

The Family Law of Poor Families
Professor Janet Halley
Fall 2018

Tuesdays, 5-7
WCC 3036

2 credits

Introduction to the Seminar

The Basics:

This seminar has three parts: Part 1 is a set of core readings on the legal theory, legal history, positive law, and current controversies around our topic; Part 2 is a series of sessions in which we will discuss Matthew Desmond's book *Evicted: Poverty and Profit in an American City*; and Part 3 is a series of workshops in which students, working in Teams, will gather, present, and synthesize materials on key Themes within our topic.

The seminar has two written-work requirements:

Short Papers. Students will write three Short Papers of approximately 5 pages each (double space, 12-point type, 1-inch margins), analyzing the readings assigned in Parts 1 and 2 – the seminar's common readings.

Course Packs. The Teams will provide a carefully curated 100-page-maximum selection of readings on their Themes that could be used to teach the Theme to fellow students, with headings totaling 20 additional pages (double space, 12-point type, 1-inch margins) explaining the relevance and importance of those readings. En route to this final product are several required short works-in-progress submissions and in-class presentations.

The Course Description:

Poor families are governed by bodies of law which have rarely, if ever, been organized as a distinctive topic in law. But for poor families themselves, the interaction of these legal structures is crucial to their poverty, to the family forms that they adopt, to their relationships to large social structures such as the labor market, housing, and mass incarceration. These dynamics have large implications for the wellbeing of poor individuals and families, for the gender patterns they adopt, and for the social networks the construct to survive and support each other. After an introduction to social science and social theory on families and poverty in the US, this course will examine the welfare

system (the Poor Law, AFDC/TANF, Medicaid, public and publicly-subsidized housing, child support enforcement) for its explicit and implicit role in family formation and dissolution, and in the encounters between poor families and their members, on one hand, and social policy about them, on the other. Because marriage is not the predominant way in which poor adults set up their adult/adult relationships, we will study the “law in action” of informal family formation and dissolution, including parenthood. We will study the family law embedded in institutions that poor people, because of their poverty, encounter in a much more pervasive and intense way than others do: prisons, immigration, child protection/child welfare/foster care; child delinquency; homeless policy and provision; school discipline; and domestic violence response. Throughout, our focus will be on these materials from a family-eye perspective: how do poor families strategize in the network of law created by all these legal institutions and practices?

This seminar will be exploratory. Though anchored by core readings and visits to the class by local experts, the seminar will concentrate on new research by student teams, teams’ reports to the class, and collective decision making about the most important topics and readings to include, were this topic to develop into a full-fledged 4-credit course

Course Readings.

Students will be asked to purchase one text: Matthew Desmond, *Evicted: Poverty and Profit in the American City* (NY: Broadway Books, 2016). A copy of this book will also be kept on reserve in the Langdell Law Library. All other readings will be distributed through Canvas and the Copy Center.

Class Meetings.

The schedule for seminar meetings appears below.

Policy on use of electronic devices. The use of computers and other electronic devices is allowed during class meeting times only when the professor specifically authorizes it. Students should bring an electronic device to class.

Important note on attendance. Consistent attendance is a requirement of this course. I will consult with the Dean of Students in cases of chronic absence. For Law School rules on chronic absence, including the process for involuntary withdrawal from courses, please see <http://hls.harvard.edu/dept/academics/handbook/i-m-class-attendance-and-participation-overlapping-class-times/>.

Written Work.

All written work is due in the appropriate Drop Box on Canvas by 5pm on its due date unless another time or place for submission is noted. There is a schedule of assignments on the last page of this syllabus.

All written submissions are subject to the Important Note on Collaboration, Credit and Plagiarism and the instructions on How to Submit Your Written Work that appear below.

Short Papers.

Students will write three Short Papers of approximately 5 pages each (double space, 12-point type, 1-inch margins), analyzing the readings assigned in Parts 1 and 2 – the seminar’s common readings.

The papers must all be in the Drop Box (under the Assignments tab) on Canvas by last day of exam period, Wednesday, December 19. You can post them all at that time if you like. But if you submit them earlier, I will read them and give feedback within 2 weeks. This offer terminates at the end of the business day on Friday, November 9, so that I have time to read and comment on all the papers that come in by then even if there is an avalanche of them.

