

**Barnard College  
Department of Political Science**

**POLS BC 3435 LAW AND VIOLENCE**

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Assoc. Prof. Ayten Gündoğdu  
Office hours: M, 2-4 pm EST  
(over Zoom; Sign up on [Google Calendar](#))  
[agundogdu@barnard.edu](mailto:agundogdu@barnard.edu)

Spring 2024  
POLS BC 3435  
W 12:10-2:00pm  
Milstein 119

### **INTRODUCTION**

Law is often considered to be a medium for remedying various forms of violence and injustice. This colloquium challenges this common conception and offers a critical understanding of law by examining how it can participate in the production, augmentation, and justification of various forms of violence and injustice. Our key focus is the power of law to determine who shall receive recognition as *persons*, or as entities with the capacity to bear rights and duties. How do legal practices of making and unmaking the status of personhood shape and reinforce unequal relations of power in a political community? How and why does law turn some living beings into non-persons, relegated to a condition of rightlessness that amounts to civil death? To what extent can law be mobilized for the purposes of challenging such a condition and actualizing equality within a polity? The course addresses these questions by looking into various historical and contemporary issues related to equality before the law (e.g., slavery, race, citizenship, gender, disability, unhousing).

### **STUDENT LEARNING OUTCOMES**

Upon the completion of this course, students should be able to:

- (1) demonstrate a theoretically informed, critical understanding of law, especially its impact on inequalities and injustices in a political community;
- (2) apply this critical understanding of law to historical and contemporary cases related to problems of personhood and equal rights;
- (3) critically assess the merits and strengths of theoretical frameworks addressing these problems;
- (4) write cogent, persuasive, and polished papers on the topic;
- (5) independently design, research, and write a substantial research paper (~6,500 words) that investigates a specific question related to the course topics.

### **ACCESSIBILITY**

Fostering **an accessible and inclusive educational experience** is my top priority in this course, and to this end, I will strive to attend to different learning needs and styles. In return, I ask for your patience, understanding, and willingness to share feedback with me about the practices that you believe will best support an inclusive and accessible classroom.

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS) at 212-854-4634, [cards@barnard.edu](mailto:cards@barnard.edu), or learn more at [barnard.edu/disabilityservices](http://barnard.edu/disabilityservices).

### **ACADEMIC INTEGRITY**

Students affirm that all work turned in is their own and that they have fully and accurately cited every source, including web-based sources, used in their writing. All students taking this course must adhere to

the Barnard College Honor Code (see below). Please note that **any student who does not abide by the Honor Code will fail the class and will be reported to the Honor Board**. If in doubt about any of these provisions, please contact me as soon as possible.

**Utilizing an AI text generator such as ChatGPT, when an assignment does not explicitly ask or allow for it, constitutes plagiarism.** On the “Course Calendar,” you will find specific instructions for two pre-class assignments (one for January 24 and the other for February 7) for which we will use AI technology; these assignments are designed for our in-class discussion on the potential uses and limitations of this technology in academic research and writing. Outside of these two instances, you are not allowed to use AI technology to generate your writing assignments in this class. You may use AI tools only to improve the linguistic aspects of your writing (i.e., spelling and grammar check). If you have questions about what is permissible at any point in the semester, please reach out to me. Please also note that this policy applies only to my class, and it is your responsibility to check with each instructor if you are unsure about what constitutes academic honesty in their class.

**Courseworks will utilize Turnitin to check all assignments for plagiarism.** If an assignment includes word-for-word plagiarism (i.e., directly copying from the source or changing it only slightly) and/or patchwork paraphrase (i.e., rearranging an author’s words by mixing them with the student’s own words), it is in violation of the Honor Code. Citing the original source will not be sufficient if there are no quotation marks to properly acknowledge the borrowed pieces. Please consult the guidelines in the document titled “Acknowledging, Paraphrasing, and Quoting Sources” (see Week 4 on the Course Calendar below) for additional guidance, and if in doubt about any of these provisions, please contact me as soon as possible.

For more information on academic integrity and plagiarism, please see:

- <https://barnard.edu/honor-code>
- <https://www.college.columbia.edu/academics/academicintegrity>

## HONOR CODE

Approved by the student body in 1912 and updated in 2016, the Code states:

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

Please note that the Barnard Honor Code includes relevant language for the proper use of electronic class material: *We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources.*

To be clear, this means that **any recorded class content**—from lectures, labs, seminars, office hours, and discussion groups—is the intellectual property of your professor and your fellow students and **should not be distributed or shared outside of class**.

## COURSE REQUIREMENTS

### 1. CLASS PARTICIPATION:

- Class meetings:

The success of the colloquium depends on the intensive participation of each and every student. For this reason, attendance at every session and thoughtful contribution to our discussion based on a thorough analysis of the readings are crucial. Regular in-class participation will constitute **10% of your course grade**.

If you must miss a class meeting because of illness, family emergency, or a religious holiday that forbids work, you are expected to inform me as soon as you can and write a 500-word make-up response to the class readings for that day and email it to me by 8 am on the day of the following class. Please note that make-up assignment is available only in cases of excused absence.

As you participate, please be mindful of our goal to create a learning environment that gives everyone a chance to participate. Your contributions to the class discussion should be constructive and respectful of everyone in class. You can criticize an opinion that you disagree with by offering counterpoints or counterevidence, but without attacking the person who expressed it.

Your **class participation grade is based on** how seriously you take both the course material and this process: whether your participation shows that you've done the reading before class; whether your questions and comments are germane to class themes, show independent thought, and help to move discussion forward; whether your participation demonstrates your ability to carefully listen to your peers and engage with their points, while maintaining respect and allowing others to share their voices.

Please **turn off all electronic devices before the class starts**. I strongly encourage you to make hard copies of your readings and take notes by hand, as many studies show that employing these methods results in fewer distractions (for you and other students) and a deeper understanding of the material. If you must use a **laptop**, I ask that you **limit its use exclusively to note-taking**; please note that there could be instances when I may request you to temporarily refrain from using it, so that our focus remains on the ongoing discussion. Please do not use your cell phones in class.

**IMPORTANT:** If you are experiencing any symptoms of an infectious disease or have received a positive test result (even if you are not experiencing any symptoms), please do not come to class, and I will do the same to avoid any risks. Please inform me as soon as possible before the class, and as a **make-up assignment**, write a 500-word response to the class readings for that day and email it to me by 8 am on the day of the following class.

