

Syllabus for UNIV 3784 Section 81, Fall 2015

GLOBALIZATION: CURRENT CHALLENGES

Richard Watnick [watnick@uconn.edu](mailto:watnick@uconn.edu) use email at will. Do not limit yourself.

Office room 338 / Monday and Wednesday 8 to 9 am and Wednesday 7:30 pm. Ignore my office phone because I ignore it most of the time.

Cell phone 203 521 8522 / Tuesday, Thursday, and Sunday 10 to 11 pm, Friday, 10 to 11 am / I'll keep my cell off when I can't receive calls. Feel free to try to call anytime. Text at any time.

Emails and texts are the best ways to leave a message. Voicemail takes more time to retrieve and provides no lasting written record for me to act on.

SCHEDULE

1	September	2	September 2: Serkan Gorkemli, ENGL	the globalization of lesbian and gay identities
2	September	9	September 9: Ricardo Salazar-Rey, HIST	the drug war
3	September	18	September 18 Nicole Jackson, MGMT	talent and management in the age of complexity
4	September	23	September 23: Open discussion	
5	September	30	September 30: Self-Directed	Iran treaty
6	October	7	October 7: Mark Boyer, POLS / STORRS	global climate, change, and local action
7	October	14	October 14: Samuel Martinez, ANTH / STORRS	the local relevance of international efforts in human rights
8	October	21	October 21: Speaker invited by human rights institute Lieberman Human Rights Lecture: Candace Ducheneaux	indigenous people, lands, territories, and natural resources
9	October	28	October 28: Open discussion	
10	November	4	November 4: Kanda Naknoi, ECON	international monetary policy
11	November	11	November 11: Fred Roden, ENGL	
12	November	18	November 18: Jay Perrone, PSYC	the psychology of the recruitment of terrorists
13	December	2	December 2: Student presentations	
14	December	9	December 9: Student presentations	
15	December	16	December 16: Final	

**Responsibility 1: Reading and preparing** for each class so you can fully participate in each seminar class meeting.

Readings are to be completed prior to the lesson with the guest who has provided the assignment. This list includes the dates of the lessons and the name of the guest.

Full citations are included with the documents or are provided on our HuskyCT class site.

Note that the assignment for Nov 11 is a complete work, not just an article or chapter.

September 2, Gorkemli: Identity, cultural change, and the struggle for self, Baumeister. This chapter is on our HuskyCT site. Plus, we will arrange for a showing of the Turkish documentary, "My Child".

Sept 9, Salazar:

The Drug War Hits Central America" and "The Tormented Isthmus," The Economist, April 16, 2011. Supplied by guest.

Plus:

Violence in El Salvador <http://www.theguardian.com/world/2015/apr/06/el-salvador-violence-end-to-gang-truce-proves-deadly>

NYT; Next Test for Guatemala's Protest Movement: Improving Citizens' Lives

<http://www.nytimes.com/2015/09/16/world/americas/guatemala-protests-president.html?mwrsm=Email>

Al Jazeera; UN rejects Haitian damages claims over cholera <https://www.youtube.com/watch?v=6nHJbkjhHVC>

Last Week Tonight with John Oliver: Prison [https://www.youtube.com/watch?v=\\_Pz3syET3DY](https://www.youtube.com/watch?v=_Pz3syET3DY)

September 18, Jackson:

\* SHRM Global Management Review Paper (will be provided as an attachment to an email)

\* The Ambidextrous Organization – accessed through the following link <https://hbr.org/2004/04/the-ambidextrous-organization>

\* Your Company's Culture and the Impact on Performance and Profitability – accessed through the following link

<http://perpetualdevelopment.com/your-companys-culture-and-the-impact-on-performance-and-profitability.html>

September 30, Open discussion: Our assignment to ourselves:

Packet from Congressman Himes' Office on the treaty with Iran. These documents are on our HuskyCT page. Supplement this with your own search for an alternate <<opposing>> source.

October 7, Boyer: "Global Climate Change and Local Action: Understanding the Connecticut Policy Trajectory". This document is on our HuskyCT page

October 14, Martinez: The local relevance of human rights: A methodological approach, Aguilar.

Plus: Outline, notes, and talking points from Martinez. These documents are on our HuskyCT page.

