

BABSON COLLEGE
Division of History and Society

ANT 4605
Anthropology of Law

Spring 2021

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Office Hours Webex Link
Office Hours: Tuesdays 3:00-4:00 PM and Thursdays 11:30 AM-12:30 PM

Class Meeting Times: Tuesdays and Thursdays, 10:00-11:30 AM
(all times Eastern U.S. time zone, UTC -04:00/-05:00)
Class Meeting Webex Link
Class Webex Meeting Number: 180 412 4135 (Password: Anthro)



Course Information:

Course Description

Anthropology of law is a four-credit advanced History and Society course that explores cross-cultural variation within and among legal institutions. Through the medium of ethnography, as well as original primary-source research into court proceedings and legal disputes, we consider how law becomes a mechanism for the maintenance of social order at the same time that it can contribute to social inequity. We will address central questions in the anthropology of law: How does our cultural background influence how we conceptualize justice? What are the consequences of finding oneself between competing legal systems? Our focus will be to examine critically the social and cultural dynamics behind dispute resolution, corporate law, crime, torts, religious law, and international courts, as well as dilemmas around policing and other ways people encounter “the law” in everyday life. Case studies from diverse legal environments in both industrialized and small-scale societies will help place Western law traditions in a comparative, global perspective.

Prerequisites

As an advanced liberal arts course, ANT 4605 requires you to have taken three intermediate liberal arts courses (some combination of LVA, CVA, and HSS courses). Although no previous coursework in anthropology is required, those with little familiarity with the discipline should be prepared to read extra materials in the first couple weeks of the semester to help orient themselves.

Concentrations

This course may be approved as an elective in fulfillment of a “Legal Studies” undergraduate concentration. If you are interested in pursuing this option, you should reach out to faculty contacts in the Accounting and Law Division for more information.

Course Materials

In addition to a computer with Babson-sponsored software packages and Internet access, whether on campus in Wellesley or elsewhere, the following books are required for full participation in the course.

They are available at the Babson bookstore, but you can also find them online through most major retailers. Feel free to procure them in whatever format, print or electronic, you prefer. All other course materials will be available on Canvas.

Sally Falk Moore, editor. 2005. *Law and Anthropology: A Reader*. Malden, MA: Blackwell Publishing. [referenced in the course schedule as LAR]

Kate Ramsey. 2011. *The Spirits and the Law: Vodou and Power in Haiti*. Chicago: The University of Chicago Press.

Carol J. Greenhouse, Barbara Yngvesson, and David M. Engel. 1994. *Law and Community in Three American Towns*. Ithaca, NY: Cornell University Press. [referenced in the course schedule as LAC]

Learning Goals

As part of Babson's advanced liberal arts curriculum, this course requires you to draw on the skills you developed at the foundational and intermediate levels to synthesize information from multiple sources and perspectives. You will take a more independent role in directing your own exploration of the topic and leading others through a productive discussion of the material. Although previous coursework in anthropology is not required, we will delve deeply into anthropological methods and take a critical approach toward legal institutions from an anthropological perspective. You are expected to apply the research, rhetorical, and argumentation skills you honed in other courses to think creatively about the intersection of law and society.

This course contributes to the following College-wide learning goals:

- **Communication:** We will learn how to write in a genre flexible enough to appeal to multiple audiences across the social sciences, law, and the public, with special attention given to the stylistic features required to connect with various stakeholders. In addition to written communication, we will design and deliver effective oral presentations on independent research into legal institutions, and students will practice leading productive class discussions.
- **Problem solving:** Legal briefs and the cross-cultural comparative research assignment will consider how to solve social problems by analyzing the relevance of legal frameworks to ongoing injustice and how the law might be reformed to lead to more equitable outcomes.

