

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

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

**Crisanne Hazen
Lecturer on Law
Child Advocacy Program Assistant Director**

**Spring 2018
Thursdays, 5-7 p.m.
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

Office Hours: Fridays: 2-4 pm (Email Prof. Bartholet directly to schedule an appointment)

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

Email: etopping@law.harvard.edu

Child Advocacy Program Assistant Director Crisanne Hazen

Office: 23 Everett Street, Suite G-24

Telephone: (617) 496-1684

Email: chazen@law.harvard.edu

Office Hours: Wednesdays: 10-12 am (Drop in, or email Ms. Hazen directly to schedule an appointment)

CAP Program Associate: Margo Strucker, 23 Everett St., G-24, (617) 496-8852

Email: 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 spring 2018 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-spring-2018/>.

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 confirm 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.**

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

Attendance is essential for all enrolled students and those interested in adding the course.

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 Crisanne Hazen (chazen@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 (January 16-26, 2018), and attend the first class on January 25, 2018. 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/cross-registration-information-2017-2018/>.

Auditors: Prospective auditors must first email Crisanne Hazen (chazen@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) 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: <https://hls.harvard.edu/content/uploads/2008/07/Audit-Request-Form-AY1718.pdf>.

COURSE SCHEDULE

Class 1 (Jan. 25): Course Overview

Reading:

- *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
- **Crisanne Hazen**, Lecturer on Law and Assistant Director, Child Advocacy Program

Class 2 (Feb. 1): Early Childhood Adversity and Its Life-Long Impact on Brain and Behavioral Development

Reading:

- 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
- **Claudia Postelnicescu**, Claudia M. Postelnicescu Law Office, Bucharest, Romania

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 in orphanages and other institutional care abroad. 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 work is relevant to many of the issues that will be addressed in the remaining classes.

Prof. Bartholet and Romanian lawyer Claudia Postelnicescu will present briefly on one of the issues for which Dr. Nelson's work is directly relevant. Prof. Bartholet and our Child Advocacy Program have long been advocating for better policies related to unparented children worldwide, including in particular those living in institutions whose opportunities to live in nurturing adoptive homes have been cut off by restrictive adoption policies, especially in the area of international adoption. They will discuss a project involving a challenge to Romania's law banning all international adoption (excepting only grandparents). The goal is to bring a case through the Romanian courts and then to the European Court of Human Rights, with the hope of establishing the

principle that denying children available adoptive homes, and thus relegating them to institutional care, violates their fundamental human right to parental care under the European Convention on Human Rights and other international treaties.

Class 3 (Feb. 8): Child Welfare: Foster Care System Reform

Reading:

- *Nobody's Children*, pp. 59-67, 81-97
- Reading Packet #3

Guest Speakers:

- **Deborah Dentler**, Attorney, Law Office of Deborah Dentler
- **Garrett Therolf**, Senior Investigative Reporter, UC Berkeley Investigative Reporting Program and Common Sense Media
- **Mark Hamlin**, HLS '16, Associate Attorney, Baker Botts LLP

Deborah Dentler is a California-based attorney and former foster parent who has used her personal experience with the foster care system as an inspiration for initiating law reform to improve the system. She will speak about her personal journey as well as her recent litigation success, partnering with a private civil rights law firm to achieve reform of the Los Angeles County foster care system. Garrett Therolf is an investigative journalist who has specialized in child welfare reform issues, and worked for the *Los Angeles Times* during several years of Ms. Dentler's litigation. He will speak to his role as a journalist in trying to generate change and the unique partnership that he and Ms. Dentler formed in the context of this litigation. HLS and Child Advocacy Program alumnus Mark Hamlin will share his experience as a student intern with Ms. Dentler's firm assisting with the litigation.

Class 4 (Feb. 15): Addressing the Cycle of Poverty: YouthBuild and "Opportunity Youth"

Reading:

- Reading Packet #4

Guest Speakers:

- **Dorothy Stoneman**, Founder, YouthBuild USA, Inc. and Senior Advisor, Opportunity Youth United
- **YouthBuild participants**

There has been an increasing awareness nationally about the unaddressed needs of young people raised in poverty who never finished high school and are currently

unemployed. Dorothy Stoneman founded YouthBuild in 1978 to help meet the dire needs of this at-risk population, sometimes referred to as “opportunity youth.” YouthBuild employs young people around the world to build affordable housing, playgrounds, and schools for homeless and low-income people, all while teaching them valuable construction and other employment skills. YouthBuild participants must also be enrolled in an education program, working towards a high school diploma or its equivalent. Ms. Stoneman will share her story of building this program which now reaches over 1 million youth. Hear how one person was able to create change in a way that has ripple effects across the child welfare, juvenile justice, and education systems.