November 4, Naknoi: "Historical Development of the International Monetary System". This document is on our HuskyCT page

November 11, Roden: *Eboo Patel (2010). Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation (new edition). Beacon Press. [ISBN 978-0-8070-0622-1](#)*

Responsibility 2. Show up and participate

Responsibility 3. Contribute to our extended discussions on HuskyCT. React to readings and prep. React to class. Respond to each other. You can stay within individual topics, find connections between topics, make connections, or show relevance beyond our course topics. You can clarify, ask questions, identify personal highlights, critique or criticize. Ideally, we will respond to each other, not just provide separate individual comments. There is no specific required number of posts. Consider this to be extended class participation. Your level of participation may vary with interest, ability to add something, and need to ask questions.

Responsibility 4. We will design our Final Exam, together.

*This section was added, after the course ended. Here is what we chose for our final exam:*

*We will form small groups. Each group will choose approximately three of the seminar classes or topics. Your group will summarize the topics <<inform without editorializing>>, find connections between these topics, and offer your own analysis of the topics or lessons <<editorialize>>. Consider this a polished and significant discussion post. Some of this will be done during the scheduled final exam time for the course. Some can be prepared ahead of time. Specifics were provided in class, two weeks before the final. At that time, we formed our groups and chose our topics.*

Responsibility 5. Term paper or project.

You are to complete a project in your own field under the supervision of a faculty member in your departmental major. The topic should intersect some aspect of our seminar theme and your <<potential>> research interest. This should be a growth experience enabling you to progress as a researcher, based on your current starting level of experience. For those in the Honors Program, it would be acceptable, even desirable, to have this be part of your exploration of an honors thesis topic or part of your honors thesis itself. Your individual supervising faculty member has final judgment on all matters related to the term project or paper. I advise supervisors to treat this as a term paper or project in one of their own 3000 or 4000 level courses. Expect and require no more and no less. Even if this is part of an honors thesis, the portion done to satisfy the course requirement should be determined and graded as the individual supervising faculty member would for her own non-honors course in the major. The size, deadlines, drafts, format, topic chosen, expectations, meeting schedule for guidance, and grade are all determined by the supervising faculty member. I do not attempt to define a one-size-fits-all set of parameters. Your individual supervising faculty member does not want or need me to decide what is best. I will discuss this with faculty participants to make sure that they realize that this is not an honors defined task, but is to be performed entirely on their terms. I will help you find a faculty member and get started. Then you will be responsible for meeting all of your individual faculty supervisor's expectations and deadlines. Also, you are to make sure the faculty member knows that to submit a grade to me by the end of the final exam week.

Responsibility 6. Each of you will present your term paper or project to the class, during class time. You are not expected to have completed the project at that time. Your presentation will be based on your progress at that time. The purpose of this assignment is to interact, learn from each other, gain experience presenting, and share our interests with each other.

**Course Grade:**

50% of the grade is the grade submitted to me by your term paper or project faculty supervisor.

The assignments, class participation, electronic discussion, term project presentation and final, are elements of participation and will determine the other half of your grade. I will be looking for each student to contribute to the success of the seminar. You are responsible for the seminar. I am looking for you to do your share to make this a valuable experience for all of us. I want you to take ownership of this and not look for me to tell you exactly what, or how much, to do.

**Additional note, NOT part of the syllabus distributed to students:**

The grading policy is unorthodox. Initially, I was uncomfortable with not having a more clearly defined rubric for the 50% that is seminar participation. However, after offering this seminar annually for more than twenty years, I find that this policy works and fosters the desired attitude.

## Spring 2015 Course Offering – The Health of Communities - INTD # 3784 (3 credits)

The course is a special offering primarily for Rowe Scholars. A central purpose in offering this course is to provide a dedicated forum for the Rowe Scholars to work, to learn, and to bond as a team in a health context centered on appreciating the social determinants of health. For Spring 2015, the course is offered for new and continuing Rowe Scholars who were not enrolled in the course previously and for a few other selected students.

### Course Overview:

*This course will focus on understanding and appreciating the role of social factors that impact and determine health risks of individuals (such as income, work environment, social cohesion, life necessities, social network, and transportation systems). Students will review and consider readings on various public health interventions with attention to intervention efficacy, appropriateness, and ethical ramifications. Students will consider historical antecedents to contemporary community health center models of care with special attention on the needs of vulnerable populations. The class will explore the concept of social medicine, the complexities and nuances of any categorization of persons in discussions of health and illness, and the ethical issues related to community-based research. Student will attend the Global Health Conference at Yale University in April, 2015. The class will feature numerous guest speakers from a broad range of health perspectives including public health, nursing, medicine, dentistry, and epidemiology. Other speakers from community health centers, community health agencies, and service programs will address the class as well. Students will identify and select a community service activity. Students may participate in the design and implementation of a service project working with such groups as the Student Health Service, the Urban Track Program, the Migrant Farm Workers Program, and Mission of Mercy. Projects could address topics such child or adult obesity health interventions, measuring improved health outcomes utilizing a comprehensive health service approach, evaluating early behavioral health intervention in school settings, assessing health literacy interventions in health professions settings.*