We also seek to meet the following course-specific objectives by the end of the semester:

- Connect economic, political, and social history to the forms taken by contemporary Western legal systems
- Compare legal institutions from multiple traditions and nation-states to elicit their common features and points of divergence
- Challenge our taken-for-granted ideas about the foundations of the law and the deep effects it has on people's everyday lives through agents of the state
- Explain the diverse functions of law, including the moments at which it may reproduce social inequality or produce unjust outcomes
- Design an original research project in legal anthropology to share insights from social inquiry into alternative avenues of justice with the larger Babson community

Assignments and Coursework:

Legal Briefs

Over the first part of the semester you will complete three legal briefs of three double-spaced pages each. The purpose of these assignments is to summarize in concise form the cultural and moral assumptions underpinning classic legal texts. You will take on the role of an outside analyst who seeks to understand what values and internal logic motivate these works. While your essay should trace the key arguments made in the written text, you should aim to expose the “subtexts” of these famous works, including reflecting on the cultural and historical conditions under which they were produced. More precise outlines of the expectations and theme for each brief will be available on Canvas and discussed in class.

Courtroom Ethnography

For this assignment, you will conduct ethnographic fieldwork in a courtroom setting. Your goal is to analyze critically the legal proceedings you witness and to describe how they connect to broader social processes. Many jurisdictions in the U.S. and elsewhere make access to courtrooms a matter of public record. Depending on where you are currently located and which courts you would be interested in attending, you should have a number of options, both in-person and virtual (e.g., even the U.S. Supreme Court provides free audio recordings of all oral arguments, and many courts upload videos of public hearings in their entirety). After conducting your research and taking copious notes on what you observe, you will compose an essay of approximately six double-spaced pages that considers what an “ethnographic” approach to this social setting reveals. In other words, you should suggest how an anthropological approach to law provides a different perspective than a legal expert might offer. More guidance for how to start this writing project will be available on Canvas.

Case Presentation

Starting in week two, part of each class meeting will be devoted to a fifteen-minute presentation and Q&A led by one student. After signing up for one of these sessions, you will complete research into a legal case in either a non-U.S. court system or an American case invoking cross-cultural notions of justice and/or competing jurisdictions. The case should in some way relate to the discussion topic assigned for the date you choose. You will present some of the key facts of the case, and others will respond with questions. These presentations should ideally examine the underlying assumptions within the structure of the legal system itself and how particular actors (plaintiffs, defendants, claimants, judges, juries, prosecutors, third parties, etc.) operate within their legal culture. You will be evaluated on the basis of the relevance and thoroughness of the presentation and your ability to guide our conversation in a productive, engaged way.

Comparative Research Project

Using the perspectives and methods of secondary research in legal anthropology, you will design a project that addresses in greater depth one of the central themes or questions we cover during the semester. Your work will be divided into three parts, each of which has a separate due date listed on the schedule. First, you should choose a specific “focus area”—for example, civil litigation, human rights law, or policing—and consider how this institution is addressed in two different social or cultural settings. After you have defined your research question in a short proposal, you will find and analyze ethnographic accounts in the academic literature on the topic, as well as potentially primary materials (public cases, recordings, etc.) depending on their availability. Second, you will write a report of at least fifteen double-spaced pages presenting your findings in depth and analyzing the significance of this comparison. Finally, based on the

topics you select, you will be organized into several panels to share your findings with the broader Babson community through an asynchronous oral and written discussion medium. As with other advanced liberal arts courses, the goal of this outreach is to showcase the culmination of your investigative and critical analysis skills in the undergraduate program, as well as to inspire future applications of a socially and culturally grounded approach to law. More guidance for this project will be introduced in the second half of the semester.