Given the recent spike in Covid-19 cases and other infectious diseases and the small size of our classroom, I strongly **encourage wearing masks in consideration of the well-being of our entire community**.

- Course Blog:

- We have a course blog that is accessible only to the members of this course: <https://edblogs.columbia.edu/20241pols3435x001/>
  - Before you start posting on the blog, please make sure to complete your profile information so that other users can see your name (instead of your UNI). You can follow the instructions here: <http://help.edublogs.org/changing-your-personal-settings-in-your-profile/>

- Please upload an avatar image that represents you; this could be your photo or any other image appropriate for our class; for instructions, please check <http://help.edublogs.org/upload-avatar/>
  - Each student is required to submit **5 blog posts** throughout the semester (each on a different week, and not including the make-up posts for excused absence in class). These blog posts will constitute **5% of your final course grade**. You are welcome to submit more posts, especially if you find it challenging to participate in class discussions.
  - In these brief blog posts (**~200-250 words**), you are expected to comment on the readings of that particular week (prior to our class meeting). The posts should be submitted on the blog **by 8 am (EST) on the day of the class**.
    - Since you can write blog posts on course readings of your choice, **no late blog posts will be accepted under any circumstances**.
    - All students are expected to have looked at these posts before class and come prepared to talk about the issues raised in them. The goal is to create a conversation prior to class so that our discussions are as lively as possible.
  - These posts should not be simply summaries or compilations of quotes but rather focused and carefully thought commentaries supported by evidence.
  - Just to give you some ideas about what you can do in a blog post:
    - offer a close reading of an important and puzzling passage;
    - discuss a key area of consensus or disagreement in different readings;
    - explore a specific connection to a theme or argument from a previous week;
    - consider a question left unanswered by the author's analysis;
    - challenge an author's analysis of the problem;
    - incorporate a relevant news story, a classmate's post, or the findings of your own research.
  - You can submit a post on a week of your choice, but you are expected to **submit at least three blog posts (not on the same week) by February 28**.
    - This deadline aims to help you pace yourself so that you do not have as many posts left towards the end of the semester when you will be busy writing your research paper.
  - You will not receive comments or grades on individual posts. Each post that meets the requirements outlined above will automatically receive a check mark. I will reach out to you about your posts only if I identify areas of improvement.
- **Presentations:**
  - ***Presentations on readings:*** Once our class has its first round of workshops with our speaking fellow (details below), we will start each class session with a presentation on the readings assigned for that week. Each class session will start with a 7-8 min. student presentation on the readings; given the size of our class, we are likely to have two students for most weeks (~15 minutes total in those cases).
  - ***Research presentations:*** We will devote the last two weeks of the semester to the presentations of your research projects. Each student will have ~8-10 minutes to present their research, followed by a 5-7-minute Q-A session.
  - ***Some tips for a successful presentation:***
    - Please coordinate with the other presenter(s) to make sure that each group member clearly knows what they will cover and when they will speak. Each of you should have an equal role in developing the presentation, and you should each present for approximately the same amount of time.

- Since your classmates are expected to have completed the readings prior to class, please avoid author-by-author or chapter-by-chapter summaries.
  - Your group presentation should be structured around a specific and clear focus; instead of reviewing multiple themes discussed in the reading(s), select a key problem, concept, passage, or argument that deserves close attention, or identify a key area of consensus or disagreement among authors.
  - Conclude by raising a couple of stimulating questions for class discussion—ideally related to the key focus you selected for your presentation.
  - Try to keep your audience actively engaged—e.g., by referring to blog posts, giving examples from news stories, incorporating visual aids such as slides, charts, photos, and videos.
  - You can look at notes during your presentation, but try not to read them directly; that often results in a monotonous style of delivery. Try to maintain eye contact with your audience.
  - Your presentations will be assessed on the basis of the following evaluation criteria: focus, organization, engaging audience, delivery style.
- Presentations and attendance at the Speaking Fellows workshops will constitute **2.5% of your course grade**.
- **Peer feedback:**  
Early in the semester you will be assigned a peer partner. Peer partners are expected to consult with each other throughout the semester and provide constructive feedback on the ancillary writing assignments for the research paper (see below). Your feedback will be due a week after you receive your peer’s assignment. Peer feedback will constitute **2.5% of your course grade**.

## 2. RESEARCH PAPER AND ANCILLARY ASSIGNMENTS:

- This requirement allows you to explore in depth a challenging theoretical problem or political issue related to the course theme. The **research paper (~6,500 words)** should build on the material studied in class, and it should work with the theories and concepts studied to explore questions of interest to students.
- To address the challenges of researching and writing a substantial paper, we will break down the research process into manageable steps with ancillary writing assignments:
- **Research proposal** (~750 words) with **at least 10 references** (due **by 5 pm EST on February 21, 15% of the final grade**).
- You will then submit a **detailed outline** of the paper (~2-3 pages, single-spaced) **by 5 pm EST on April 10 (10% of the final grade)**. You will have the **option to submit already drafted sections** of your paper along with your outline to receive feedback.
- Throughout the semester, you will keep a **research journal** to keep track of your progress on the research paper (**15% of the final grade**).
  - While the journal will not be graded till the end of the semester, you will receive informal, periodic feedback on these entries. I encourage you to start journaling as early as possible in the semester and write in this journal regularly (ideally, every week) about everything that you are thinking about and doing for your research (e.g., brainstorm research questions, make a list of hypotheses or possible answers, track literature searches, reflect on method, gather material on case study, comment on sources read, outline specific sections, tag me to request research assistance). Your journal will be assessed on the basis of **the regularity and quality of your entries**.
- The **final research paper** is due **April 29, 5 pm EST (40% of the final grade)**.
- Additional **guidelines** for assignments will be available on Courseworks; please check for regular updates.