### Major Readings:

*Starr, THE SOCIAL TRANSFORMATION OF AMERICAN MEDICINE  
Kawachi and Berkman, NEIGHBORHOODS AND HEALTH  
Sered and Fernandopulle, UNINSURED IN AMERICA  
Rhodes, Battin & Silvers, eds., MEDICINE AND SOCIAL JUSTICE  
Marmot and Wilkinson, eds., SOCIAL DETERMINANTS OF HEALTH  
Farmer, PATHOLOGIES OF POWER  
Annandale, THE SOCIOLOGY OF HEALTH AND MEDICINE*

*Note: Modifications may be made in major readings*

### Assignments and Expectations:

*Regular attendance and informed participation in discussion for a two-hour class meeting each week; one-page informal written responses to assigned readings; three short (2-3 page) commentaries on assigned readings; attendance at class trips to Global Health Conference and community service agencies.*

*Course Format: Seminar*

*Course Grading: Graded*

*Course Level: Undergraduate*

*Course Instructors: Coordinated by Keat Sanford, Guest lecturers and presenters from School of Medicine, School of Dental Medicine, Pharmacy, Nursing, Allied Health, Honors Program.*

## **Preliminary Syllabus Plan**

### **Class #1 The Idea of Social Medicine**

\*Starr, Paul. *The Social Transformation of American Medicine*. New York: Basic Books, 1982. Book 1, Introduction, Ch. 1 & 2, Pp. 3 - 78.

Anderson, Matthew R., Lanny Smith, and Victor Sidel. "What is social medicine." *Monthly Review* 56, no. 8 (2005).

### **Class #2 Neighborhoods and Community Health Center: the person, the place, the space**

Sampson, Robert. "Neighborhood-Level Context and Health: Lessons from Sociology." In *Neighborhoods and Health*, eds. Ichiro Kawachi and Lisa Berkman. New York: Oxford UP, 2003. Pp. 132-146.

Strand, Kerry, et al. "Principles of Best Practice for Community-Based Research," *Michigan Journal of Community Service Learning*, Summer 2003, pp. 5-15.

Lefkowitz, Bonnie. "The Rio Grande Valley of Texas: Steps from the Third World." In her *Community Health Centers: A Movement and the People Who Made It Happen*. New Brunswick, NJ: Rutgers UP, 2007. Pp.116-134. (OR)

Lefkowitz, Bonnie. "The South Carolina Low Country: A Homegrown Black Power Structure." In her *Community Health Centers: A Movement and the People Who Made It Happen*. New Brunswick, NJ: Rutgers UP, 2007. Pp. 75 – 90.

### **Class #3 A Review of Social Epidemiology**

Krieger, Nancy. "Theories for social epidemiology in the 21<sup>st</sup> century: an ecosocial perspective." *International Journal of Epidemiology* 30 (2001): 668 – 677.

\*Marmot, Michael. "Introduction." In Marmot, Michael and Richard Wilkinson, eds. *Social Determinants of Health*, 2<sup>nd</sup> ed. London: Oxford UP, 2000. Pp. 1-5.

Brunner, Eric, and Michael Marmot. "Social Organization, Stress, and Health." In Marmot and Wilkinson. Pp. 6–30.  
Kawachi, Ichiro. "What is social epidemiology?" [Editorial] *SS&M* 54 (2002): 1739-1741.

### **Class #4 Illness and Community - Theorizing Pathways**

Wright, Rosalind and Edwin Fisher. "Putting Asthma into Context: Community Influences on Risk, Behavior, and Intervention." In *Neighborhoods and Health*, eds. Ichiro Kawachi and Lisa Berkman. New York: Oxford UP, 2003. Pp. 233-262.

Balshem, Martha. "Cancer, control, and causality: talking about cancer in a working-class community." *American Ethnologist* 18 (1991): 152-171.

Christakis, Nicholas and James H. Fowler. "The spread of obesity in a large social network over 32 years." *NEJM* 357 (2007), No. 4: 370 - 379.