Presence and Engagement

Last but far from least, you are expected to engage in weekly activities, class discussions, text-based exchanges, and one-on-one conferences that constitute a substantive part of your learning in this course. As a matter of orientation, this section encompasses many of the same elements glossed as “attendance and participation” in other classes. However, an important difference is the emphasis not merely on your virtual “presence” in the online classroom but the degree to which you are mentally “present” and demonstrate a commitment to critical inquiry. In particular, given the online medium of the course, regular “participation” can take more diverse forms than with in-person classes. As part of your weekly preparation, you will be asked to complete a list of tasks that will be listed together on Canvas so that they will be easy to find (see the following section for a description of how this will work). For example, a recurring activity will ask you to find a contemporary news article that illustrates a recent case or legal controversy related to our course themes. Other activities will require you to respond to questions and suggestions from your classmates in a series of written or spoken posts.

As an incentive to help you keep abreast of our course material, and to highlight aspects of it with which you are struggling so you can know where to direct your study efforts, several reading quizzes will appear as regular components of our class sessions. These occasional, interactive sets of questions will be distributed during certain class sessions and are not meant to be difficult; they only make sure you have made a good-faith effort to prepare for shared discussions. They will be graded on a basis of full, partial, or no credit and will count toward your overall presence and engagement in the course.

Much of your engagement will be measured solely by how much you complete. As long as you submit each of the exercises listed for the week and attend our scheduled meetings and any individual conferences, you will fulfill this portion. However, to succeed in this course, it is *necessary* but not *sufficient* to merely check off the listed tasks. While most of the “presence and engagement” activities will not be formally graded, over the course of the semester I get a sense of the level of attention and curiosity you bring to them, and these are impacted in your grade. The more dedicated you are to exploring new ideas and challenging your own thinking and assumptions, the stronger your “presence and engagement” component will be. If at any point you are concerned about where you stand in the course or how well you are meeting these expectations, please reach out so that we can discuss it.

Grading and Evaluation

You will be evaluated based on the quality of your assignments, the degree of improvement throughout the semester, and the value of your participation to our community of inquiry. Each of these components of the course will be weighted as follows in the calculation of your final course grade:

Legal Briefs (three at 5% each)	15%
Courtroom Ethnography	20%
Case Presentation	15%
Comparative Research Project	30%
Presence and Engagement.....	20%

Your work will be evaluated in each of these categories according to the following scale, which is set by the college:

- A.....High Distinction (for exceptional work)
- A-
- B+
- B.....Distinction (for good work)
- B-
- C+
- C.....Satisfactory (for acceptable work)
- C-
- D+
- D.....Passing, but Unsatisfactory (for poor work)
- D-
- F.....Failing Grade

Course Policies and Logistics:

Class Meetings

Most of our regular class sessions will be held via Babson’s preferred video conferencing platform, Webex. A license is provided for each of you, and you can learn more about setting up your account using your Babson username and password at <https://babson.webex.com> or through the student portal. It will be most helpful if you access these sessions on a computer with a good audio connection. There are options to access Webex meetings by phone, but accessing our regular course sessions this way will make it more difficult to see shared content like slides and diagrams, as well as text comments and questions you can all submit. While it can be challenging to establish a comfortable, tight-knit rapport through virtual class sessions, there are several ways we will make these meetings maximally useful. Instead of providing lengthy lectures, I will split up our time between recap presentations, interactive quizzes, directed discussion, and break-out groups. Taking advantage of the online medium, we will rely especially on collaborative technologies that allow you to add text, images, and other kinds of annotations to shared documents in ways that would be less viable in an in-person setting.

A basic expectation is that you attend each class session. If you are based in a time zone that would make it difficult to attend the course during its regularly scheduled slot, please let me know as soon as possible so that we can find a mutual arrangement. If you are not able to make it to a session, as

sometimes happens, feel free to meet during office hours or schedule another time that works for both of us to discuss some of the material you missed, in which case your absence will be mitigated. There is no need to provide excuses or announce your absence ahead of time. Our movement through the course is centered around a series of questions, which unfold from the topics listed in the schedule below. Each subtopic we cover emerges from the previous ones, so that by the end of the course you will have traversed a metaphorical “path” from an initial set of questions through its corollaries and implications for how the law emerges from and shapes society, complete with all the latter’s imperfections.

