

**ART OF SOCIAL CHANGE:  
CHILD WELFARE, EDUCATION, & JUVENILE JUSTICE**

**Professor Elizabeth Bartholet  
Child Advocacy Program Faculty Director**

**Lecturer on Law Cheryl Bratt  
Child Advocacy Program Assistant Director**

**Fall 2015  
Thursdays, 5-7 PM, WCC 2012**

**Syllabus**

## COURSE INFORMATION

### I. Course Materials

Bartholet, *NOBODY'S CHILDREN: Abuse and Neglect, Foster Drift, and the Adoption Alternative* (Beacon Press 1999) [hereafter *Nobody's Children*] will serve as the course text together with course materials in weekly Reading Packets that will be available before each class through the Canvas course page, the publicly accessible CAP website (<http://cap.law.harvard.edu/>), and the Copy Center located in the basement of the Wasserstein Building (WCC).

### II. Administrative Details

#### **Professor Elizabeth Bartholet**

Office: Hauser Hall 422

Telephone: (617) 495-3128

Email: [ebarthol@law.harvard.edu](mailto:ebarthol@law.harvard.edu)

Office Hours: Fridays: 3-5 pm (Email Prof. Bartholet directly to schedule an appointment)

Faculty Assistant: Eleanor Topping, Hauser Hall 418, (617) 496-0551

Email: [etopping@law.harvard.edu](mailto:etopping@law.harvard.edu)

#### **Lecturer on Law Cheryl Bratt**

Office: WCC 4134

Telephone: (617) 496-1684

Email: [cbratt@law.harvard.edu](mailto:cbratt@law.harvard.edu)

Office Hours: Fridays: 1-3 pm (Drop in, or email Ms. Bratt directly to schedule an appointment)

CAP Program Associate: Margo Strucker, WCC 3025, (617) 496-8852

Email: [mstrucker@law.harvard.edu](mailto:mstrucker@law.harvard.edu)

### III. CAP Website

Details about CAP can be found on our publicly accessible website: <http://cap.law.harvard.edu/>. A page devoted to the fall 2015 Art of Social Change course provides the speaker schedule, speaker biographies, and links to the course readings (also always available on the Art of Social Change Canvas course page and in the WCC Copy Center): <http://cap.law.harvard.edu/art-of-social-change/fall-2015/>.

### IV. Canvas Course Page

We will use the Canvas course page for many critical course components.

To access the Canvas course page, log into Canvas (<https://canvas.harvard.edu/>). Choose “courses” from the top toolbar, and select “Art of Social Change.”

Through Canvas, we will post class announcements and provide you with the weekly Reading Packets, and you will upload your assignments:

1. **Announcements:** We will alert you to important course information (such as when Reading Packets are available, necessary details about upcoming classes, etc.) through the Canvas “Announcements” function. You will receive an email notification when we post each Announcement. All students who gain access to the Canvas page after the first class should review past course Announcements by clicking on the “Announcements” tab in the left toolbar. **Please ensure that your Canvas notifications setting for “Announcements” is set to “ASAP” to ensure that you receive these messages promptly.**
2. **Course Materials:** Course materials, including the Syllabus and each week’s Reading Packet, will be available through the “Files” tab in Canvas, located in the left toolbar. Packets will be posted on a rolling basis by the Friday before the Thursday session.
3. **Assignments:** You will upload your weekly course assignments through the “Assignments” tab in Canvas, located in the left toolbar. **See pp. 13-15 of this Syllabus for an important section on Assignment Specifics, explaining the nature of these writing requirements, how and when to submit, and providing information on grading.**

We invite you to use the Canvas course email address to share announcements with the full class about upcoming events or resources that you think are of interest to all and related to our course topics. The course email address is: [canvas-3313-6170@coursemail.harvard.edu](mailto:canvas-3313-6170@coursemail.harvard.edu).

If you have questions about Canvas or need training, explore the “Help” options at the top right corner of the website to access support. If you cannot access the course website, **contact the ITS Student Helpdesk** (617-495-9576), located in the basement of WCC.

## V. Course Requirements

Students are expected to attend all classes and to participate in class discussion. Class begins sharply at 5:00 pm and ends at 7:00 pm. If you are unable to attend class, or expect to arrive late or leave early, you must email Cheryl Bratt ([cbratt@law.harvard.edu](mailto:cbratt@law.harvard.edu)) ahead of time to explain.