## Resources for Research and Writing

- I strongly encourage you to schedule a **research consultation with Jennie Correia, Personal Librarian for Political Science**, to make the most of our library resources. To make an appointment, please check: <https://library.barnard.edu/profiles/Jennie-Correia>
- Please check the **Research Guide** prepared by Jennie Correia for our course: <https://guides.library.barnard.edu/POLS-X3435-001>
- If your research paper involves US case law, please check the following websites for free sources:
  - [Harvard Law School Library, “Free Legal Research Resources”](#)
  - [Harvard’s Case Law Access Project](#)
  - [Library of Congress, “How to Find Free Case Law Online”](#)
  - [Georgetown Law Library, “Free Sources of Case Law”](#)
- Barnard Library has recently added to its archival collections physical and digital materials documenting the work of the [Coalition for Women Prisoners](#), an anti-carceral feminist network. These [materials](#) can provide an excellent basis for different research projects that directly speak to the themes of our course.
- Here are some additional research guides that are relevant for our course:
  - <https://guides.library.barnard.edu/POLS> (Political Science Research Guide, Barnard Library)
  - <https://guides.library.columbia.edu/polisci> (Political Science Research Guide, Columbia University Libraries)
- Here are some websites with guidelines for research, writing, citations, and academic integrity:
  - [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html) (excellent resource on the different dimensions of research and writing process)
  - <https://library.barnard.edu/help/research> (links to research and citation guides prepared by Barnard Library)
  - <https://barnard.edu/frequently-asked-questions-4> (FAQs about academic integrity and the Barnard Honor Code)

## **SENIOR CAPSTONE REQUIREMENT**

In addition to the above requirements, all students who have designated this colloquium to fulfill their Political Science Senior Capstone requirement will prepare a PowerPoint poster to summarize the research questions, arguments, and findings of their research papers. These posters will be due **May 6, 5 pm EST**; please email your poster to [PolSci@barnard.edu](mailto:PolSci@barnard.edu) and copy me on your email. The poster will not be graded but it is required to receive a “Pass” for your Senior requirement and will factor into Departmental considerations for Senior Project Distinction.

- For further information, please check: <http://polisci.barnard.edu/senior-poster-requirement>
- For PowerPoint poster templates, please check: <https://www.genigraphics.com/templates>

## **GRADING**

- Class participation: 20%
  - Regular and thoughtful contributions to class discussion 10%
  - Blog posts 5%
  - Peer partner feedback 2.5%
  - Presentations and attendance at the Speaking Fellows workshop(s) 2.5 %
- Research paper and ancillary assignments: 80%
  - Research proposal with 10 references 15%
  - Detailed outline 10%
  - Research journal 15%
  - Final research paper 40%

## GRADING SCALE

95-100	A
90-94	A-
85-89	B+
80-84	B
75-79	B-
70-74	C+
65-69	C
60-64	C-
50-59	D
49 and below	F

## SCHEDULE OF ASSIGNMENTS

<b>February 21, 5 pm EST</b>	<ul style="list-style-type: none"><li>• Research proposal with at least 10 references</li></ul>
<b>February 28, 8 am EST</b>	<ul style="list-style-type: none"><li>• Deadline for posting at least 3 blog posts (each posted on a different week)</li></ul>
<b>April 10, 5 pm EST</b>	<ul style="list-style-type: none"><li>• Detailed outline</li></ul>
<b>April 29, 5 pm EST</b>	<ul style="list-style-type: none"><li>• Research paper</li><li>• Research journal (entries throughout the semester)</li></ul>
<b>May 6, 5 pm EST</b>	<ul style="list-style-type: none"><li>• <b>(Senior capstone only)</b> Poster</li></ul>

## POLICY ON LATE ASSIGNMENTS

Completion of all assignments is a necessary condition for passing this course. In addition, I urge you to submit all assignments on time to avoid late penalties.

The penalty for late turn-ins is one-third of a letter grade per day after the deadline. For example, an “A-” paper due Wednesday but submitted on Thursday will receive a “B+”. Extensions will be given only in the case of documented illness, family emergency, or other kinds of crisis situation.

## OFFICE HOURS

I encourage you to make use of my office hours (**Monday, 2-4 pm, EST**) for purposes of discussing all matters pertaining to the course. Please sign up for an appointment slot by using [Google Calendar](#). We will use Zoom for these meetings.

If you cannot make it to my office hours due to a scheduling conflict, please e-mail me to set up an appointment. In your e-mail, please provide **at least four options for meeting times** (listing as many different days as possible) so that we can schedule our meeting efficiently.

## COURSE EXPECTATIONS

1. Read the syllabus thoroughly, and please let me know if you have any questions; you are responsible for all of the contents of this syllabus.
2. Complete all the assignments to qualify for a passing grade.
3. One of the requirements of this course is working with Barnard Speaking Fellows; please see below for details.

4. Read assigned texts in time before their discussion in class; check the blog posts and come prepared with questions or issues to discuss.
5. Colloquium, derived from Latin *colloqui* (*col+loqui*), means “speaking together.” Given the seminar format, it is crucial to attend class regularly and participate actively in ways that are constructive and respectful of everyone in class.
  - The quality of your participation is more important than the quantity. Your comments should reflect your careful reading of assigned materials *and* your attentive listening of others in class.
  - Be respectful as you articulate your opinions and respond to others. You can criticize an opinion that you disagree with by offering counterpoints or counterevidence, but without attacking or deriding the person who expressed it.
  - As you participate in class, please be mindful of our goal to create a class environment that gives everyone a chance to talk. If you realize that you may be talking too much, please try to hold back a bit, and if you find it difficult to participate in the discussion, please do not hesitate to discuss it with me.
6. Each class session will begin promptly at **12:10 pm (EST)**; please come to class on time and remain for the entire session.
7. Please **turn off all electronic devices** before the class starts, and if you must use a laptop, please restrict its use to note-taking purposes. For purposes of facilitating a vibrant class discussion, I reserve the right to ask laptops to be temporarily stowed away.
8. Please follow the College guidelines for the health and safety of our community. **If you have any symptoms of an infectious disease and/or have tested positive, please do not come to class and inform me as soon as possible.**

### INFORMATION ABOUT BARNARD SPEAKING FELLOWS

One of the requirements of this course is working with a Barnard Speaking Fellow. The Barnard Speaking Program (founded in 2007) recognizes that speech is a vital part of our everyday lives. Speaking Fellows, thus, are trained peer-to-peer educators who collaborate with students seeking to practice and develop any form of verbal and non-verbal communication within and beyond academic spaces.

Speaking Fellows facilitate workshops for students to reflect on their style of speech, use of verbal and non-verbal language, and to consider how they engage with and listen to their peers. The Speaking Fellows’ role is not to prescribe methods of how students should speak. They are not tutors or TAs. Speaking Fellows, rather, value the authentic styles of each speaker and aim to assist students as they articulate what they want to say and explore how best to say it to a particular audience. Authenticity matters more than any form of rhetorical device.