Class 5 (Feb. 22): Child Welfare: The Intersection of Child Maltreatment and Parental Substance Abuse

Reading:

- *Nobody’s Children*, pp. 67-81, 207-32
- Reading Packet #5

Guest Speakers:

- **The Hon. Jeri Cohen**, 11th Judicial Circuit, Miami-Dade County, FL
- **Frank Vandervort**, Clinical Professor of Law, Univ. of Michigan Law School

Parental substance abuse is central to our child maltreatment problem, with the vast majority – 70-90 percent – of all foster care cases involving parental abuse of drugs and/or alcohol. The current opioid crisis has created new consciousness of the nature and scope of the problem. Family drug courts are arguably one promising approach to addressing the problem.

Judge Jeri Cohen will describe the innovative family drug court she founded and runs in Florida, admired as among the most successful in the country. Judge Cohen has also been a major leader in spreading the model throughout the country. She will discuss why and how she created the court, the research assessing its success, replication efforts, and more generally how to create systems change as a member of the judiciary.

Professor and attorney Frank Vandervort has represented children victimized by maltreatment for decades and will talk about his role advocating for the child client, and his views on the policy issues involved in this work. His discussion will include some of the key issues involved in representing children such as the debate about whether to represent the “best interest” vs. the “stated interest” of the child. He will also discuss the pros and cons of different approaches to dealing with the parental substance abuse issue, including civil commitment during the period of pregnancy.

Class 6 (Mar. 1): Education: Integration and other Strategies to Improve Disadvantaged Schools

Reading:

- Reading Packet #6

Guest Speakers:

- **Dr. Michael Hinojosa**, Superintendent of Schools, Dallas Independent School District
- **Richard Kahlenberg**, Senior Fellow, The Century Foundation

Education in our democracy is supposed to give all children, regardless of their parents' life circumstances, the opportunity to succeed. This means that the students in greatest need should be given the greatest educational resources and opportunities. We know that instead as a general matter the children in greatest need are provided the fewest educational resources and the worst schools. We also know that sixty-plus years after *Brown v. Board of Education* the American public school system remains largely racially segregated.

Dr. Hinojosa grew up in the Dallas schools—the nation's 15th largest school district—and is now leading their integration efforts. Dr. Hinojosa will talk about his district's creation of "Innovation Schools" and "Transformation Schools" to attract white, upper-class families back from the suburbs and into the city's predominantly minority schools. Rick Kahlenberg, an HLS graduate, has long been a leading thinker on educational issues, and now leads important research and reform initiatives as a Senior Fellow for The Century Foundation, including those being implemented in Dallas. He has also been deeply involved in thinking about and critiquing some of the privatization strategies being promoted by the current Federal Administration.

Class 7 (Mar. 8): Education: Strategies to Protect and Enhance Opportunities for Vulnerable Youth Populations

Reading:

- Reading Packet #7

Guest Speakers:

- **Matt Cregor**, Education Project Director, Lawyers' Committee for Civil Rights and Economic Justice
- **Eliza Byard**, Executive Director, GLSEN

President John F. Kennedy created the national Lawyers' Committee for Civil Rights Under Law (LCCR) in 1963—which now includes eight Affiliated Local Committees throughout the country—as a way of harnessing the resources of the private bar to aid in the promotion of civil rights law throughout the nation. Matt Cregor is the director of the Education Project at the Boston-based Lawyers' Committee for Civil Rights and Economic Justice. He will discuss his organization's work to promote racial integration and address racial harassment. Eliza Byard is executive director of GLSEN (Gay, Lesbian, and Straight Education Network), the leading organization addressing the needs of LGBT youth in education, both in this country and beyond. She will discuss how her organization advocates for LGBT youth, working with schools, communities, government agencies, and international bodies, to help ensure that every student in every school feels safe and respected. She will also discuss how best to tailor reform strategies in today's political atmosphere.

Class 8 (Mar. 22): Education: Systemic Reform Litigation, Policy Advocacy, and Community Organizing

Reading:

- Reading Packet #8

Guest Speakers:

- **John Affeldt**, Managing Attorney, Public Advocates, Inc.
- **Saa'un Bell**, Strategy Director, Californians for Justice

Community involvement may be key to accomplishing significant reform and making it sustainable. 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 systemic reform litigation as its primary method to effect change. He has specialized in education reform. He will discuss how he and Public Advocates have evolved in their thinking about effective social change over the decades, and describe their current approach involving deep partnerships with grassroots organizations. Saa'un Bell is the Strategy Director for Californians for Justice (CFJ), an agency that organizes youth to fight for racial and educational justice, and that has worked as a close community partner with Public Advocates. Ms. Bell will share her experiences working on-the-ground with California students and parents in cooperation with Public Advocates to advance a joint education reform agenda.