Course assignments consist of either brief questions or reaction papers related to the readings and class presentations, turned in weekly. **See pp. 13-15 for an important section on Assignment Specifics, including the dates of your individual assignments.**

**No laptops, tablets, or other electronic devices are to be used in class.**

## **VI. Post-Class Receptions**

Immediately after class we hold a reception in the area just outside the classroom, providing an opportunity for students to speak informally with the guest speakers, CAP faculty, and each other. In addition, these receptions will include some of the many local practitioners, activists, and academics who attend classes related to their work. Although attendance at receptions is not required, we encourage all to take advantage of this important opportunity.

## **VII. Video Recording**

CAP video records each class session for which it receives guest lecturer consent, and posts these videos on CAP's publicly accessible website after the term ends. Recordings will not be available to students during the term. Only guest lecturers—and not any students—will be identifiable on the recordings. Further, only the lecture portions of classes—and not the subsequent student discussion—will be posted. If you speak during the lecture portion of class, your voice may be audible on the recording, but if you have any concern in this regard, you may request that CAP not post that portion of the video.

## **VIII. Cross-Registrants and Auditors**

Cross-registrants: Cross-registrants must submit their petitions during HLS's designated cross-registration window (September 1 – September 14), and attend the first class on September 10. CAP will approve petitions on a rolling basis. The HLS Registrar's Office will then enroll cross-registrants until the course is at capacity. When a prospective cross-registrant is admitted into the course, the HLS Registrar's Office will send that student an email notification; cross-registrants are not admitted to the course until they receive this confirmation. Roughly 3 – 5 days later, the HLS ITS Office will grant the cross-registrant access to the Canvas course page. **Pending this grant of access, cross-registrants should pick up Reading Packets and other course materials at the Copy Center in the basement of WCC, or download them from CAP's publicly accessible website (<http://cap.law.harvard.edu/>).** For further information about cross-registration procedures, visit: <http://cap.law.harvard.edu/courses/cross-registration-information-2015-2016/>.

Auditors: Prospective auditors must first email Cheryl Bratt ([cbratt@law.harvard.edu](mailto:cbratt@law.harvard.edu)) to express their interest in auditing. They should then complete their Request to Audit Form, arrange with Margo Strucker ([mstrucker@law.harvard.edu](mailto:mstrucker@law.harvard.edu)) to sign the form, and drop off the form at the HLS Registrar's Office (WCC Suite 4007). Auditors should come to the first class, but will be officially admitted to the course only after the Registrar's Office processes all enrolled students (typically during the second week of the term). Admitted auditors will then gain access to the Canvas course page. To download and print the Request to Audit Form, visit: [http://hls.harvard.edu/content/uploads/2008/07/request-to-audit-form\\_14-15\\_10-7-14.pdf](http://hls.harvard.edu/content/uploads/2008/07/request-to-audit-form_14-15_10-7-14.pdf).

## COURSE SCHEDULE

### **Class 1 (Sept. 10): Course Overview**

#### Reading:

- Syllabus
- *Nobody's Children*, pp. 1-29, 33-55, 98-110
- Reading Packet #1

#### Speakers:

- **Elizabeth Bartholet**, Prof. of Law and Faculty Director, Child Advocacy Program
- **Cheryl Bratt**, Lecturer on Law and Assistant Director, Child Advocacy Program

Attendance is **essential** for all enrolled students and for those interested in cross-registering for the course.

### **Class 2 (Sept. 17): Early Childhood Adversity and Its Life-Long Impact on Brain and Behavioral Development**

#### Reading:

- *Nobody's Children*, pp. 59-81 and 95-97
- Reading Packet #2

#### Guest Speaker:

- **Charles Nelson**, Professor of Pediatrics, Neuroscience and Psychiatry, Harvard Medical School; Professor of Education, Harvard University; Richard David Scott Chair in Pediatric Developmental Medicine Research, Boston Children's Hospital

Professor Charles Nelson, one of the world's leading experts on early brain development, will discuss the impact of early adversity on children, including but not limited to neglect in the domestic U.S. context and institutionalization in orphanages worldwide. Prof. Nelson has led the Bucharest Early Intervention Project, the only gold standard social science study ever conducted on the impact of institutionalization on children, and has advised policy makers both here in the U.S. and throughout the world on child welfare policy. His findings are relevant to the wide range of issues that will be addressed in the remaining classes.