We expect to have the information about speaking fellow(s) assigned for this course during the second week of classes. If you have any questions about the Speaking Program, please contact Isabelle Eshraghi, the Program Coordinator ([ieshragh@barnard.edu](mailto:ieshragh@barnard.edu)) or the Associate Director, Daniela Kempf ([dkempf@barnard.edu](mailto:dkempf@barnard.edu)). For more detailed information about our philosophy, policies, and FAQs, please see our website: [speaking.barnard.edu](http://speaking.barnard.edu).

**Please note our program-wide attendance policy:** Because workshops are experiential and based on the group dynamic, if you miss your workshop and do not contact your Speaking Fellow, the Speaking Fellow will not be obligated to reschedule your session. If anything comes up about your ability to participate in a workshop, please contact your Head Fellow as soon as possible.

### WELLNESS

It is important to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to



make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <https://barnard.edu/about-counseling>
- <http://barnard.edu/wellwoman/about>

### **AFFORDABLE ACCESS TO COURSE TEXTS**

All students deserve to be able to access course texts. The high costs of textbooks and other course materials prohibit access and perpetuate inequity, and Barnard librarians are partnering with students, faculty, and staff to increase access. By the first day of advance registration for each term, you should be able to view on CourseWorks information provided by your faculty about required texts (including ISBN or author, title, publisher and copyright date) and their prices. Once you have selected your classes, here are some cost-free methods for accessing course texts, recommended by the Barnard Library: find out if your faculty has placed the texts on reserve at Barnard Library or another Columbia library, and look for course texts using [CLIO](#) (library catalog), [Borrow Direct](#) (request books from partner libraries), [Interlibrary Loan](#) (request book chapters from any library), and [NYPL](#). Students with financial need or insecurity can check items out from the FLIP lending libraries in the Barnard Library and Butler Library and can consult with the [Dean of Studies](#) and the [Financial Aid Office](#) about additional affordable alternatives for getting access to course texts. Talk with your librarian and visit the [Barnard Library Textbook Affordability guide](#) ([library.barnard.edu/textbook-affordability](http://library.barnard.edu/textbook-affordability)) for more details.

### **REQUIRED READINGS**

The **required readings** include the following books and additional materials that will be available online on Courseworks and CLIO. The readings on Courseworks are marked as “CW” in the Course Calendar; please check <https://courseworks.columbia.edu/> for regular updates.

For each week, you will also see a list of **recommended readings**. I do not expect you to read these readings, and I provide these recommendations primarily to help you with your search for sources relevant for your research topic.

#### **Books:**

- Lisa Marie Cacho, [\*Social Death: Racialized Rightlessness and the Criminalization of the Unprotected\*](#) (New York: New York University Press, 2012).
- Colin Dayan, [\*The Law is a White Dog: How Legal Rituals Make and Unmake Persons\*](#) (Princeton, N.J.: Princeton University Press, 2011).

The books should be available for purchase at **Book Culture** (536 W. 112<sup>th</sup> St., 212-865-1588). They are also electronically available on CLIO; you can click each title listed above to open the embedded link to the electronic version of each book, or alternatively, you can conduct a search on CLIO. Please note, however, that electronic licensing restrictions might entail limits on the number of users who can simultaneously access a title; printing and downloading can also be limited. For that reason, I encourage you to obtain hard copies of the required books, if possible.

## COURSE CALENDAR

*Please note that this schedule is tentative. I may have to change readings in response to class discussions. Any changes will be announced ahead of time.*

### **WEEK 1 — Introduction (January 17)**

- Introduction to POLS 3435 (No reading)

### **WEEK 2 — Law and Violence (January 24)**

- Robert Cover, “Violence and the Word,” *The Yale Law Journal* 95 (1985-6): 1601–1629. **CLIO**
- Linda Ross Meyer, “Suffering the Loss of Suffering: How Law Shapes and Occludes Pain,” in *Knowing the Suffering of Others: Legal Perspectives on Pain and Its Meanings*, ed. Austin Sarat (Tuscaloosa: The University of Alabama Press, 2014), 14–61. **CLIO (e-book)**
- Austin Sarat, “Speaking of Death: Narratives of Violence in Capital Trials,” *Law & Society Review* 27, no. 1 (1993): 19-58. **CLIO**
- **Pre-class assignment:** Have a brainstorming session with an AI tool such as ChatGPT, Bing, or Bard to explore research paper topics for this class. Pick your favorites and experiment with different prompts to narrow them down. Copy-paste your chat in your research journal and write down a brief reflection (~200 words) on your interaction with the AI tool, focusing on the following questions: 1) Have you found this interaction helpful or unhelpful? In what ways, and why? 2) What do you think are the ethical and unethical uses of AI technology in research and writing? This reflection is due by 8 am on the day of our class.
  - For this reflection and class discussion, please consult the guidelines that the Center for Engaged Pedagogy (CEP) has prepared for Barnard students: <https://cep.barnard.edu/student-guide-generative-ai>
  - If you are not comfortable using an AI tool due to privacy concerns, you have a right not to participate in this brainstorming session; you can write a brief reflection on your concerns and the CEP guidelines instead.

### **Recommended:**

- Marianne Constable, “The ‘Field of Pain and Death,’” in *Just Silences: The Limits and Possibilities of Modern Law* (Princeton: Princeton University Press, 2005), 132-148.
- Christoph Menke, “Law and Violence,” *Law and Literature* 22, no. 1 (Spring 2010): 1-17.
- Martha Minow, “Words and the Door to the Land of Change: Law, Language, and Family Violence,” *Vanderbilt Law Review* 43, no. 6 (1990): 1665-1700.
- Joshua Nichols and Amy Swiffen, ed., *Legal Violence and the Limits of Law* (Abingdon, Oxon and New York: Routledge, 2018),
- Austin Sarat, ed., *Law, Violence, and the Possibility of Justice* (Princeton, N.J.: Princeton University Press, 2001).
- Austin Sarat and Thomas R. Kearns, “A Journey Through Forgetting: Toward a Jurisprudence of Violence,” in *The Fate of Law*, ed. Austin Sarat and Thomas R. Kearns (Ann Arbor: University of Michigan Press, 1991), 209-273.
- Austin Sarat and Thomas R. Kearns, ed., *Law’s Violence* (Ann Arbor: University of Michigan Press, 1993).
- David Alan Sklansky, *A Pattern of Violence: How the Law Classifies Crimes and What It Means for Justice* (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2021).