You may revise one of your response papers for a substitute score. The revised paper, if you chose to submit one, is due by Wednesday, December 19, the last day of examination period. You waive this right of revision if you do not submit at least one paper by the “papers for comment” deadline of Friday, November 9.

Summary of due dates for Short Papers (see also the overall Timeline for Written Work at the end of this Syllabus):

Deadline for papers receiving feedback during the term: Friday, November 9

You waive your right to revise for a substitute score if you have not submitted a paper by Friday, November 9

All papers due Wednesday, December 19

Submit your papers under the Assignments tab on Canvas labeled for this purpose.

Short Papers should be analytical in approach – not so much about your own political and/or normative views (though of course those may come in), but about the ideas, historical accounts, theories, descriptions of reality, rhetoric, legal arguments and rules, and/or plans for action set out in the readings. Comparisons of the readings, for instance, can be highly illuminating, as can analyses of the pro-and-con positions taken in a debate we have studied. So can close readings of particular texts. I will provide questions from past examinations in other courses so that you can see the kind of project I like best for the Short Papers. I strongly urge you to submit at least some papers early and in time for feedback.

Course Packs. As mentioned already, the Teams will provide a carefully curated 100-page-maximum selection of readings on their Themes that could be used to teach the Theme to fellow students, with annotations, headnotes and the like providing the Team’s pedagogic, analytic, and bibliographical support for the readings selected totaling 20 additional pages (double space, 12-

point type, 1-inch margins). Special rule for teams with only two students: your maximum for the course pack collated material is 80 pages; and your annotations etc. should total approximately 18 pages. These annotations, headnotes, etc., should explain the relevance and importance of the selected readings, suggest further lines of inquiry, relate important historical or caselaw information, and generally provide any assistance to the reader that the Team decides is most valuable. These annotations should be what Team members wish their law school casebooks provided by way of guidance!

Each student will be on one Team and each Team will have its own distinct Theme. The goal is to produce an interdisciplinary, legally rich introduction to the ways in which the law operates in the lives of poor families, collected to emphasize the institutions, rules, and players relevant to each Team's Theme. If I get to teach The Family Law of Poor Families as a 4-credit course, the successful Course Packs will be showcased in the syllabus and full credit will be given to the Teams that produced them; where possible I will invite Team members back to campus to help teach the Team's Course Pack.

Part 3 Sessions throughout the semester will provide the Teams with opportunities (and responsibilities) to present their works in progress to the Seminar. Note that these opportunities come with due dates for short written assignments due right before the class meeting. A schedule of dues dates for all submissions connected to the Course Pack project, PLUS for the Short Papers, appears at the end of the Syllabus.

Written assignments due in connection with presentation deadlines vary in length: see the specific assignments below. Except for Tables of Contents, all page length assignments assume double space, 12-point type and 1-inch margins.

General notes on written work:

Important Note on Collaboration, Credit, and Plagiarism. I encourage students to discuss their written assignments in this course with me, with fellow classmates, and with others. The limit to this is simple: *all written work submitted for credit in this course must be solely that of the student or students submitting it.* If you have learned something from someone else, or borrowed an idea from a book or class conversation or any other source other than your own thinking and working on your assignments, all you have to do is *give credit*. Similarly, any language of more than a few words in common use that you borrow from a source other than your own writing *must be in quotation marks and come with a full citation*. And even if you are borrowing from your own published writing, you must acknowledge the prior publication in a full citation.

In all written submissions, citation can be via any recognized system of citation.

Exception: In the Short Papers, when citing materials distributed in connection with this Seminar, it can be by short parenthetical: (Conversation with Named Classmate, Oct. 10); (Gibson-Graham, 216).

How to Submit Your Written Work. All written work in this course must be posted to the appropriate Canvas tab by 5pm on the due date unless another time is specified. No deviation from these instructions is permitted – thus, do not submit any work to me or my assistant by email! Penalties for lateness at the discretion of the instructor – so please submit on time!

Grading. The Short Papers will count for 50% of the final grades in this seminar. The Course Packs (including all during-term written assignments as well as the final product) will count for 40%. Regular attendance and participation will count for 10%.

Accommodations for Students with Disabilities. To request an accommodation for a disability during the course, students should contact Accessibility Services in the Dean of Students Office at accessibility@law.harvard.edu or at 617-495-1880, or visit the office in WCC 3019. Additional information, including advice about how to register for accommodations, can be found at hls.harvard.edu/dept/dos/accessibility.