### **Class 3 (Sept. 24): Key Issues in Child Welfare Policy: Under-Intervention vs. Over-Intervention, the Relationship between Poverty and Maltreatment, and the Role of Research**

#### Reading:

- Reading Packet #3

#### Guest Speakers:

- **Kristen Shook Slack**, Professor, University of Wisconsin-Madison School of Social Work
- **Jill Duerr Berrick**, Zellerbach Family Foundation Professor, UC Berkeley, School of Social Welfare

One of the central debates in the child welfare world has to do with whether the state exercises too much coercive intervention in families in an effort to protect children, or too little. Those claiming over-intervention note that most of the cases in the child welfare system involve neglect rather than abuse, argue that poverty is closely linked with neglect, and advocate for helping keep families together through increased efforts to provide supportive services. A recent manifestation of such advocacy efforts is the Differential Response movement, with its emphasis on diverting a large percentage of child welfare cases from the child protection system to an entirely voluntary supportive services track. Those claiming under-intervention note that neglect results in serious consequences for children, and criticize the existing child welfare system as providing inadequate protection against abuse and neglect. Social science is central to understanding which child welfare policies actually work to help children, but a good deal of research in the child welfare world is designed simply to promote certain policies rather than to honestly assess their pros and cons.

Dr. Kristen Slack will discuss the relationship between poverty and child maltreatment, and the degree to which modest efforts to alleviate poverty reduce maltreatment. Dr. Jill Berrick will discuss the difference between advocacy research and true social science, and the kinds of changes that might encourage a stronger social science ethic in child welfare.

#### **Class 4 (Oct. 1): Youth Homelessness: Problems and Solutions**

Reading:

- Reading Packet #4

Guest Speakers:

- **Neil MacInnes-Barker**, Founder and Executive Director, Voice US and IPCNOW.ORG
- **Sam Greenberg**, Co-Executive Director, Y2Y Harvard Square
- **Sarah Rosenkrantz**, Co-Executive Director, Y2Y Harvard Square

Experts estimate that each year approximately 170,000 unaccompanied young adults in the United States experience homelessness. Some run away due to family violence. Others are forced out because of their sexual orientation or gender identity, or have aged out of the child welfare system and have no place to call home.

Neil MacInnes-Barker, Founder and Executive Director of IPCNOW.ORG and a member of the Cambridge GLBT Commission, will discuss how he uses different forms of media, including his film, *No Place Like Home*, to educate, inspire, and empower citizens to seek solutions for youth homelessness and other social problems.

Social entrepreneurs Sam Greenberg and Sarah Rosenkrantz are co-Executive Directors of Y2Y Harvard Square, the nation's first student-run homeless shelter for young adults, opening in November 2015. They will share their challenges and triumphs in founding the shelter, and the ways in which they are mobilizing young people to combat youth homelessness.

### **Class 5 (Oct. 8): Improving Educational Outcomes for Foster Youth**

Reading:

- *Nobody's Children*, pp 81-95
- Reading Packet #5

Guest Speakers:

- **Emily Kernan**, Associate Director, NYU Law School Public Interest Law Center; and former Staff Attorney, Project Achieve, Advocates for Children of New York
- **Jesse Hahnel**, Executive Director, National Center for Youth Law; and Founder and former Director, FosterEd Initiative, National Center for Youth Law
- **Jessica Berry**, Deputy Director, Children's Law Center of Massachusetts

Foster youth experience extreme challenges to success in school. They generally have suffered abuse and neglect and other traumatic experiences in their early lives, which produce cognitive disabilities and special educational needs. And the very fact that they are in foster care creates its own educational challenges, as foster parents may be limited in their ability to access help within the educational system, and moves from home to foster care and between different foster homes force changes in school and produce other disruptions. As a result, educational outcomes for foster youth are grim: 75 percent of foster youth perform below grade level, only 50 percent obtain a high school diploma or GED, and fewer than 3 percent attend a four-year college.