Weekly Coursework

Besides attending “synchronous” seminar meetings twice per week, you will develop the key skills of anthropological inquiry through several platforms. The course schedule below lists some of the key reading assignments and submission deadlines you may want to put in your personal calendars. A more detailed list of activities and preparation for each week will appear on the Canvas homepage. You have the option to expand each week to find all the readings, quizzes, links, and other activities you are expected to complete. Each activity lists a date by which it is expected to be complete; while these deadlines are not as “hard” as those for the formal assignments enumerated above, as they are not graded on the same letter scale, you should still aim to complete them by the target dates in order to keep up with the rest of the group as we move collectively through the material. You will have a much more difficult time completing the graded assignments if you are significantly behind on the engagement activities. (At the very latest, you may only complete engagement activities a few days after their listed dates, as significantly late entries may not be evaluated.)

When an article or chapter is listed as preparation for a certain class, I expect you to familiarize yourself with it to the best of your ability, given your previous familiarity with the topic and how much time you have to devote to it. That does not mean you have to be an expert on it, nor that you must fully grasp the author’s argument on your first exposure to it. In fact, the more questions you can bring to our shared discussions, the better. It can be especially helpful to get in the habit of annotating the readings, either on the document itself or in a separate set of notes. You will find yourself better prepared for debating the particulars of the text, and you will have a ready guide to the literature you will consult as you design your comparative research project.

Office Hours and Support

Although they take place virtually, I manage my office hours similarly to how they work in an in-person setting. In general, for the default hours listed at the beginning of the syllabus, feel free to join my Webex room on a first-come, first-served basis to discuss anything related to clarifying course content, brainstorming ideas for assignments, addressing concerns or anxieties about the course or your academic trajectory, or sharing topics of interest we did not get to during class. You can simply join the Webex room; I may have the “waiting room” feature enabled, and I will let you in promptly as long as I am not already having a private meeting with someone else. Alternatively, if there is a specific time you would like to meet, whether during set office hours or another time, let me know by email, and I can “reserve” it for you. If you prefer a phone call over Webex, we can make arrangements by email.

Intellectual Risk Taking

One of the most important skills we will cultivate this semester is cultivating a habit of making bold moves in your thinking. Practically speaking, boldness entails suggesting alternative ideas that you may not be entirely sure about, exposing them to scrutiny along with your own cherished positions and

assumptions. Never be afraid to ask questions, even if you think they are simple or head in a different direction from what we had been discussing. Especially in the weekly engagement activities, you are encouraged to think imaginatively and not worry about being “correct.” While you should always strive to support your arguments with good evidence, there is value in testing out explanations that may at first seem counterintuitive or speculative.

Submitting Written Assignments

For all written assignments, please try to think of a creative title (not the name of the assignment, like “Legal Brief #2”) and place it at the top of the page. You should upload your submission as a Word document (.doc or .docx format) to Canvas and follow the standard guidelines for drafting a paper in any citational guide (e.g., Chicago, MLA, APA, etc.), [the details of which you can find here on the library’s writing resources page](#). You may use any style you prefer as long as you are consistent throughout your writing and clearly cite any external sources. Of particular importance, make sure you set the font to Times New Roman size 12, the line spacing to double, eliminate extra space between paragraphs, place the *current* date in your standard heading (not the date on which you began the assignment), and include a reference list if you are relying on other people’s ideas and data (including ones from the syllabus). I also recommend you visit the Writing Center to improve the quality of your academic writing, especially given the writing-intensive nature of this course. You can [visit their website](#) to schedule a thirty-minute appointment, which is currently managed virtually so that all Babson students can participate, whether you are on campus or not.