Auditors. I welcome auditors! I welcome your contributions but please offer them with awareness of my need to prepare enrolled students for their graded performances. Auditors may join an all-auditor Team and I will gladly supervise that Team exactly as I will the teams made up of enrolled students. If, however, there are not enough auditors to make up a 3- or 4-person all-auditor team, auditors will not have this opportunity.

In addition, you need register with the Registrar as an auditor. This will gain you access to the course's Canvas page. Get my signature on the required form. You can find a link to the form here: <http://www.law.harvard.edu/academics/registrar/policies-forms/index.html>.

Office Hours: I will have regular office hours on Wednesdays from 11am-12:30pm and 3-5pm. My assistant Terry Cyr, tcyr@law.harvard.edu, makes my appointments. Please let her AND me know if you cannot make it to my scheduled office hours so that she and I can find a Plan B. My email address is jhalley@law.harvard.edu.

Schedule of Meetings

Our meetings are divided into Part 1, Part 2, and Part 3 Sessions. When there are two sessions on a given day and unless otherwise indicated, you should assume we will devote one hour to each Session. Please take careful note of Part 3 Sessions because those will involve presentations by Teams and come with due dates for short work-in-progress submissions.

Tuesday, September 4

Introduction to the Seminar

Part 1 Session: Zero Tolerance and Family Separation

Sarah Almukhtar, Troy Griggs and Karen Yourish, “How Trump’s Policy Change Separated Migrant Children from Their Parents,” *New York Times*, June 20, 2018, available at <https://www.nytimes.com/interactive/2018/06/20/us/border-children-separation.html>

Stipulated Settlement Agreement in *Flores v. Reno*, Case, Case No. CV 85-4544-FJK(Px), available at <http://www.aila.org/File/Related/14111359b.pdf>

HHS rules governing the placement and care of unaccompanied alien minors, available at <https://www.acf.hhs.gov/orr/resource/unaccompanied-childrens-services>

Ms. L. v. U.S. Immigration and Customs Enforcement (“ICE”), 302 F. Supp. 1149 (S.D. Ca., 2018).

Tuesday, September 11

Part 1 Session: Introduction to Legal Theory Relevant to This Seminar

Robert Hale, “Coercion and Distribution in a Supposedly Noncoercive State,” 38 *Political Science Quarterly* 470 (1923), in David Kennedy and William W. Fisher III, eds., *The Canon of American Legal Thought* (Princeton: Princeton University Press, 2006), pp. 83—99 (“... raise their market value”).

Janet Halley and Kerry Rittich, “Critical Directions in Comparative Family Law: Genealogies and Contemporary Studies of Family Law Exceptionalism,” 58 *Am. J. Comp. L.* 753, 755-64 (2010).

Immanuel Wallerstein and Joan Smith, “Households as an Institution of the World Economy, in Wallerstein and Smith, eds., *Creating and Transforming Households: The Constraints of the World Economy*, pp. --.

J.K. Gibson-Graham, *The End of Capitalism (as We Knew It)* (Minneapolis: U. of Minnesota P., 1996; rpt. with a new Introduction, 2006), Chapter 9, “Hewers of Cake and Drawers of Tea,” pp. 206-37.

Janet Halley, Conclusion, in Halley, Prabha Kotiswaran, Rachel Rebouché and Hila Shamir, *Governance Feminism: An Introduction* (Minneapolis: University of Minnesota Press, 2018), pp. 253-67.

Part 3 Session (25 min only): Getting Started.

Tuesday, September 18

Part 1 Session: Five Stages of American Family Law

Duncan Kennedy, “Five Stages of American Family Law”

Part 2 Session: *Evicted*, pp. 1-107.

Tuesday, September 25

Part 1 Session: The Poor-Law Origins of Our Dual Family Law System

Jacobus tenBroek, “California’s Dual Family Law System,” 16 *Stanford Law Review* 257, 257-91 (1964).

Part 2 Session: *Evicted*, pp. 111-203

Tuesday, October 2

Part 1 Session: The Social

Douglas R. Rendleman, “Parens Patriae: From Chancery to the Juvenile Court,” 23 *S. Carolina L. Rev.* 205, 230-36 (1971).