Filippelli, Gabriel and Mark Laidlaw. "The elephant in the playground: confronting lead-contaminated soils as an important source of lead burdens to urban populations." *Perspectives in Biology and Medicine* 53 (2010): 31- 45.

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Optional reading: \*Lubelchek, Jay and Robert Weinstein. "Antibiotic Resistance and Nosocomial Infections." *The Social Ecology of Infectious Diseases*, eds. Kenneth Mayer and H.F. Pizer. Boston: Elsevier, 2008. Pp.241-274.

### **Class #5 Health Inequalities: Framing the Picture/Telling the Story**

Braveman, Paula. "Measuring Health Inequalities: The Politics of the World Health Report 2000." In *Health and*

Social Justice, ed. Richard Hofrichter. San Francisco: Jossey-Bass, 2003. Pp. 305-320.

Bambas, Alexandra and Juan Antonio Casas. "Assessing Equity in Health: Conceptual Criteria." In *Equity and Health: Views from the Pan American Sanitary Bureau*. Washington, DC: Pan American Health Organization, 2001. Pp. 12 – 21. <http://publications.paho.org>.

Bartley, Mel, Jane Ferrie and Scott Montgomery. "Health and Labor Market Disadvantage: Unemployment, Non-Employment, and Job Insecurity." In Marmot and Wilkinson, pp. 78-96.

Marmot, Michael, et al. "Health and the Psychosocial Environment at Work." In Marmot and Wilkinson, pp. 97-130.

**Class #6 How do we know what matters? Deciding what counts.**

Aronowitz, Robert. "Framing disease: an underappreciated mechanism for the social patterning of health." *Social Science and Medicine* 67 (2008): 1-9.

Pierce, Jessica and Andrew Jameton, "The Green Health Center." From *The Ethics of Environmentally Responsible Health Care*. Oxford and New York: Oxford UP, 2004. Pp. 61- 81.

Freund, Peter and George Martin. "Moving Bodies: Injury, Dis-ease and the Social Organization of Space." In *Critical Perspectives in Public Health*. eds. Judith Green and Ronald Labonté. New York: Routledge, 2008. Pp. 228-235.

Elliott, Carl. "Making a killing." *Mother Jones* 35, no. 5 (September-October 2010): 55-63.

**Class #7 Social Geography: Matters of Race**

Shaw, Mary, Danny Dorling and George Davey Smith, "Poverty, Social Exclusion, and Minorities." In Marmot and Wilkinson, Ch. 8. Pp. 196-225

Schwartz, Robert S. "Racial Profiling in Medical Research." *NEJM* 344 (2001): 1392 – 1393.

Lee, Sandra Soo-Jin. "Racializing drug design: implications of pharmacogenomics for health disparities." *American J of Public Health* 95 (2005): 2133 – 2138.

Wright, Kai. "Upward mortality: nothing could hold my father back." *Mother Jones*, May-June 2006. Pp. 65 ff.

**Class #8 Social Geography: Visibility**

Barry, Ellen M. "Women Prisoners and Health Care: Locked Up and Locked Out." In *Man-Made Medicine: Women's Health, Public Policy, and Reform*, ed. Kary Moss. Durham, NC: Duke UP, 1996. Pp. 249 – 272.

Calvo, Janet M. "Health Care Access for Immigrant Women." In *Man-Made Medicine: Women's Health, Public Policy and Reform*, ed. Kary Moss. Durham: Duke UP, 1996. Pp. 161-182.

Kittay, Eva Feder, "Caring for the Vulnerable by Caring for the Caregiver: The Case of Mental Retardation." In *Medicine and Social Justice*, eds. Rosamond Rhodes, Margaret Battin, and Anita Silvers. New York: Oxford UP, 2002. Pp. 290- 300.

Lambert, Lori (Abenaki Mi'kmaq) and Eberhard Wenzel, "Medicine Keepers: Issues in Indigenous Health," *Critical Perspectives in Public Health*, eds. J. Green and R. Labonté. London and New York: Routledge, 2008. Pp. 180 – 191.

**Class #9 Cases and conflicts: the person, the place, the borders**

Zimmerman, Cathy and Charlotte Watts. "Documenting the Effects of Trafficking in Women." In *Public Health and Human Rights: Evidence-Based Approaches*, eds. Chris Beyer and H.F. Pizer. Baltimore: Johns Hopkins UP, 2007. Pp. 143 – 176.

Alden, Kathleen. "Cross-cultural Psychiatry in Medical-Legal Documentation of Suffering: Human Rights Abuses Involving Transnational Corporations and the Yadana Pipeline in Burma." In *Postcolonial Disorders*, eds. Mary-Jo DelVecchio Good , et al. Berkeley: UC Press, 2008. Pp. 397-417.