Our speakers aim to transform these dismal statistics. Emily Kernan, former Staff Attorney with Advocates for Children of New York, will discuss her work on Project Achieve, an unusual initiative that places its staff onsite at child welfare agencies to strengthen their ability to meet the educational needs of foster youth. Jesse Hahnel, Executive Director of the National Center for Youth Law and Founder and former Director of NCYL's FosterEd Initiative, will discuss the innovative model he developed to improve foster youth's educational success and build states' capacities to meet these students' needs. Jessica Berry, Deputy Director of the Children's Law Center of Massachusetts, will discuss her work advocating for children in Massachusetts both

through individual representation in the current legal framework and through promoting legislative reform.

### **Class 6 (Oct. 15): Unaccompanied Immigrant Youth: Individual Advocacy, Intervention, and Systemic Reform**

Reading:

- Reading Packet #6

Guest Speakers:

- **Erin Corcoran**, Professor of Law, University of New Hampshire School of Law
- **Elizabeth Badger**, Senior Attorney, Kids in Need of Defense
- **Sandra Cañas**, Youth Programs Director, Cambridge Community Services

The ongoing surge of unaccompanied immigrant youth into the United States reflects an urgent humanitarian crisis. Many children are fleeing crippling poverty, abuse, gang violence, and exploitation, and they continue to experience a host of challenges once in the U.S., including the threat of deportation. They have limited capacity to access the substantive legal rights that they theoretically enjoy under current law, given the lack of a right to legal representation in immigration proceedings and the complexity of the policies and procedures at issue. They also have limited substantive rights, so that even if competently represented by counsel, they may face deportation and return to the desperate circumstances that triggered their attempted immigration in the first place.

Through her scholarship, Professor Erin Corcoran makes the case for systemic changes to the substantive legal framework that currently governs immigration policy and procedures. She will discuss her ideas to operationalize international human rights laws to protect unaccompanied immigrant youth, and her efforts to educate and lobby governmental authorities for needed immigration reform. Elizabeth Badger, Senior Attorney at Kids in Need of Defense, represents unaccompanied immigrant children in deportation proceedings and will discuss the advocacy she does, both inside and outside the courtroom, to help protect her clients' rights within the framework of existing law. Sandra Cañas knows firsthand the difficulties of assimilating into a new community, having emigrated from El Salvador as a young woman. She will discuss City Links, an initiative that she built from the ground up, which offers intensive support through mentoring, tutoring, and leadership training to newly immigrated students at Cambridge Rindge and Latin High School.

### **Class 7 (Oct. 22): Education Reform: Community Organizing, Policy Advocacy, and Systemic Reform Litigation**

Reading:

- Reading Packet #7

Guest Speakers:

- **John Affeldt**, Managing Attorney, Public Advocates Inc.
- **Roberta Furger**, Director, Research and Writing, PICO California

Many believe that for any reform to be truly meaningful and sustainable, community involvement is key. John Affeldt is Managing Attorney at Public Advocates Inc., one of the first public interest law firms in the nation, and one which initially focused on law reform litigation as its method to effect change. He will discuss how Public Advocates has evolved in its social change approach since the organization's founding in the 1960s; its present method involving deep partnerships with grassroots education organizations; and its use of litigation as part of a larger, coordinated reform effort. Roberta Furger is a director of PICO California, the state's largest faith-based community organizing network. She will discuss the ways in which PICO mobilizes parents and students to shape education policy, and her work with Public Advocates to help transform California's public education system to better serve poor and minority youth.

### **Class 8 (Oct. 29): Education Reform: The Campaign to Expand High-Quality Early Education in Massachusetts**

Reading:

- Reading Packet #8

Guest Speakers:

- **Amy O'Leary**, Director, Early Education for All Campaign, Strategies for Children
- **Alice Peisch**, Chairwoman, Joint Committee on Education, Massachusetts House of Representatives
- **Jason Sachs**, Executive Director, Department of Early Childhood Education, Boston Public Schools

Rigorous independent research demonstrates the benefits—both to the individual and to society—of high-quality early education programs: they reduce grade repetition by 40 percent, increase high school graduation rates by 30 percent, and return more than 7 dollars for every dollar invested.