You should strive to submit all assignments by the due dates listed in their prompts and on Canvas. Keeping abreast of submissions will make it easier for you to manage the workload over the course of the semester rather than postponing it for later, when you’re likely to be even busier. However, we all have unexpected obstacles and personal crises that arise, and I want to account for these inevitable contingencies in a way that allows you to meet the learning goals in a timely and helpful fashion. For each day following the due date that a major assignment remains outstanding, your grade will be reduced by one-third of a letter grade (e.g., A- to B+ and then to B, B-, etc.). Requests for an extension are graduated *automatically*, presuming you let me know ahead of the original due date and specify how many days of lost time you will need to make up the work. There is no need to provide an excuse, verification, health letter, etc. For example, you may simply email me before a due date to explain that you would like three extra days, and I will update your due date in Canvas.

Students with Disabilities

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Coordinator of the Learning Center at 781-239-5509 or in Hollister Hall 122 to coordinate reasonable accommodations.

Academic “Integrity”

In this course, you are asked to follow the college’s academic integrity policies and procedures as outlined in [Babson’s Student Code of Ethics](#) to the greatest extent possible. Please review this document, as it is your responsibility to take the appropriate steps to ensure your understanding of the Code. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most they can from their educational experience and the pursuit of knowledge. Second, academic misconduct violates the most fundamental values of an intellectual community and arguably diminishes the achievements of others in the community. Accordingly, Babson administrators

view academic misconduct as one of the most serious violations of the college’s expectations that a student can commit while at Babson College.

Specific behaviors that constitute academic misconduct, as defined in the Code, may include cheating, fabrication, facilitating academic dishonesty, plagiarism, participation in academically dishonest activities, and unauthorized collaboration, although it can sometimes be difficult to discern what constitutes “unauthorized” assistance. Like other legal regulations, these restrictions have their own history and are predicated on a certain model of education, which we will consider over the semester as it relates to the creep of “legalistic” frameworks into other domains of life as a means of regulation and social control. If you have questions relative to academic integrity expectations within the context of a particular assignment, don’t hesitate to ask me directly. General questions can be directed to the [Office of Community Standards](#) or by email at communitystandards@babson.edu.

As a final note, related to social integrity, conflict—especially when working in groups—is a normal, healthy, and expected part of life and ideally is viewed as an opportunity to strengthen relationships, improve efficiency, and rectify underlying concerns that often otherwise go unaddressed. Resolving conflict is a vital part of the educational journey of the Babson student and entrepreneur and requires your active participation and skill development. If you experience interpersonal conflict in this course, I encourage you to explore the college’s [Conflict Navigation Services](#) as a resource and to reach out to me when I can be of assistance.

Religious Observances

Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact me as early in the semester as possible. In such event, I will provide reasonable and fair accommodations that do not unduly disadvantage you.

Course Schedule:

Unit I: Foundations

<i>Week</i>	<i>Date</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week 1: Why Study Law Anthropologically?	January 19	None	
	January 21	Syllabus “General Introduction” (LAR) If you have never taken an anthropology course before: Katie Nelson and Lara Braff, <i>Perspectives: An Open Introduction to Cultural Anthropology</i> (Canvas) OR If you have taken an anthropology course before: Prepare three or four key points that define an anthropological approach and be prepared to share in class	