Mukherjea, Ananya. "Cutting Risk: The Ethics of Male Circumcision, HIV Prevention, and Wellness." In *Bioethical Issues, Sociological Perspectives*, eds. Barbara Katz Rothman, Elizabeth Mitchell Armstrong, and Rebecca Tiger. Amsterdam and London: Elsevier JAI, 2008. Pp. 225-243.

Farmer, Paul. "Social Medicine and the Challenge of Biosocial Research" (2000). In his *Partner to the Poor*, ed. Haun Saussy. Berkeley: U of California Press, 2010. Pp. 248-265.

**Class #10 You never stop needing; you never stop giving. How do we do crossing over?**

Baker, Beth. "We are Nothing: Empowering Staff." In her *Old Age in a New Age: The Promise of Transformative Nursing Homes*. Nashville: Vanderbilt UP, 2007. Pp. 61-84.

Glass, Thomas and Jennifer Balfour. "Neighborhoods, Aging, and Functional Limitations." In *Neighborhoods and Health*, eds. Ichiro Kawachi and Lisa Berkman. New York: Oxford UP, 2003. Pp. 303-334.

Rosel, Natalie. "Aging in place: knowing where you are." *International J of Aging and Human Development* 57 (2003): 77-90.

Churchill, Larry. "Patient Multiplicity, Medical Rituals and Good Dying." In *Slow Cures and Bad Philosophers*, ed. Carl Elliott. Charlotte, NC: Duke UP, 2001, Pp. 33- 47

Gawande, Atul. "Letting go." *The New Yorker*, 2 August 2010 [Webarchive]

**Class #11 Stigma and Compassion**

\*Sered, Susan Starr and Rushika Fernandopulle. *Uninsured in America: Life and Death in the Land of Opportunity*. Berkeley: University of California Press, 2005.

Teitleman, Michael. "The Medical, the Mental, and the Dental: Vicissitudes of Stigma and Compassion." In *Medicine and Social Justice*, eds. Rosamond Rhodes, Margaret Battin, and Anita Silvers. New York: Oxford UP, 2002. Pp. 248- 258.

Frank, Deborah. "What If Food Were a Medicine? The Pediatrician and Childhood Hunger." In *Society and Medicine: Essays in Honor of Renée C. Fox.*, eds. C. Messikomer, Judith Swazey, and Allen Glicksman. New Brunswick, NJ: Transaction, 2003. Pp. 161-168.

**Class #12 Agency and Circumstance**

Robertson, Aileen, Eric Brunner and Aubrey Sheiham, "Food is a Political Issue." In *Marmot and Wilkinson*, Pp. 172-195.

Hunt, Linda, Rolando Tinoco Ojanguren, Norah Schwartz, and David Halperin. "Balancing Risks and Resources: Applying Pesticides without Using Protective Equipment in Southern Mexico." In *Anthropology in Public Health*, ed. Robert A. Hahn. New York: Oxford UP, 1999, Pp. 235 – 254.

Jarvis, Martin and Jane Wardle. "Social Patterning of Individual Health Behaviours: The Case of Cigarette Smoking." In *Marmot and Wilkinson*, Ch. 11. Pp. 224-237.

Bayer, Ronald. "Stigma and the ethics of public health: not can we but should we?" *SS&M* 67 (2008): 463-472.

**Class #13 Understanding Structural Violence/ Sustaining Hope**

\*Farmer, Paul. *Pathologies of Power*. Berkeley: University of California Press, 2005. Selected pages.

"What Could Have Saved John Worthy?" *Hastings Center Report* 28 (1998), No. 4: Special Supplement

**Class #14-Review of major themes. Where do we stand? Where do we want to be? Can we get there?**

Class trips may include: Global Health Conference at Yale University, Urban Service Track, Migrant Farm Workers, and Mission of Mercy

Original syllabus based on course at Wesleyan University organized and taught by Peggy Best, Premedical Advisor. Respectfully submitted, Keat Sanford, 1.17.2015

## The Canon of American Legal Thought

Prof. Michael Fischl

### SEMINAR DESCRIPTION & REQUIREMENTS

This seminar will examine what are widely regarded as the “greatest hits” in American legal thought, essays and articles that have significantly influenced the development of law and legal theory in the U.S. since the early 20<sup>th</sup> Century. The essays exemplify the principal schools of modern legal thought – including legal realism, law and economics, the law and society movement, and various branches of critical legal theory – and they feature legal thinkers from Oliver Wendell Holmes, Jr., and Karl Llewellyn to Duncan Kennedy and Catharine Mackinnon.