Michael Willrich, “‘Keep Sober, Work, and Support His Family’: The Court of Domestic Relations,” in Willrich, *City of Courts: Socializing Justice in Progressive Era Chicago* (New York: Cambridge University Press, 2003), pp. 128-171.

Linda Gordon, “The Progressive-Era Transformation of Child Protection Policy,” in Gordon, *Heroes of Their Own Lives: The Politics and History of Family Violence* (Chicago: University of Illinois Press, 1988, rpt. 2002), pp. 59-81.

Part 3 Session: Initial Readings Reports

NO MEETING TUESDAY OCTOBER 9 – ALL CLASSES CANCELED

Tuesday, October 16

Part 1 Session: The Social Today

Child Support Enforcement

Janet Halley and Libby Adler, “‘You Play, You Pay’: Feminism and Child Support Enforcement,” in Halley, Prabha Kotiswaran, Hila Shamir and Rachel Rebouché, *Governance Feminism: Notes from the Field* (University of Minnesota Press, forthcoming Winter 2019).

Means-Tested Welfare Programs

Department of Health and Human Services, “Comparison of Prior Law and the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193),” in Gwendolyn Mink and Rickie Solinger, *Welfare: A Documentary History of U.S. Policy and Politics* (New York: New York University Press, 2003), pp. 663-79.

Juvenile Offenders, Juvenile/Adult Court, Child Delinquency, CHINS/PINS

Dana Goldsetin, “What’s Justice for Kids Who Kill?: Kahton Anderson and the Raging Raise-the-Age Debate,” *The Marshall Project*, February 2, 2016, available at <https://www.themarshallproject.org/2015/06/18/what-s-justice-for-kids-who-kill>

Homeless Families and Homeless Youth

Libby Adler, “An Essay on the Production of Youth Prostitution,” 55 *Maine Law Review* 191 (2002)

Part 2 Session: *Evicted*, pp. 207-313

Tuesday, October 23:

Part 1 Session: The Family as a Crucial Element of Race and Political Economy

Robert J. Steinfeld, *The Invention of Free Labor: The Employment Relation in English and American Law and Culture from 1350 to 1870* (Chapel Hill, NC: University of North Carolina Press, 1991), pp. 3-14, 55-60, 122-23, 126-27, 138-149.

Amy Dru Stanley, *From Bondage to Contract: Wage Labor, Marriage and the Market in the Age of Slave Emancipation* (Cambridge: Cambridge U.P., 1998), pp. 35-55, 138-48.

Richard Rothstein, *The Color of Law: The Forgotten History of How Our Government Segregated America* (New York: W. W. Norton, 2017), pp. 59-114, 177-193

Daniel Geary, “The Moynihan Report,” *The Atlantic*, Sept. 15, 2015, [The Moynihan Report.pdf](#). This is an annotated edition of the original report: Daniel Moynihan, *The Negro Family: The Case for National Action* (Office of Policy Planning and Research, U.S. Department of Labor, 1965). If you click on

the blue-highlighted passages, you will go to a web version with very helpful annotations.

Carol Stack, *All Our Kin: Strategies for Survival in a Black Community* (New York: Harper & Row, 1974), selections.

Part 3 Session: Preliminary Reports

Tuesday, October 30

Part 1 Session: Marriage and Political Economy

William Julius Wilson with Kathryn Neckerman, "Poverty and Family Structure: The Widening Gap Between Evidence and Public Policy Issues," in Wilson, *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy* (Chicago: University of Chicago Press, 1987), pp. 63-92.

June Carbone and Naomi Cahn, *Marriage Markets: How Inequality is Remaking the American Family* (New York: Oxford University Press, 2014), Section I, "The Puzzles of Today's Families," pp. 11-12; "Where the Men Are," pp. 60-81

Part 1 Session: Contemporary Debates on Race and Family: Child Protection

Dorothy Roberts, *Shattered Bonds: The Color of Child Welfare* (New York: Basic Books, 2002), selections.

Elizabeth Bartholet, "Race & Child Welfare: Disproportionality, Disparity, Discrimination: Re-Assessing the Facts, Re-thinking the Policy Options," July 2011. <http://www.law.harvard.edu/programs/about/cap/cap-conferences/rd-conference/rd-conference-papers/rdconceptpaper---final.pdf>

James Dwyer, "Sparing Children from Unfit Parents," in Dwyer, *Liberal Child Welfare Policy and its Destruction of Black Lives* (New York: Routledge, 2018). pp. 128-60

Tuesday, November 6

Part 1 Session: Contemporary Debates on Race and Family: White Poverty

Charles Murray, "The Formation of a New Lower Class," in Murray, *Coming Apart: The State of White America, 1960-2010*, pp. 128-92.