Amy O'Leary spearheads the Early Education for All Campaign at Strategies for Children, designed to ensure that children in Massachusetts have access to high-quality early education and become proficient readers by the end of third grade. She will discuss how the Campaign has rallied both the public and private sectors to encourage legislators to support expanded access, its successes and struggles along the way, and its planned next steps. Massachusetts State Representative Alice Peisch chairs the Joint Committee on Education and is sponsoring "An Act Ensuring High Quality Pre-Kindergarten Education." She will discuss the legislation and its goal to help close the achievement gap between white and minority students. Dr. Jason Sachs directs Boston

Public School's Department of Early Childhood Education and will discuss the program he developed to actually provide high-quality early education to children in Boston.

### **Class 9 (Nov. 5): Youth Violence: Crime Lab and the Science of Reducing Youth Violence**

Reading:

- Reading Packet #9

Guest Speaker:

- **Jens Ludwig**, McCormick Foundation Professor of Social Service Administration, Law, and Public Policy, University of Chicago; and Director, University of Chicago Crime Lab

For youth of color, gun violence is responsible for more deaths than the next nine causes of death *combined*. The University of Chicago Crime Lab was launched in 2008 to rigorously study programs aiming to alter this reality, to determine which actually work, for whom, how, and why. Crime Lab helps governments and non-profits develop innovative approaches to reducing youth violence, and tests these innovations through large-scale randomized controlled trials—the social science gold standard. Crime Lab then in turn uses its research findings to promote reform. Prof. Jens Ludwig, who directs the University of Chicago Crime Lab, will discuss Crime Lab's mission and purpose, and its study of the remarkable Chicago-based program "Becoming a Man" (BAM), which showed that BAM dramatically reduces youth violence, increases graduation rates, and saves society costs. *See Class 12 for more on BAM.*

### **Class 10 (Nov. 12): Lawyering for Youth: Individual Representation and Systemic Change**

Reading:

- Reading Packet #10

Guest Speakers:

- **David Deakin**, Assistant District Attorney and Chief, Family Protection and Sexual Assault Bureau, Suffolk County District Attorney's Office
- **Joshua Dohan**, Director, Youth Advocacy Division of the Committee for Public Counsel Services
- **Michael Dsida**, Deputy Chief Counsel, Children and Family Law Division of the Committee for Public Counsel Services

This class features lawyers playing a variety of professional roles in the child advocacy arena, with individual representation as their major responsibility. They will discuss their different career paths, the satisfactions and challenges that accompany their work, and the ways in which lawyers engaged in individual representation can also have a broader impact through systemic reform.

Assistant District Attorney David Deakin, Chief of the Suffolk County Family Protection and Sexual Assault Bureau, will address the role of a criminal prosecutor, working with victims and their families to prosecute those accused of abusing children. Joshua Dohan, Director of the Youth Advocacy Division, will discuss his former role as a juvenile public defender and current position heading the Commonwealth's juvenile defender's office, which represents youth accused of juvenile offenses. Michael Dsida, Deputy Chief Counsel for Massachusetts's Committee for Public Counsel Services, will discuss his leadership of CPCS's Child and Family Law Division, which represents children and parents in cases of child maltreatment, removal to foster care, and termination of parental rights.

### **Class 11 (Nov. 19): Education Reform: The Massachusetts Case Challenging the Cap on Charter School Expansion**

Reading:

- Reading Packet #11

Guest Speakers:

- **William Lee**, Partner, WilmerHale LLP
- **Thomas Kane**, Walter H. Gale Professor of Education and Economics, Harvard Graduate School of Education

In 1988, teacher union leader Albert Shanker first proposed the concept of charter schools—laboratories of innovation that would allow teachers to experiment with different approaches to learning and teaching, publicly funded but free of many typical public school constraints, and allowed to operate for only a set period of time before evaluated for renewal. Since then, charter schools have developed and expanded around the country, with those in Massachusetts first swinging open their doors in 1995. In the 20 years that they have existed, Massachusetts charters have proved through numerous independent studies to produce significant academic gains for their students. Nonetheless, Massachusetts law caps charter school growth, leaving more than 40,000 students in the Commonwealth on waitlists for these schools.

Charter schools have triggered significant debate over the years. Some question whether overall, looking at the nationwide statistics, charters have proved more successful than regular public schools. Some argue that even at their most successful, charter schools have failed to produce the broad reform throughout the entire public school system that proponents had hoped for. And some feel that charters drain funds from public schools, creating an unfair two-tier public school system that leaves many vulnerable students behind.