Class 9 (Mar. 29): Education: Reforming Special Education Schools

Reading:

- Reading Packet #9

Guest Speakers:

- **Stan Eichner**, Director of Litigation, Disability Law Center
- **Jenifer McKim**, Senior Investigative Reporter, New England Center for Investigative Reporting

The MA Disability Law Center (DLC) has long worked to promote the rights of those with intellectual, physical, or mental disabilities, including youth, using a variety of methods of change. In recent decades it has made use of an innovative federal law enacted in 1975, which provided for a network of independent agencies in every state to investigate and make efforts to remedy—through litigation or other means—problematic institutional conditions involving abuse and neglect of the people the institutions are charged with protecting. This gives these “Protection and Advocacy” (P&A) agencies unique power among non-profit organizations. The MA DLC is Massachusetts’ P&A organization. DLC’s Director of Litigation, Stan Eichner, will provide an overview of the P&A law, a relatively unknown tool for law reform, and will discuss how the DLC uses its investigative and enforcement authority to promote reform in schools for youth with disabilities. Veteran investigative reporter, Jen McKim, has been a powerful force for change in child welfare in Massachusetts and beyond, including with her groundbreaking articles on the deaths suffered by children at their parents’ hands, in allegedly “low-risk” cases allocated to the voluntary services track. Ms. McKim will discuss the role in reform that investigative journalism can play, as well as the work she has done to promote reform in the same kinds of schools targeted by DLC. The two will also discuss their productive partnership in pushing for these school reforms.

Class 10 (Apr. 5): Juvenile Justice: A Successful Litigation Campaign to Eliminate the Juvenile Death Penalty and Life Without Parole

Reading:

- Reading Packet #10

Guest Speakers:

- **Marsha Levick**, Co-Founder, Deputy Director, and Chief Counsel, Juvenile Law Center

The juvenile justice system is supposed to be rehabilitative rather than punitive. That’s the promise our system has made from the beginning, in exchange for reduced levels of due process protection as compared to the adult criminal justice system. But it’s a

promise our system has not lived up to. We have subjected unconscionable numbers of juveniles to the death penalty and also to life sentences in adult institutions without the possibility of parole (LWOP), standing out as world leaders for these draconian punishments.

Over the past decades leaders in juvenile justice reform have mounted a well-organized and strategically brilliant campaign which succeeded in persuading the U.S. Supreme Court to find unconstitutional both the juvenile death penalty and mandatory LWOP. This is an incredible accomplishment given the Court's conservative bent during this period of time.

The Juvenile Law Center (JLC), is the oldest, non-profit children's law firm in the country. Co-founder, Deputy Director and Chief Counsel Marsha Levick has made JLC a leader in the campaign to reform sentencing laws. Ms. Levick will describe this campaign from its early stages, the thinking that went into it, the coalitions JLC formed with other organizations, the accomplishments, and the current challenges.

Class 11 (Apr. 12): Juvenile Justice: Ending Solitary Confinement through Public-Private Partnerships

Reading:

- Reading Packet #11

Guest Speakers:

- **Jason Szanyi**, Deputy Director, Center for Children's Law and Policy
- **Peter Forbes**, Commissioner, Massachusetts Dept. of Youth Services

As part of the rehabilitative promise, our juvenile justice system is supposed to emphasize treatment and services over incarceration. Even when it is deemed necessary to put juveniles in secure institutions, they are supposed to be more humane than adult institutions and provide more in the way of education and rehabilitative services. But again the U.S. has failed in this promise. We lead the world in incarcerating children in adult prisons and secure juvenile institutions. And we lead the world in locking those incarcerated into solitary confinement, which typically consists of 22 or more hours a day alone in a small cell, with no physical contact and often no access to education, counseling, or other services. And all too frequently, institutions use additional harsh behavior management strategies. There is increasing evidence that all these approaches cause irreparable harm to developing brains.

Jason Szanyi, HLS graduate and CAP alumnus, has worked for many years at the Center for Children's Law and Policy (CCLP) to end the use of solitary confinement and more generally to improve institutional conditions for youth, often working in partnership

with public authorities. Massachusetts Department of Youth Services (DYS), under the leadership of Commissioner Peter Forbes, has successfully ended the use of solitary confinement in Massachusetts' facilities. The two will discuss their efforts to end solitary confinement and improve institutional conditions for juveniles in MA and throughout the country, as well as their partnership in this work.