Week 2: Legal Theory	January 26	<p>“Plato, Augustine, Aquinas, and Others, Asking What Is Morally Right: Essays on Natural Law, Ideal Law, and Human Law” (LAR)</p> <p>“Charles-Louis Montesquieu: Law as an Expression of a Particular Cultural Complex” (LAR)</p> <p>Oliver Wendell Holmes, Jr., <i>The Common Law</i> (Canvas)</p>	
	January 28	<p>“Henry Maine: The Contrast between Archaic and Modern Law” (LAR)</p> <p>“Lewis Henry Morgan: Evolutionist, Ethnographer, Lawyer” (LAR)</p> <p>Sidney T. Miller, “The Reasons for Some Legal Fictions” (Canvas)</p>	Legal Brief #1
Week 3: Social Theory	February 2	<p>“Karl Marx: The Mode of Production at the Base – Law as Part of the Superstructure” (LAR)</p> <p>“Emile Durkheim: Collective Consciousness and Law” (LAR)</p> <p>E. Adamson Hoebel, <i>The Law of Primitive Man: A Study in Comparative Legal Dynamics</i> (Canvas)</p>	
	February 4	<p>“Max Weber: The Evolution from Irrationality to Rationality in Law” (LAR)</p> <p>James Clifford, “Identity in Mashpee” (LAR)</p>	
Week 4: Anthropological Provocations	February 9	<p>“Introduction to the Early Classics of Legal Ethnography” (LAR)</p> <p>Bronislaw Malinowski, “Crime and Custom in Savage Society” (LAR)</p> <p>Clifford Geertz, “Fact and Law in Comparative Perspective” (Canvas)</p> <p>Jean G. Zorn, “Custom and/or Law in Papua New Guinea” (Canvas)</p>	

	February 11	<p>Isaac Schapera, “A Handbook of Tswana Law and Custom” (LAR)</p> <p>Carol J. Greenhouse, Barbara Yngvesson, and David M. Engel, “Introduction: Ethnographic Issues” (LAC)</p> <p>Elizabeth Colson, “Social Control and Vengeance in Plateau Tonga Society” (Canvas)</p>	Legal Brief #2
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Unit II: Law and Culture

Week 5: Cultures of Dispute Resolution	February 16	<p>Max Gluckman, “The Judicial Process among the Barotse of Northern Rhodesia” (LAR)</p> <p>John Comaroff and Simon Roberts, <i>Rules and Processes: The Cultural Logic of Dispute in an African Context</i> (Canvas)</p> <p>Leopold Pospisil, “Kapauku Papuans and Their Law” (LAR)</p>	
	February 18	<p>Paul Bohannan, “Justice and Judgment among the Tiv” (LAR)</p> <p>Julio L. Ruffini, “Disputing over Livestock in Sardinia” (LAR)</p> <p>Barbara Yngvesson, “Making Law at the Doorway: The Clerk, the Court, and the Construction of Community in a New England Town” (LAC)</p>	
Week 6: Religion and Authority	February 23	<p>“Introduction to Current Research and Interpretation in Legal Anthropology” (LAR)</p> <p>Kate Ramsey, <i>The Spirits and the Law</i>, Introduction and Chapter 1</p> <p>Martin E. Marty, “The Religious Foundations of Law” (Canvas)</p>	

	February 25	<p>Kate Ramsey, <i>The Spirits and the Law</i>, Chapter 2</p> <p>Sally Engle Merry, “Rights, Religion and Community: Approaches to Violence against Women in the Context of Globalization” (LAR)</p>	Legal Brief #3
Week 7: Business Law, Ethics, and Commercialization	March 2	<p>Jane Kaufman Winn, “Relational Practices and the Marginalization of Law: Informal Financial Practices of Small Businesses in Taiwan” (LAR)</p> <p>Andrea E. Pia, “‘We Follow Reason, Not the Law’: Disavowing the Law in Rural China” (Canvas)</p>	
	March 4	<p>Annelise Riles, <i>Collateral Knowledge: Legal Reasoning in the Global Financial Markets</i> (Canvas)</p> <p>Lawrence Cohen, “Where it Hurts: Indian Material for an Ethics of Organ Transplantation” (LAR)</p>	
Week 8: Legal Ideologies	March 9	<p>Carol J. Greenhouse, “Courting Difference: Issues of Interpretation and Comparison in the Study of Legal Ideologies” (LAC)</p> <p>John R. Bowen, “Consensus and Suspicion: Judicial Reasoning and Social Change in an Indonesian Society 1960-1994” (LAR)</p>	
	March 11	<p>David M. Engel, “The Oven Bird’s Song: Insiders, Outsiders, and Personal Injuries in an American Community” (LAC)</p> <p>Carol J. Greenhouse, Barbara Yngvesson, and David M. Engel, “Part Two: Law, Values, and the Discourse of Community” (LAC) (<i>skim</i>)</p>	