In March 2015, Bill Lee, partner at WilmerHale LLP, announced his plan, together with two other Boston law firms, to file a pro bono class action lawsuit challenging the Commonwealth's cap on charter school expansion. He will discuss how and why he

conceived of the suit, the work involved in developing it, and the merits of the issues. Professor Thomas Kane will discuss the study he conducted that demonstrated dramatic student achievement gains for students in Massachusetts's charter schools, and how he uses his research to inform and change social policy.

### **Class 12 (Dec. 3): Youth Violence: BAM! WOW! and the Practice of Reducing Youth Violence**

Reading:

- Reading Packet #12

Guest Speakers:

- **Anthony Ramirez-Di Vittorio**, Founder, Becoming A Man (BAM), and Manager, BAM Training Academy, Youth Guidance
- **Anthony Watson**, Director, Becoming A Man (BAM), Youth Guidance
- **Gail Day**, Program Manager, Working on Womanhood (WOW), Youth Guidance

In Class 9, we heard about the research demonstrating the success of the BAM program. In Class 12, we will learn how BAM and its sister program, WOW, actually work.

BAM, which helped inspire President Obama's *My Brother's Keeper* initiative, is a dropout and violence prevention program offered by Youth Guidance, a non-profit in Chicago that creates and implements school-based programs enabling at-risk children to overcome obstacles, focus on their education, and, ultimately, succeed in school and life. Based on cognitive behavioral therapy principles, BAM helps young men develop coping skills to manage situations that might otherwise lead to violent or other negative outcomes. Anthony Ramirez-Di Vittorio and Anthony Watson will discuss how BAM was founded, its core principles, and its curriculum. Gail Day is the Program Manager of Youth Guidance's Working on Womanhood (WOW) program, a related program developed for at-risk young women, which provides counseling, mentoring, character development, and educational enrichment. She will discuss WOW's values and curriculum, and explain its success in motivating young women to graduate and make positive life choices.

## ASSIGNMENT SPECIFICS

For each week's class, you are responsible for submitting either session questions, due one day before the class, or session reaction papers, due five days after the class. See below for a table detailing your assignment schedule. Your grade will be based on your performance on these assignments.

### I. Session Questions

For your assigned dates, you will submit a brief question (or questions) for the upcoming speakers, along with a short comment explaining why the question is significant. The question and accompanying comment should be **NO more than ½ a page single-spaced**. **You must include your name and the session date at the top of your submission to receive credit.**

**To submit your question**, first save your assignment as a Word file on your computer with the title "[last name]\_[session date]\_questions." For example, if your last name is "Quigley," title the file for your first question submission "quigley\_sep17\_questions." Next, log into the Canvas course page, click on "Assignments" in the left toolbar, and upload your question to the appropriate "Questions" assignment listed.

**You must upload your question submission to Canvas by 9 am the Wednesday before the Thursday class session** (1 day before class). You will see a green checkbox in the upper right corner of the screen when you successfully upload the document.

### II. Session Reaction Papers

Three times during the term, in lieu of session questions, you will submit a reaction paper. This paper should provide both a brief analysis of the substance of the session based on the reading materials and presentations, and your own reactions, such as, *e.g.*, your views on disputed issues, connections you draw to other sessions' themes and topics, etc. Reaction papers should be **2-3 double-spaced pages but NO more than 3**. **You must include your name and the session date on the top of your submission to receive credit.**

**To submit your reaction paper**, first save it as a Word file on your computer with the title "[lastname]\_[date]\_reaction." For example, if your last name is "Adams," title the file for your first submission "adams\_sep17\_reaction." Next, log into the Canvas course page, click on "Assignments" in the left toolbar, and upload your reaction paper to the appropriate "Reaction Papers" assignment listed.

**You must upload your reaction paper to Canvas by 9 am on the Tuesday after the Thursday session** (5 days after class). You will see a green checkbox in the upper right corner of the screen when you successfully upload the document.

### III. Late Assignments

If you miss the 9 am deadline, you should still upload your question or reaction paper to the appropriate assignment in Canvas. You will see a “late” notification in red in the upper right portion of your screen. Email Cheryl Bratt ([cbratt@law.harvard.edu](mailto:cbratt@law.harvard.edu)), copying Margo Strucker ([mstrucker@law.harvard.edu](mailto:mstrucker@law.harvard.edu)) and Eleanor Topping ([etopping@law.harvard.edu](mailto:etopping@law.harvard.edu)), explaining why your assignment is late and notifying them that you have since uploaded your assignment.

