading: Browne – Marshall, Chapter 1, pages 1 – 17; Glaude, Chapter 1
Week 3  September 11, 2018

The Civil War

Reading:  Browne – Marshall, Chapter 2, pages 19 – 50, Glaude, Chapters 2 & 3
Constitutional Amendments 13, 14, and 15.
Research Paper Selection
Debate topic selected
An Open Letter to Justice Clarence Thomas from a Federal Judicial Colleague,
A. Leon Higginbotham, 1991

Week 4  September 18, 2018

The Strange Career of Jim Crow

Williams v Mississippi
Plessy v Ferguson

Assigned Reading: Browne – Marshall, Chapter 3, pages 51 – 116
Glaude, Chapters 4 & 5

Week 5  September 25, 2018

The American Legal System

Moore v Dempsey
Powell v Alabama
Brown – Marshall, Chapter 4, pages 117 – 154; Glaude Chapter 6

Week 6  October 2, 2018

Debates

Week 7  October 9, 2018

The Civil Rights Movement

Civil Rights Act 1964
Voting Rights Act 1965
Assigned Reading: Browne – Marshall, Chapter 5, pages 177 - 205

Week 8  October 16, 2018

Equal Justice Under the Law

Loving v Virginia
Equal Protection of the Laws  
Cooper v Aaron  
Heart of Atlanta Motel v US  
Palmer v Thompson

Review

Week 9  October 23, 2018

MIDTERM EXAM

Week 10  October 29, 2018

Grutter v Bollinger  
Parents Involved in Community Schools v. Seattle School District No. 1

Reading: Alexander, Chapters 1-3

Week 11  November 6, 2018

The Supreme Court

Ricci v DeStefano  
Brown – Marshall pages 207 – 250  
Assigned Reading: Glaude, Chapter 7

Week 12  November 13, 2018

Group presentations

Assigned Reading: Glaude, Chapter 8, Alexander, Chapters 4-6  
Rodney King  
OJ Simpson

Week 13  November 20, 2018

The Strange Career of Jim Crow revisited-11/27  
Solutions to current issues  
Reading: Glaude, Chapter 9

Week 14  November 27, 2018

The Black Lives Matter Movement
General Policies

1. Readings should be done before the class for which they are assigned.

2. Students should attend all classes. Attendance will reflect on your final grade. Students who leave the classroom before the period is over will be considered absent for that day.

3. The classroom is an open learning environment; therefore, all students’ ideas, suggestions, comments, questions, and viewpoints must be respected.

4. Students must only talk during discussions or when asking or answering questions.

5. All cell phones and other electronic devices must be off and out of sight in the classroom unless the student has been granted permission by the instructor.