Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL:  
- LAW
- MSB
- CAS
- CPA

CONTACT NAME: Cheryl Cudzilo  
PHONE: x4457

DEPARTMENT/DIVISION: Law School

PROPOSED SEMESTER OF IMPLEMENTATION:  
- fall
- spring

YEAR: 2011

TYPE OF ACTION:  
- add (new)
- deactivate
- modify
- other

LEVEL OF ACTION:  
- noncredit
- undergraduate
- graduate
- other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

**COURSE ACTIONS**

Original Subject Code/Course Number: LAW 888B

Original Course Title: Special Topics in Applied Feminism

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
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<tr>
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</table>

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (O)  
- course definition document (P)  
- full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)  
- other documents as may be required by MHEC/USM (S)  
- other (T)
**IMPACT REVIEW** (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
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<tbody>
<tr>
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<td>b. OTS</td>
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**APPROVAL SEQUENCE** (review the list of necessary signatures):

<table>
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<tr>
<th>Approval Level</th>
<th>Signature</th>
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<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
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<tr>
<td>B. General Education (for No. 7, 8)</td>
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<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Michael J. Hague</td>
<td>5-24-10</td>
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<tr>
<td>D. Dean</td>
<td></td>
<td>5-7-10</td>
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<tr>
<td>E. University Faculty Senate (Chair)</td>
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<td>F. University Council (Chair)¹</td>
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<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Jeffery A. Myers (Assoc. Pres.)</td>
<td>10-29-10</td>
</tr>
<tr>
<td>H. President</td>
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<tr>
<td>I. Board of Regents (notification only)</td>
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<tr>
<td>J. Board of Regents (approval)</td>
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<tr>
<td>K. MHEC (notification only)</td>
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<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
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¹ University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: O LAW  O MSB  O CAS  O CPA

CONTACT NAME: Cheryl Cudzilo

PHONE: x4457

DEPARTMENT/DIVISION: Law School

DATE PREPARED: 9/16/10

PROPOSED SEMESTER OF IMPLEMENTATION: O fall  O spring  YEAR: 2011

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

O COURSE ACTIONS

- Original Subject Code/Course Number: LAW 888B
- Original Course Title: Special Topics in Applied Feminism

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

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For changes to existing courses:

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Summer 2010
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

Addition of a new course: Special Topics in Applied Feminism

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

This course will build on the introduction to feminist legal theory now being offered through our first year critical legal theory course. Students will have the opportunity to explore feminist legal theory more deeply and in a variety of different legal contexts, some of which have not been traditionally associated with feminist legal theory, thus broadening the students' conceptions of the application of critical legal theory. Because the class will be team taught by a number of different professors, students will benefit from the subject matter expertise of the professors and the novel applications of theory to law. Students will get a wider exposure to professors and subjects that they might not have considered before, and because the course will be taught pass/fail, they will be able to do so in a less threatening environment. Students will also have the opportunity to develop relationships with professors that could lead them to upper level writing opportunities. The course benefits the law school by providing an upper level offering in legal theory that is currently unavailable to our students, who may have a greater desire to delve into these issues after taking the critical legal theory class. Moreover, the course will engage professors in a collaborative exercise, increasing contact between professors who might not have worked together previously. The course also strengthens the work of the Center on Applied Feminism, which has brought positive recognition to the law school and the university through its annual conference, symposia, and legislative advocacy.
1. DATE PREPARED

July 8, 2010

2. PREPARED BY

Professor Leigh Goodmark

3. DEPARTMENT/DIVISION

School of Law

4. COURSE NUMBER(S) with SUBJECT CODE(S)

LAW 888B

5. COURSE TITLE

Special Topics in Applied Feminism

6. CREDIT HOURS

2

7. CATALOG DESCRIPTION

This course will provide students with an opportunity to apply the tenets of feminist legal theory to a variety of legal topics. The course will be team taught and is designed to introduce some of the core concepts of feminist legal theory and examine how that theory applies both to areas of the law traditionally associated with feminism and to those areas in which the application of feminist legal theory might seem unusual. The course will enable students to develop critical thinking skills that will allow them to apply feminist legal theory to new legal problems, generating creative, theory-based solutions.

8. PREREQUISITES

None

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Elective

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

n/a

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, summer term)

Summer 2010
seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean’s office if you are unsure of the correct entry

Seminar

12. FACULTY QUALIFIED TO TEACH COURSE


13. CONTENT OUTLINE

See attached syllabus

14. LEARNING GOALS

Students will become conversant in feminist legal theory and the ways in which feminist legal theory can be applied to various areas of the law. Students will think critically about the applications of feminist legal theory presented to them. Students will develop reasoned, well-supported arguments for the positions they take in class discussions. Students will improve their writing skills through weekly memo assignments. Students will become comfortable applying critical legal theory to new areas of the law

15. ASSESSMENT STRATEGIES

Short Assignments

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Cases, law review articles and other written materials provided through TWEN

17. SPECIAL GRADING OPTIONS (if applicable)

Pass/Fail

18. SUGGESTED CLASS SIZE

12

19. LAB FEES (if applicable)

n/a
I. Course Materials

Professors will individually assign readings for the week. Those readings will be available on TWEN. Please be sure to check TWEN regularly for course announcements.