### IV. Assignment Dates

For the First Session: There is no *written* assignment for the first session (9/10). However all students should **read carefully** the materials assigned for the first session, as they are critical to themes that will be presented throughout the course. We expect you to weave into your later submissions your reactions to the ideas presented in the first readings and class session.

For All Subsequent Sessions: We have divided question and reaction paper assignments based on the **first letter of your last name**. Each student will submit a total of 8 questions and 3 reaction papers over the course of the term. For the sessions that you are assigned reaction papers, you do NOT submit questions beforehand. **NOTE:** There will be instances when you will have two assignments due the same week. For example, during the week of 9/20, if your last name is Adams, you will submit a reaction paper based on the 9/17 class due on 9/22 AND questions for the 9/24 class due on 9/23.

Below is a table reflecting by last name the submission required for each class session (“Q” for questions; “R” for reaction papers), followed in parenthesis by the submission due date.

Class Session	Last Name: A-F	Last Name: G-L	Last Name: M-S	Last Name: T-Z
Class #2 - 9/17	R (due 9/22)	Q (due 9/16)	Q (due 9/16)	Q (due 9/16)
Class #3 – 9/24	Q (due 9/23)	R (due 9/29)	Q (due 9/23)	Q (due 9/23)
Class #4 – 10/1	Q (due 9/30)	Q (due 9/30)	R (due 10/6)	Q (due 9/30)
Class #5 – 10/8	Q (due 10/7)	Q (due 10/7)	Q (due 10/7)	R (due 10/13)
Class #6 – 10/15	R (due 10/20)	Q (due 10/14)	Q (due 10/14)	Q (due 10/14)
Class #7 – 10/22	Q (due 10/21)	R (due 10/27)	Q (due 10/21)	Q (due 10/21)
Class #8 – 10/29	Q (due 10/28)	Q (due 10/28)	R (due 11/3)	Q (due 10/28)
Class #9 – 11/5	Q (due 11/4)	Q (due 11/4)	Q (due 11/4)	R (due 11/10)
Class #10 – 11/12	R (due 11/17)	Q (due 11/11)	Q (due 11/11)	Q (due 11/11)
Class #11 – 11/19	Q (due 11/18)	R (due 11/24)	Q (due 11/18)	Q (due 11/18)
Class #12 – 12/3	Q (due 12/2)	Q (due 12/2)	R (due 12/8)	R (due 12/8)

### Assignment Submission Problems:

If you have a problem uploading your assignment to the Canvas course page, simply email it to Cheryl Bratt ([cbratt@law.harvard.edu](mailto:cbratt@law.harvard.edu)), copying Margo Strucker ([mstrucker@law.harvard.edu](mailto:mstrucker@law.harvard.edu)) and Eleanor Topping ([etopping@law.harvard.edu](mailto:etopping@law.harvard.edu)), with the relevant explanation.

### **V. Grading**

Grades will be based generally on your performance on the weekly written assignments, with greater weight given to the reaction papers. You will receive limited feedback on the reaction papers throughout the term. You are welcome to speak with Prof. Bartholet if you have questions about this feedback or the reaction papers.

We will use your questions to provide each week's speakers with a sense of the issues raised by the class so that they can take your thoughts into account in their presentations. You will not receive written feedback on your questions, although you are welcome to speak with Cheryl Bratt about your submissions.

**Submission of all assignments on a timely basis is important and will be taken into account in your grade.** It is your responsibility to check to make sure all of your assignments have been submitted on time. If you are absolutely unable to complete an assignment on the date specified because of some serious medical emergency or family crisis or similarly important issue, contact Cheryl Bratt in advance of the due date to see if you can arrange for later submission or a switched assignment.

**Note for cross-registrants from the HLS Registrar's Office:** Report of grades is obtained from your home Registrar's Office. The HLS grading system is **H, P, LP, and F** (Honors, Pass, Low Pass and Fail). A small number of students may be awarded the Dean's Scholar Prize, given to students whose performance in the course is extraordinary. The notation **WD** (Withdrew after Deadline) is applied when a student withdraws from a course after the drop deadline.