Class will meet on Wednesdays from 3:30 to 5:30 p.m. in Gentry 140, and each week we will analyze and critique selected essays, most of which will be found in our textbook, *The Canon of American Legal Thought* (David Kennedy & William W. Fisher III, eds. 2006). A handful of additional readings will be available at a later date via email. **Please be sure to purchase Kennedy & Fisher early enough to do the very important reading assigned for our first class meeting on January 20.**

*Grades* will be calculated in the following manner: 1/3 will be based on class participation; 1/3 will be based on your performance on a series of weekly quizzes; and 1/3 will be based on a final exam, which will be administered from 3:30 to 5:30 p.m. on Wednesday, April 27, our final day of class. (If the timing of the examination presents unforeseen difficulties for you, please let me know ASAP.)

### CONTACT INFORMATION AND OFFICE HOURS

I can be reached via email at Michael.Fischl@law.uconn.edu and by phone at 860.670.7173. My regularly scheduled office hours – in Hosmer 114 on the Law School campus in Hartford – are Tuesdays and Thursdays from 3:30 to 4:30 p.m., but I live in Storrs and will therefore be happy to meet you instead at a mutually convenient time at Dog Lane Café, Starbucks, or a similarly suitable venue. Finally, please save **Wednesday evening April 27** – immediately following the exam – for a celebratory end-of-semester dinner at a suitable venue in Storrs (my treat). I look forward to meeting you next month!

### SYLLABUS

*January 20:*

Introduction to the Course (*Canon*, pp. 1-16)

*January 27:*

Oliver Wendell Holmes, *The Path of the Law* (1897)

Wesley Hohfeld, *Some Fundamental Legal Conceptions  
as Applied in Judicial Reasoning* (1913)

*February 3:*

Robert Hale, *Coercion and Distribution in a Supposedly Noncoercive State* (1923)

## The Canon of American Legal Thought

John Dewey, *Logical Method and Law* (1924)

February 10:

Karl Llewellyn, *Some Realism About Realism – Responding to Dean Pound* (1931)

Felix Cohen, *Transcendental Nonsense and the Functional Approach* (1935)

February 17:

Lon L. Fuller, *Consideration and Form* (1941)

Herbert Wechsler, *Toward Neutral Principles of Constitutional Law* (1959)

February 24:

Henry M. Hart, Jr., and Albert M. Sacks, *The Legal Process:*

*Basic Problems in the Making and Application of Law* (1958)

March 2:

Ronald H. Coase, *The Problem of Social Cost* (1960)

Guido Calabresi & Douglas Melamed, *Property Rules, Liability Rules, and Inalienability: One View of the Cathedral* (1972)

March 9:

Ian Ayres & Robert Gertner, *Filling Gaps in Incomplete Contracts: An Economic Theory of Default Rules* (1989)\*

Christine Jolls, Cass R. Sunstein, & Richard Thaler, *A Behavioral Approach to Law and Economics* (1998)\*

March 16: **Spring Break**

March 23:

Stewart Macaulay, *Non-Contractual Relations in Business: A Preliminary Study* (1963)

Marc Galanter, *Why the “Haves” Come Out Ahead: Speculations on the Limits of Legal Change* (1974)

March 30:

Ronald Dworkin, *Hard Cases* (1975)

Abram Chayes, *The Role of the Judge in Public Law Litigation* (1976)

April 6:

Duncan Kennedy, *Form and Substance in Private Law Adjudication* (1976)

Robert W. Gordon, *Critical Legal Histories* (1984)\*

April 13:

Robert Cover, *Violence and the Word* (1986)

Frank Michelman, *Law’s Republic* (1988)

April 20:

Catharine A. MacKinnon, *Feminism, Marxism, Method, and the State: An Agenda for Theory* (1982)

Catharine A. MacKinnon, *Feminism, Marxism, Method, and the State: Toward a Feminist Jurisprudence* (1983)

The Canon of American Legal Thought

Kimberlé Crenshaw, Neil Gotanda, Gary Peller, & Kendall Thomas, *Introduction*,  
CRITICAL RACE THEORY: THE KEY WRITINGS THAT FORMED THE MOVEMENT  
(1996)

*April 27: Final exam*

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\*These readings will be available in .pdf format for download from the course TWEN site.