II. Concept and Goals

This course will provide students with an opportunity to apply the tenets of feminist legal theory to a variety of legal topics. The course will be team taught and is designed to introduce some of the core concepts of feminist legal theory and examine how that theory applies both to areas of the law traditionally associated with feminism and to those areas in which the application of feminist legal theory might seem unusual. The course will enable students to develop critical thinking skills that will allow them to apply feminist legal theory to new legal problems, generating creative, theory-based solutions.

III. Attendance

You are expected to attend each class on time. Your instructor will pass around a sign-in sheet each class session. It is your responsibility to ensure that you sign this sheet, as it is the official record of your attendance. Per the University of Baltimore’s policy, you may have no more than 2 absences during the semester. A student whose absences exceed this limit will not receive credit for the course.

IV. Assignments and Grades

A. Class assignments

Given our goal of learning and teaching together, it is essential that everyone prepare for, attend, and participate in each session of the class. In a small group, the unwillingness of one or two people to participate has a negative impact on everyone’s experience. In order to be an active participant in the seminar, you will need to read the assigned material well in advance, think critically about the issues raised by the reading, and develop questions and thoughts for class participation. Faculty will generate and distribute discussion questions via TWEN prior to each class. Each student will produce a short reflective memo based on the questions generated in advance by the faculty and submit the memo 24 hours prior to the seminar. Memos will be submitted to instructors through the TWEN site.

Students will also be required to attend two of the four speaker panels at the Center on Applied Feminism’s annual Feminist Legal Theory Conference on Friday, March 4, 2011.

Although a full-length scholarly paper is not required for this class, it is possible to do an ALR with teaching faculty. Please contact the faculty member with whom you would like to work for more information.

B. Grades

This class will be graded pass/fail. A passing grade requires consistent attendance and participation, completion of all required memos, and attendance at the Feminist Legal Theory conference.

V. Class Sessions and Assignments

A. Introduction to Feminist Legal Theory (Professors Leigh Goodmark and Margaret E. Johnson)


Nancy E. Dowd and Michelle S. Jacobs, Feminist Legal Theory: An Anti-Essentialist Reader (excerpts).

Nancy Levit, Robert Verchik, Martha Minow, Feminist Legal Theory: A Primer (excerpts).

B. Legal history (Professor Matthew Lindsay)


Tapping Reeve, *The Law of Baron and Femme*, Ch. 5: “The Husband’s Right to Property or Choses accrued to his Wife during Coverture” (1846)

*Declaration of Seneca Falls Convention* (1848)

Congressional Debate on Women’s Suffrage in Washington DC (1866)

Selections from *The Trial of Susan B. Anthony* (1873)

*Minor v. Happersett* (1875)

*Bradwell v. Illinois* (1873)

C. Criminal Law (Professor Amy Dillard)


D. Death Penalty (Professor John Bessler)


Gender Discrimination and the Death Penalty, 25 LAW & SOC’Y REV. (1991)


E. Juvenile Justice (Professor Odeana Neal)
Schaftner, Laurie, Girls in Trouble With the Law, Ch. 4 ("Gender, Violence & Trouble") (Rutgers Univ. Press. 2006)

Bond-Maupin et al., Girls' Delinquency and the Justice Implications of Intake Workers' Perspectives, 13 Women and Criminal Justice 51 (2002)


F. Motherhood (Professor Rachel Camp)

Penelope E. Bryan, Reasking the Woman Question at Divorce, 75 Chi.-Kent L. Rev. 713 (2000).

Chris Gottleib, Reflections on Judging Mothering


G. Education (Professor Erika Wilson)

Nabozy v. Podlesny, 92 F.3d 446 (7th Cir. 1996)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)


Vanessa Eisemann, Protecting the Kids in the Hall: Using Title IX to Stop Student on Student Anti-Gay Harassment, 15 Berkeley Women's L.J. 125 (2000)


H. Sports Law (Professor Dionne Koller)

Deborah Brake, Getting in the Game: Title IX and the Women's Sports Revolution.

I. Employment Law (Professor Nancy Modesitt)


Rachel Moran, How Second-Wave Feminism Forgot the Single Woman, 33 Hofstra L. Rev. 223 (Fall 2004).


J. Law and Economics (Professor Barbara White)


K. Tax (Professor Wendy Gerzog)


L. International Law (Professors Nienke Grossman & Sarah Rogerson)


M. Access to Justice (Professor Rob Rubinson & Michele Gilman)

Dorothy Roberts, *Spiritual and Menial Housework*.

Laura Ho, Catherine Powell, and Leti Volpp, (Dis)Assembling the Rights of Women Workers along the Global Assembly Line: Human Rights and the Garment Industry

Matthew Diller, *Working without a Job: The Social Messages of the New Workfare*

Martha Albertson Fineman, *Cracking Foundational Myths: Independence, Autonomy, and Self-Sufficiency*

Barbara Ehrenreich, *Nickled and Dimed*

John Iceland, *Gender, Family Structure, and Poverty, in Poverty in America*

N. Wrap-up