Class 12 (Apr. 19): Juvenile Justice: Working from the Inside to Achieve Reform

Reading:

- Reading Packet #12

Guest Speakers:

- **Tim Decker**, Director, Missouri Children's Division and former Director of Missouri's Department of Youth Services
- **Vincent Schiraldi**, Senior Research Scientist, Columbia School of Social Work

Tim Decker is responsible for creating what became known as "The Missouri Model," a truly rehabilitative institution for juvenile offenders. He did this in his former capacity as Director of Missouri's Youth Services, and worked also to help spread the word throughout the nation, inspiring and educating others to create similar models. He has in recent years served as Director of Missouri's Children's Division, in charge of child welfare as well as adoption services, intensive in-home supportive services, and child care/early childhood education. He will discuss his work in both capacities over several decades of working inside these systems to promote reform. Vincent Schiraldi is a nationally recognized criminal justice policy expert who has worked for reform primarily from inside the system in a number of different positions including as the Director of Department of Youth Rehabilitation Services in Washington, D.C. and the Commissioner of the New York City Department of Probation. He is now the founder and Senior Research Scientist of the policy think tank Justice Policy Institute, working from the outside toward reform of our nation's mass incarceration policies. He will share his experience and thinking about strategies for achieving juvenile justice reform.

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**. These questions should help you formulate questions you might present in class during the Q&A period, and they will also be used to alert speakers to class concerns. **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_feb1_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. Reaction Papers are opportunities for you to genuinely reflect on what you are thinking and learning, and how it might relate to your past work and future goals. But at the same time Reaction Papers are a way to demonstrate that you have understood the readings and the class presentations; since there is no exam, these Papers are the primary way for you to show that you are doing the course work. Keep both these ideas in mind as you write your Reaction Papers. You don't want simply to summarize the readings and presentations, but you do want to show that you read the materials, attended class, and understood both the basics and also more complex issues (e.g. conflicts between the speakers, connections with other sessions). You also don't want simply to talk about your past work or your future ambitions or what you think about the issues, but at the same time, you do want to connect your experience with this course to yourself.

You also want to use these Papers as a way to express your *cumulative* thinking and learning. Thus while each Reaction Paper should focus primarily on the class session assigned,

you should also connect to issues presented in previous class sessions. *In your final paper you should reflect in some way on your cumulative experience with the course at that stage.* 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_feb2_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 Crisanne Hazen (chazen@law.harvard.edu), copying Margo Strucker (mstrucker@law.harvard.edu) and Eleanor Topping (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 (1/25). 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 2/1, if your last name is Adams, you will submit a reaction paper based on the 2/1 class due on 2/6 AND questions for the 2/8 class due on 2/7.

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 – 2/1	R (due 2/6)	Q (due 1/31)	Q (due 1/31)	Q (due 1/31)
Class #3 – 2/8	Q (due 2/7)	R (due 2/13)	Q (due 2/7)	Q (due 2/7)
Class #4 – 2/15	Q (due 2/14)	Q (due 2/14)	R (due 2/20)	Q (due 2/14)
Class #5 – 2/22	Q (due 2/21)	Q (due 2/21)	Q (due 2/21)	R (due 2/27)
Class #6 – 3/1	R (due 3/6)	Q (due 2/28)	Q (due 2/28)	Q (due 2/28)
Class #7 – 3/8	Q (due 3/7)	R (due 3/20)	Q (due 3/7)	Q (due 3/7)
Class #8 – 3/22	Q (due 3/21)	Q (due 3/21)	R (due 3/27)	Q (due 3/21)
Class #9 – 3/29	Q (due 3/28)	Q (due 3/28)	Q (due 3/28)	R (due 4/3)
Class #10 – 4/5	R (due 4/10)	Q (due 4/4)	Q (due 4/4)	Q (due 4/4)
Class #11 – 4/12	Q (due 4/11)	R (due 4/17)	Q (due 4/11)	Q (due 4/11)
Class #12 – 4/19	Q (due 4/18)	Q (due 4/18)	R (due 4/24)	R (due 4/24)

Assignment Submission Problems:

If you have a problem uploading your assignment to the Canvas course page, simply email it to Crisanne Hazen (chazen@law.harvard.edu), copying Margo Strucker (mstrucker@law.harvard.edu) and Eleanor Topping (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. You will not receive written feedback on your questions, although you are welcome to speak with Crisanne Hazen 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 Crisanne Hazen in advance of the due date to see if you can arrange for later submission or a switched assignment. You should turn in all assignments even if you fail to meet the deadline.

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.