### WEEK 3 — Personhood in Law (January 31)

- Linda Bosniak, “Persons and Citizens in Constitutional Thought,” *International Journal of Constitutional Law* 8, no. 1 (2010): 9–29. **CLIO**
- Ngaire Naffine, “Can Women be Legal Persons?” in *Visible Women: Essays on Feminist Legal Theory and Political Philosophy*, ed. Susan James and Stephanie Palmer (Oxford and Portland, Oregon: Hart Publishing, 2002), 69–90. **CW**
- Ngaire Naffine, “Who are Law’s Persons? From Cheshire Cats to Responsible Subjects,” *The Modern Law Review* 66, no. 3 (2003): 346–367. **CLIO**

#### **Recommended:**

- Jessica Berg, “Of Elephants and Embryos: A Proposed Framework for Legal Personhood,” *Hastings Law Journal* 59, no. 2 (2007): 369-406.
- John Dewey, “The Historic Background of Corporate Legal Personality,” *The Yale Law Journal* 35, no. 6 (1926): 655-73.
- Roberto Esposito, *Persons and Things: From the Body’s Point of View*, trans. Zakiya Hanafi (Cambridge, UK and Malden, MA: Polity Press, 2015).
- Ayten Gündoğdu, “At the Margins of Personhood: Rethinking Law and Life Beyond the Impasses of Biopolitics,” *Constellations* 28, no. 4 (2021): 570-587.
- Marcel Mauss, “A Category of the Human Mind: The Notion of Person; The Notion of Self,” in *The Category of the Person: Anthropology, Philosophy, History*, ed. Michael Carrithers, Steven Collins and Steven Lukes (Cambridge: Cambridge University Press, 1985), 1-25.
- Ngaire Naffine, *Law’s Meaning of Life: Philosophy, Darwin and the Legal Person* (Oxford and Portland, OR: Hart, 2009).
- Jens David Ohlin, “Is the Concept of the Person Necessary for Human Rights?” *Columbia Law Review* 105, no. 1 (2005): 209-249.
- Margaret Jane Radin, “Property and Personhood,” *Stanford Law Review* 34, no. 5 (1982): 957-1015.
- Paul Ricoeur, “Approaching the Human Person,” tr. Dale Kidd, *Ethical Perspectives* 6, no. 1 (April 1999): 45-54.
- Christopher D. Stone, “Should Trees Have Standing—Toward Legal Rights for Natural Objects,” *Southern California Law Review* 45, no. 2 (1972): 450-501.
- Miguel Tamen, “Kinds of Persons, Kinds of Rights, Kinds of Bodies,” *Cardozo Studies in Law and Literature* 10, no. 1 (1998): 1-32.

### WEEK 4 — Making and Unmaking Persons in Law (February 7)

- Colin Dayan, *The Law is a White Dog: How Legal Rituals Make and Unmake Persons* (Princeton, N.J.: Princeton University Press, 2011).
  - Read Preface, Ch. 1-4 (pp. xi-xvii, 1-137), Ch. 6 (pp. 177-208).
- **Research Paper Readings:**
  - Lisa A. Baglione, “Getting Started: Finding a Research Question,” in *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* Belmont, CA: Thomson Higher Education, 2006), pp. 14-30. **CW**
  - “Acknowledging, Paraphrasing, and Quoting Sources,” The Writing Center at the University of Wisconsin-Madison, [https://writing.wisc.edu/wp-content/uploads/sites/535/2018/07/Acknowledging\\_Sources.pdf](https://writing.wisc.edu/wp-content/uploads/sites/535/2018/07/Acknowledging_Sources.pdf)
  - These readings are assigned to help you in the writing of the research paper. We will discuss them in preparation for next week’s topic statement assignment, but please do not write a blog post about it.
- **Pre-class assignment:**

Now that you have read Baglione and developed a clearer idea for your research topic, have another brainstorming session with the AI tool you selected for the pre-class assignment on 1/24 to generate

research questions related to your topic. Experiment with different prompts to come up with *important, interesting, and puzzling* questions, to recall Baglione’s criteria. Copy-paste your chat in your research journal and write down a brief reflection (~200 words) assessing the quality of the AI-generated research questions and discussing how you would reformulate them. This reflection is due by 8 am on the day of our class.

- If you are not comfortable using an AI tool due to privacy concerns, please feel free to abstain from this brainstorming session; you can write in your research journal instead a brief reflection that includes 2 or 3 versions of your research question and assesses each on the basis of the criteria provided by Baglione.

**Recommended:**

- Elizabeth Anderson, “Outlaws,” *The Good Society* 23, no. 1 (2014): 103-113.
- Judith Butler, “Indefinite Detention,” in *Precarious Life: The Powers of Mourning and Violence* (London and New York: Verso: 2004), 50-100.
- Colin Dayan, *The Story of Cruel and Unusual* (Cambridge, MA: MIT Press, 2007).
- Angela Naimou, *Salvage Work: U.S. and Caribbean Literatures Amid the Debris of Legal Personhood* (New York: Fordham University Press, 2015).
- John Thomas Noonan, *Persons and the Masks of Law: Cardozo, Holmes, Jefferson, and Wythe as Makers of the Masks* (Berkeley and Los Angeles: University of California Press, [1976] 2002).
- Richard W. Painter, “People Who Are Not Legal and Who Are Not Alive in the Eyes of the Law,” *Villanova Law Review* 59, no. 4 (2014): 667-677.
- Monica W. Varsanyi, “Rescaling the ‘Alien,’ Rescaling Personhood: Neoliberalism, Immigration, and the State,” *Annals of the Association of American Geographers* 98, no. 4 (December 2008): 877-896.
- Barbara Young Welke, *Law and the Borders of Belonging in the Long Nineteenth Century United States* (New York: Cambridge University Press, 2010).

**WEEK 5 — Slavery (February 14)**

- Paul Finkelman, “Slavery in the United States: Persons or Property?” in *The Legal Understanding of Slavery: From the Historical to the Contemporary*, ed. Jean Allain (Oxford, U.K.: Oxford University Press, 2012), 105-134. **CLIO (e-book)**
- Saidiya V. Hartman, “Introduction,” “Seduction and the Ruses of Power,” and “Instinct and Injury,” in *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America* (New York: Oxford University Press, 1997), 3-14, 79-112, 164-206. **CW**.