Anne Case and Angus Deaton, "Mortality and Morbidity in the 21st Century," Brookings Paper on Economic Activity, Spring 2017, available at <https://www.brookings.edu/bpea-articles/mortality-and-morbidity-in-the-21st-century/>

Arlie Russell Hochschild, *Strangers in their Own Land: Anger and Mourning on the American Right* (NY: The New Press, 2016), 2-23, 99-151.

Part 3 Session: Draft Tables of Contents

Tuesday, November 13

Part 1 Session: Global Families

Janet Halley, "Anti-Trafficking and the New Indenture," in Prabha Kotiswaran, ed., *Revisiting the Law and Governance of Trafficking, Forced Labor and Modern Slavery* (Oxford University Press, 2017), pp. 179- --.

Chantal Thomas, "Migrant Domestic Workers in Egypt: A Case Study of the Economic Family in Global Context," 64 *Am. J. Comp. L.* 987 (2010).

Part 3 Session: Team Huddle and Assignments to the Seminar

Tuesday, November 20

Part 3 Session: Team Final Presentations

Course Pack Selections

THANKSGIVING BREAK (DOES NOT AFFECT OUR SCHEDULE)**Tuesday, November 27**

Part 3 Session: Team Final Presentations

Course Pack Selections

Part 3

Instructions and Schedule of Sessions and Assignments

Themes.

1. Public Housing and Publicly Subsidized Housing

Duncan Kennedy, "Legal Economics of U.S. Low Income Housing Markets in Light of "Informality" Analysis," 4 *Journal of Law in Society* 71 (2002).

2. The Law Governing Non-Marital Adult Partners: Privacy, Parenthood, Duties of Support, Breakup

Albertina Antognini, "The Law of Nonmarriage," 58 *Boston College Law Review* 1 (2017).

3. Child Welfare: Abuse and Neglect, Removal, Foster Care, Reunification, Termination

Katherine A. Hort, "Is Twenty-two Months Beyond the Best Interest of the Child?: AFSA's Guidelines for the Termination of Parental Rights," 28 *Fordham Urban Law Journal* 1879 (2001).

4. Incarceration: Family Policy of Prisons and Jails

Andrea Dennis, "Criminal Law as Family Law," 33 *Ga. St. U. L. Rev.* 285 (2017).

5. Reproductive Rights and Poverty

Khiara Bridges, *Privacy Rights and Public Families*, 34 *Harv. J.L. & Gender* 113 (2011).

Part 3 In-Class Sessions and Written Assignments.

Time limits of presentations will be provided in a revised syllabus once we know how many teams we have.

Tuesday, September 11: Getting Started

Introduction to the Themes and the Project from Professor Halley

Signups begin. Please note that there are 9 Themes listed here, with an Initial Reading for each. You must submit your top three topic picks by the end of the day Thursday, September 13, to the appropriate Drop Box on Canvas. We will post a list of the final Themes and Teams by the end of the day Friday, September 14. Note that there is room for 6 or 7 Themes only, so some of these Themes will not make it into the final cut. Auditors will be placed on Teams if they volunteer and if there are enough auditors to

make up an all-auditor Team. Please if you are an auditor, note that fact when you submit your preferences.

Ms. Cyr and I will do our best to assign everyone to a highly preferred Theme.

Tuesday, October 2: Initial Readings Reports

Whole Class: All the teams will report to the class on what they learned about their Theme from the Initial Readings (6 minutes for each report followed by 5 minutes for discussion). Please organize this and all subsequent oral presentations ahead of time and come early to class to set up any AV media you wish to display.

Written Assignment: Each student must submit a 1-page descriptive summary of the Initial Readings to the Canvas Assignments page by the beginning of class.