**Recommended:**

- Nicole N. Aljoe. “‘Going to Law’: Legal Discourse and Testimony in Early West Indian Slave Narratives,” *Early American Literature* 46, no. 2 (2011): 351-381.
- Robert M. Cover, *Justice Accused: Antislavery and the Judicial Process* (New Haven: Yale University Press, 1975).
- Paul Finkelman, ed. *Slavery and the Law* (Madison, WI: Madison House, 1997).
- David Thomas Konig, Paul Finkelman, and Christopher Alan Bracey, eds., *The Dred Scott Case: Historical and Contemporary Perspectives on Race and Law* (Athens, Ohio: Ohio University Press, 2010).
- David Thomas Konig, “The Long Road to Dred Scott: Personhood and the Rule of Law in the Trial Court Records of St. Louis Slave Freedom Suits,” *UMKC Law Review* 75, no. 1 (2006): 53-80.
- Steven Lubet, *Fugitive Justice: Runaways, Rescuers, and Slavery on Trial* (Cambridge, Mass.: Belknap Press of Harvard University Press, 2010).
- Orlando Patterson, *Slavery and Social Death* (Cambridge, MA: Harvard University Press, 1982).
- Mark V. Tushnet, *The American Law of Slavery, 1810-1860: Considerations of Humanity and Interest* (Princeton, N.J.: Princeton University Press, 1981).

- Lea VanderVelde, *Redemption Songs: Suing for Freedom Before Dred Scott* (Oxford: Oxford University Press, 2014).
- Alan Watson, *Slave Law in the Americas* (Athens: University of Georgia Press, 1989).

### **RESEARCH PROPOSAL DUE FEBRUARY 21, 5 PM EST**

#### **WEEK 6 — Race and Rightlessness (February 21)**

- Lisa Marie Cacho, *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected* (New York: New York University Press, 2012).
  - You can skip Chapters 2 and 3 if you find it difficult to finish the entire book.

#### **Recommended:**

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York, N.Y.: New Press, 2010).
- Derrick Bell, “Racial Realism,” *Connecticut Law Review* 24, no. 2 (Winter 1992): 363-380.
- David Cole, *No Equal Justice: Race and Class in the American Criminal Justice System* (New York, N.Y.: New Press, 1999).
- Kimberlé Crenshaw, “Race, Reform and Retrenchment: Transformation and Legitimation in Anti-Discrimination Law,” *Harvard Law Review* 101, no. 7 (1988): 1331–1387.
- Martha D. Escobar, *Captivity Beyond Prisons: Criminalization Experiences of Latina (Im)migrants* (Austin: University of Texas Press, 2016).
- Cheryl I. Harris, “Whiteness as Property.” *Harvard Law Review* 106, no. 8 (1993): 1707–91.
- Daniel Kato, *Liberalizing Lynching: Building a New Racialized State* (New York, NY: Oxford University Press, 2016).
- Ian F. Haney López, *White by Law: The Legal Construction of Race* (New York: New York University Press, 1996).
- Rachel F. Moran and Devon Wayne Carbado, eds., *Race Law Stories* (New York, NY: Foundation Press, 2008).
- Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America* (New York: Oxford University Press, 2014).
- Dorothy E. Roberts, “Foreword: Abolition Constitutionalism,” *Harvard Law Review* 133, no. 1 (2019): 1–122.
- Patricia J. Williams, *The Alchemy of Race and Rights* (Cambridge, MA: Harvard University Press, 1991).

### **THREE BLOG POSTS DUE BY FEBRUARY 28, 8 AM EST**

#### **WEEK 7 — Gender and Sex (I) (February 28)**

- Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics,” *The University of Chicago Legal Forum*, no. 1 (1989): 139–157. **CLIO**
- Catharine A. MacKinnon, “Reflections on Sex Equality under Law,” *The Yale Law Journal* 100, no. 5 (1991): 1281-1328. **CLIO**
- Dorothy Roberts, “The Meaning of Liberty,” in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (New York: Pantheon Books, 1997), 294–312. **CW**

#### **Recommended:**

- Wendy Brown, “Suffering Rights as Paradoxes,” *Constellations* 7, no. 2 (2000): 230-241.

- Michele Goodwin, *Policing the Womb: Invisible Women and the Criminalization of Motherhood* (Cambridge: Cambridge University Press, 2020).
- Michele Goodwin, “The Body Politic: Representation and Reproductive Feminist Jurisprudence: Ruth Bader Ginsburg Memorial Essay,” *Signs: Journal of Women in Culture and Society* 48, no. 1 (2022): 3-28.
- Jackie Jones, Anna Grear, and Rachel Anne Fenton, ed., *Gender, Sexualities and Law* (New York: Routledge, 2011).
- Nancy Levit and Robert R.M. Verchick, *Feminist Legal Theory: A Primer* (New York: New York University Press, 2016, 2nd ed.).
- Catharine A. MacKinnon, *Toward a Feminist Theory of the State* (Cambridge, MA: Harvard University Press, 1989).
- Rosalind P. Petchesky, *Abortion and Woman’s Choice: The State, Sexuality, and Reproductive Freedom* (Boston: Northeastern University Press, 1990).
- Loretta Ross and Rickie Solinger, *Reproductive Justice: An Introduction* (Oakland, California: University of California Press, 2017).
- Joan Wallach Scott, “The Sears Case,” in *Gender and the Politics of History* (New York: Columbia University Press, 1999), 167-177.
- Kristin Savell, “The Mother of the Legal Person,” *Visible Women: Essays on Feminist Legal Theory and Political Philosophy*, ed. Susan James and Stephanie Palmer (Oxford and Portland, Oregon: Hart Publishing, 2002), 29-67.
- Carol Smart, *Feminism and the Power of Law* (London: Routledge, 1989).
- Carol Smart, “The Woman of Legal Discourse,” *Social & Legal Studies* 1 (1992): 29-44.

#### **WEEK 8 — Gender and Sex (II) (March 6)**

- Anna Kirkland, “Victorious Transsexuals in the Courtroom: A Challenge for Feminist Legal Theory,” *Law & Social Inquiry* 28, no. 1 (2003): 1–37. **CLIO**
- Tey Meadow, “‘A Rose is a Rose’: On Producing Legal Gender Classifications,” *Gender and Society* 24, no. 6 (2010): 814–37. **CLIO**
- Dean Spade, “What’s Wrong with Rights?” and “Rethinking Transphobia and Power – Beyond a Rights Framework,” in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law* (Durham, NC: Duke University Press, 2015), 38–72. **CLIO (e-book)**

#### **Recommended:**

- Lisa C. Bower, “Queer Acts and the Politics of ‘Direct Address’: Rethinking Law, Culture, and Community,” *Law & Society Review* 28, no. 5 (1994): 1009–1033.
- Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton, N.J.: Princeton University Press, 2009).
- Taylor Flynn, “‘Transforming’ the Debate: Why We Need to Include Transgender Rights in the Struggles for Sex and Sexual Orientation Equality,” *Columbia Law Review* 101, no. 2 (2001): 392–420.
- Christopher Hutton, “Legal Sex, Self-Classification and Gender Self-Determination,” *Law & Humanities* 11, no. 1 (2017): 64–81.
- Kathleen A. Lahey, *Are We ‘Persons’ Yet? Law and Sexuality in Canada* (Toronto: University of Toronto Press, 1999).
- Abigail W. Lloyd, “Defining the Human: Are Transgender People Strangers to the Law?” *Berkeley Journal of Gender, Law & Justice* 20 (2005): 150–195.
- Derek McGhee, *Homosexuality, Law, and Resistance* (London and New York: Routledge, 2001).
- Joey L. Mogul, Andrea J. Ritchie, and Kay Whitlock, ed., *Queer (In)justice: The Criminalization of LGBT People in the United States* (Boston: Beacon Press, 2011).

- Martha Nussbaum, *From Disgust to Humanity: Sexual Orientation and Constitutional Law* (Oxford and New York: Oxford University Press, 2010).
- Gayle Salamon, *The Life and Death of Latisha King: A Critical Phenomenology of Transphobia* (New York: New York University Press, 2018).
- Andrew N. Sharpe, *Transgender Jurisprudence: Dysphoric Bodies of Law* (London: Cavendish, 2002).
- Andrew N. Sharpe, *Foucault's Monsters and the Challenge of Law* (New York: Routledge, 2010).
- Isaac West, *Transforming Citizenships: Transgender Articulations of the Law* (New York: New York University Press, 2014).
- Yvonne Zylian, *States of Passion: Law, Identity, and the Social Construction of Desire* (Oxford and New York: Oxford University Press, 2011).

### **MARCH 11-15 SPRING BREAK**

#### **WEEK 9 — Disability (March 20)**

- Fiona A. K. Campbell, "Inciting Legal Fictions: 'Disability's Date with Ontology and the Ableist Body of Law," *Griffith Law Review* 10, no. 1 (2001): 42-62. **CLIO** (download HeinOnline version)
- Angela Frederick and Dara Shifrer, "Race and Disability: From Analogy to Intersectionality," *Sociology of Race and Ethnicity* 5, no. 2 (2019): 200-214. **CLIO**
- Martha Minow, "Different Histories" and "Dying and Living," in *Making All the Difference: Inclusion, Exclusion, and American Law* (Ithaca, NY: Cornell University Press, 1990), 121-145, 312-349. **CW**

#### **Recommended:**

- Samuel R. Bagenstos, *Law and the Contradictions of the Disability Rights Movement* (New Haven: Yale University Press, 2009).
- Susanna L. Blumenthal, "The Default Legal Person," *UCLA Law Review* 54, no. 5 (2007): 1135-1265.
- Judith Lynn Failer, *Who Qualifies for Rights? Homelessness, Mental Illness and Civil Commitment* (Ithaca, NY: Cornell University Press, 2002).
- Eilionoir Flynn and Anna Arstein-Kerslake, "Legislating Personhood: Realising the Right to Support in Exercising Legal Capacity," *International Journal of Law in Context* 10, no. 1 (2014): 81-104.
- Catherine Frazee, Joan M. Gilmour, and Roxanne Mykitiuk, "Now You See Her, Now You Don't: How Law Shapes Disabled Women's Experience of Exposure, Surveillance and Assessment in the Clinical Encounter," in *Clinical Disability Theory: Essays in Philosophy, Politics and Law*, ed. Dianne Pothier and Richard Devlin (Vancouver, BC: UBC Press, 2006), 223-247.
- Sheila Jennings, "Reflections on Personhood: Girls with Severe Disabilities and the Law," *Canadian Journal of Disability Studies* 2, no. 3 (2013): 55-97.
- Eva Feder Kittay, "At the Margins of Moral Personhood," *Ethics* 116, no. 1 (2005): 100-31.
- Frédéric Mégret, "The Disabilities Convention: Human Rights of Persons with Disabilities or Disability Rights?" *Human Rights Quarterly* 30, no. 2 (2008): 494-516.
- Martha C. Nussbaum, *Frontiers of Justice: Disability, Nationality, Species Membership* (Cambridge, MA: The Belknap Press of Harvard University Press, 2006).
- Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York: New York University Press, 2009).
- Sunaura Taylor, *Beasts of Burden: Animal and Disability Liberation* (New York: The New Press, 2016).
- Mitchell Travis, "Non-Normative Bodies, Rationality, and Legal Personhood." *Medical Law Review* 22, no. 4 (Autumn 2014): 526-547.

- Jeremy Waldron, *One Another's Equals: The Basis of Human Equality* (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2017), Chap. 6 (“The Profoundly Disabled as Our Human Equals”), 215-256.