Tuesday, October 23: Preliminary Reports

Teams will share preliminary research on their Topics, collate their results, and develop an agenda for the next phase of research. (45 minutes: 7 minutes for each team)

Whole Class: Professor Halley will guide a whole-class discussion of the materials collected so far, the Team's current state of thinking about including or excluding materials, the categories students are developing for sorting their selections, and the types of information that currently seem important to include in the annotations. (15 minutes)

Written Assignment: Submit a short initial bibliography on your Theme by the beginning of class. You have the option of submitting 2-page bibliographies individually or of aggregating your bibliographies into Team submissions. You should group your entries by sub-topic. You may annotate or not: the more you annotate, the less room you will have for entries, and I leave that trade-off to you. If you aggregate, make your paper longer: multiply the number of people on your Team by 2. Be sure that one person on your Team is designated to submit the correct final version and actually does so, and that all your names are on the joint version.

Tuesday, November 6: Draft Tables of Contents

Teams will present their current Table of Contents for their Course Packs and discuss the thinking that led them to this (still provisional) arrangement and selection of materials.

Written Assignment: The draft TOC is due in in the Drop Box by the beginning of class on this day. This is the first *required* jointly submitted writing. Be sure that one person on your Team is designated to submit the correct final version and actually does so, and that all your names are on the joint version. The TOC should be in outline form and provide the same kind of information that you find on a typical casebook TOC. It should be single spaced and no longer than 5 pages.

Tuesday, November 13: Team Huddle and Assignments to the Seminar

Teams will work separately on their Course Packs. The Professor will be available for questions and we may regroup as a class to discuss matters of common interest.

Written Assignment: By the end of the day Tuesday, November 13, each Team must submit a draft Table of Contents of its Course Pack and a 15-page *maximum* selection from the Course Pack, for distribution to the class as part of its readings for the last two meetings. Ideally your selection will include both some of your Team's annotations and a reading or two that you have curated into your Pack. I will collate and distribute these selections via Canvas on Wednesday, November 14.

Tuesday, November 20 and Tuesday, November 27: Semi-Final Team Reports

Whole Class: For these two classes, each Team will present its nearly-complete Course Pack, showing the range of materials, their organization, and the most important things that the Team would want students learning from their Report to focus on. Annotation and headnote material should be in good, but need not be in final, form.

Each Team will have 20 minutes to make its presentation.

In class, the Team should make a coherent presentation of the work done so far. It is up to each Team whether to focus its presentation time on the substantive issues it has emphasized, or on the editorial/curatorial achievements and challenges involved. If you select the former, you will essentially be co-teaching your Course Pack; if you select the latter, you will be explaining your work so far and soliciting the Seminar's help with any remaining challenges, quandaries, and questions. Please be clear with the class which option you have selected so that we can all "stay in role."

Written Assignment: Each Team will submit its Report in its present state to the Canvas Assignments page by the beginning of class on the day it is presenting. *This is a draft.* Again, this is jointly submitted work: please be sure there is a designated member of your Team who will submit the correct version, on time, with the names of all Team members prominently displayed on the first page. As to length, this version cannot be longer than the ultimate assignment but may be shorter, depending on how your work is progressing. For the length requirements of the ultimate assignment, see p. 4 above.

Sunday, December 9: Final Team Reports are due to the Canvas Assignments page by 5pm. For the page length requirements of this Report, see p. 4 above.

TIMELINE FOR WRITTEN ASSIGNMENTS

The default due *time* is 5pm; deviations are noted in this Timeline.

All assignments are due in the appropriate Canvas Drop Box

Thursday, September 13: Themes signup process. Your three top picks for Themes are due. Please note if you are an auditor.

Tuesday, October 2: Individual Initial Reading Report. Beginning of class.

Tuesday, October 23: Course Pack Preliminary Reports. Individual or Team, at your option. If Team, be sure to designate one member to upload jointly submitted work. Beginning of class.

Tuesday, November 6: Course Pack Draft Table of Contents. Teams should designate one member to upload jointly submitted work. Beginning of class.

Friday, November 9: Deadline for Short Papers receiving feedback during the term. You waive your right to revise one paper for a substitute score if you have not submitted a paper by this deadline.

Tuesday, November 13: Course Pack Reading Assignment for distribution to the Seminar, including draft Table of Contents and *maximum* 15 pages of readings. Teams should designate one member to upload jointly submitted work.

Tuesday, November 20 and 27: Semi-Final Course Pack. Teams should designate one member to upload jointly submitted work. Beginning of class on the day each Team is presenting.

Sunday, December 9 (last day of reading period): Final Course Packs due. Teams should designate one member to upload jointly submitted work.

Wednesday, December 19 (last day of exam period): All Short Papers due.