### WEEK 10 — Unhousing (March 27)

- Leonard C. Feldman, *Citizens without Shelter: Homelessness, Democracy, and Political Exclusion* (Ithaca: Cornell University Press, 2004), Chaps. 1 and 2 (“From Vagrancy Law to Contemporary Anti-Homeless Policy” and “The Legal Construction of the Homeless as Bare Life”), 27–81. **CW**
- Jeremy Waldron, “Homelessness and the Issue of Freedom,” *UCLA Law Review* 39, no. 1 (1991): 295–324. **CLIO**
- Carl Wu, “Out of Sight, Out of Mind: Removing Unhoused People by Proxy of Mental Illness,” *University of Pennsylvania Journal of Law and Social Change* 26, no. 3 (2023): 333–368. **Available online at <https://doi.org/10.58112/JLASC.26-3.2>**

### Recommended:

- Randall Amster, “Patterns of Exclusion: Sanitizing Space, Criminalizing Homelessness,” *Social Justice* 30, no. 1 (2003): 195–221.
- Katherine Beckett and Steve Herbert, “Penal Boundaries: Banishment and the Expansion of Punishment,” *Law & Social Inquiry* 35, no. 1 (2010): 1–38.
- Nicholas Blomley, “Homelessness, Rights, and the Delusions of Property,” *Urban Geography* 30, no. 6 (2009): 577–590.
- Andrew J. Liese, “We Can Do Better: Anti-Homeless Ordinances as Violations of State Substantive Due Process Law,” *Vanderbilt Law Review* 59, no. 4 (2006): 1413–1455.
- Philip Lynch, “Begging for Change: Homelessness and the Law,” *Melbourne University Law Review* 26, no. 3 (2002): 690–706.
- Don Mitchell, “The Annihilation of Space by Law: The Roots and Implications of Anti-Homeless Laws in the United States,” *Antipode* 29, no. 3 (1997): 303–335.
- Don Mitchell, “Anti-Homeless Laws and Public Space: I. Begging and the First Amendment,” *Urban Geography* 19, no. 1 (1998): 6–11.
- Don Mitchell, “Anti-Homeless Laws and Public Space: II. Further Constitutional Issues,” *Urban Geography* 19, no. 2 (1998): 98–104.
- Ananya Roy, “Dis/possessive Collectivism: Property and Personhood at City’s End,” *Geoforum* 80 (2017): A1–A11.
- David Rudin, “You Can’t Be Here: The Homeless and the Right to Remain in Public Space,” *New York University Review of Law & Social Change* 42, no. 2 (2018): 309–350.
- Terry Skolnik, “How and Why Homeless People are Regulated Differently,” *Queen’s Law Journal* 43, no. 2 (Spring 2018): 297–324.
- Justin Stec, “Why the Homeless Are Denied Personhood under the Law: Toward Contextualizing the Reasonableness Standard in Search and Seizure Jurisprudence,” *Rutgers Journal of Law and Urban Policy* 3, no. 2 (2006): 321–353.
- Gijsbert Vonk and Albertjan Tollenaar, eds., *Homelessness and the Law: Constitution, Criminal Law and Human Rights* (Oisterwijk, The Netherlands: Wolf Legal Publishers, 2014).
- Jeremy Waldron, “Community and Property – For Those Who Have Neither,” *Theoretical Inquiries in Law* 10, no. 1 (2009): 161–192.

### WEEK 11 — Research Paper Workshop (April 3)

- Jonathan Cisco, “Teaching the Literature Review: A Practical Approach for College Instructors,” *Teaching & Learning Inquiry: The ISSOTL Journal* 2, no. 2 (2014): 41-57. \*\*\* Read especially pp. 45–52 \*\*\* **CLIO**



- Brent J. Steele, “Critical and Interpretive Research: Understanding Torture’s Popularity in the United States,” in *Political Science Research in Practice*, ed. Akan Malici and Elizabeth S. Smith (New York: Routledge, 2019, 2<sup>nd</sup> ed.), pp. 82-99. **CW**
- Charles Lipson, “Effective Openings, Smooth Transitions, and Strong Closings,” in *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper* (Chicago: University of Chicago Press, 2005), 159–176. **CW**

### **DETAILED OUTLINE DUE APRIL 10, 5 PM EST**

#### **WEEK 12 — Non-Citizens (April 10)**

- Hannah Arendt, “The Decline of the Nation-State and the End of the Rights of Man,” in *The Origins of Totalitarianism* (New York: Harcourt, 1968), 267-302. **CW**
- Karla Mari McKanders, “Sustaining Tiered Personhood: Jim Crow and Anti-Immigrant Laws,” *Harvard Journal on Racial and Ethnic Justice* 26 (2010): 163-210. **CLIO**
- Cecilia Menjivar and Leisy Abrego, “Legal Violence: Immigration Law and the Lives of Central American Immigrants,” *American Journal of Sociology* 117, no. 5 (2012): 1380-421. **CLIO**

#### **Recommended:**

- Seyla Benhabib, *The Rights of Others* (Cambridge and New York: Cambridge University Press, 2004).
- Linda Bosniak, *The Citizen and the Alien: Dilemmas of Contemporary Membership* (New Jersey: Princeton University Press, 2006).
- Karen E. Bravo, “On Making Persons: Legal Construction of Personhood and Their Nexus with Human Trafficking,” *Northern Illinois University Law Review* 31, no. 3 (Summer 2011): 467-500.
- Michelle Castañeda, *Disappearing Rooms: The Hidden Theaters of Immigration Law* (Durham and London: Duke University Press, 2023).
- Catherine Dauvergne, *Making People Illegal: What Globalization Means for Migration and Law* (Cambridge and New York: Cambridge University Press, 2008).
- Nicholas P. De Genova, “Migrant ‘Illegality’ and Deportability in Everyday Life,” *Annual Review of Anthropology* 31 (2002): 419-47.
- Ayten Gündoğdu, “Borders of Human Rights: Territorial Sovereignty and the Precarious Personhood of Migrants,” in *Critical Perspectives on Human Rights*, ed. Birgit Schippers (Rowman & Littlefield, 2018), 191-212.
- Kevin R. Johnson, “‘Aliens’ and the U.S. Immigration Laws: The Social and Legal Construction of Nonpersons,” *The University of Miami Inter-American Law Review* 28, no. 2 (1996): 263-92.
- Gerald L. Neumann, *Strangers to the Constitution: Immigrants, Borders, and Fundamental Law* (Princeton, N.J.: Princeton University Press, 1996).
- A. Naomi Paik, *Rightlessness: Testimony and Redress in U.S. Prison Camps since World War II* (Chapel Hill, North Carolina: University of North Carolina Press, 2016).
- William Paul Simmons, *Human Rights Law and the Marginalized Other* (Cambridge: Cambridge University Press, 2011).

#### **WEEK 13 — Research Presentations (April 17)**

#### **WEEK 14 — Research Presentations (April 24)**

### **RESEARCH PAPER DUE APRIL 29, 5 PM EST**

### **SENIOR CAPSTONE POSTER DUE MAY 6, 5 PM EST**