Week 9: Crime and Knowledge	March 16	<p>Jean Comaroff and John Comaroff, <i>The Truth about Crime</i> (Canvas)</p> <p>Peter Just, “Let the Evidence Fit the Crime: Evidence, Law, and ‘Sociological Truth’ among the Dou Dongo” (Canvas)</p> <p>Charles Goodwin, “Professional Vision” (Canvas)</p>	
	March 18	<p>Chris Herring, Dilara Yarbrough, and Lisa Marie Alatorre, “Pervasive Penalty: How the Criminalization of Poverty Perpetuates Homelessness” (Canvas)</p> <p>Kideste Wilder Yusef and Tseleq Yusef, “Criminalizing Race, Racializing Crime: Assessing the Discipline of Criminology through a Historical Lens” (Canvas)</p> <p>Setha M. Low, “Urban Fear: Building the Fortress City” (Canvas)</p>	Courtroom Ethnography
Week 10: Police and Agents of the State	March 23	<p>Aldo Civico, “We Are Illegal, but Not Illegitimate”: Modes of Policing in Medellin, Colombia” (Canvas)</p> <p>Didier Fassin, <i>Enforcing Order: An Ethnography of Urban Policing</i> (Canvas)</p>	
	March 25	<p>Susan Bibler Coutin, “Enacting Law through Social Practice: Sanctuary as a Form of Resistance” (LAR)</p> <p>Janet A. Gilboy, “Deciding Who Gets in: Decisionmaking by Immigration Inspectors” (LAR)</p>	Comparative Research Project (Step 1/3, Proposal)

Unit III: Law Beyond the State

Week 11: Human Rights and International Law	March 30	Richard A. Wilson, “Human Rights and Nation-Building” (LAR) Thomas Hylland Eriksen, “Multiculturalism, Individualism, and Human Rights: Romanticism, the Enlightenment, and Lessons from Mauritius” (LAR) Leigh Swigart, “Now You See It, Now You Don’t: Culture at the International Criminal Court” (Canvas)	
	April 1	Anne M. O. Griffiths, “Academic Narratives: Models and Methods in the Search for Meanings” (LAR) Dorothy Hodgson, <i>Gender, Justice, and the Problem of Culture: From Customary Law to Human Rights in Tanzania</i> (Canvas) Eve Darian-Smith, “Locating a Reinvigorated Kentish Identity” (LAR)	
Week 12: Law, Capitalism, and the Postcolony	April 6	Kate Ramsey, <i>The Spirits and the Law</i> , Chapter 3 Hannah Appel, <i>The Licit Life of Capitalism</i> (Canvas) Rosemary Coombe, “Objects of Property and Subjects of Politics” (LAR) Francis Snyder, “Governing Economic Globalization: Global Legal Pluralism and European Union Law” (LAR)	
	April 8	Laura Nader, “Civilization and Its Negotiations” (LAR) Mahmood Mamdani, <i>Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism</i> (Canvas) Peter Geschiere, “Witchcraft and the Limits of the Law: Cameroon and South Africa” (Canvas)	Comparative Research Project (Step 2/3, Paper)

Week 13: The Future of Law, Society, and Justice	April 13	Sally Falk Moore, “Certainties Undone: Fifty Turbulent Years of Legal Anthropology, 1949-1999” (LAR) Kate Ramsey, <i>The Spirits and the Law</i> , Chapter 4 and Epilogue Ran Hirschl, “The Judicialization of Politics” (Canvas)	
	April 15	Carol J. Greenhouse, Barbara Yngvesson, and David M. Engel, “Conclusion” (LAC) Helene Maria Kyed, “Street Authorities: Community Policing in Mozambique and Swaziland” (Canvas)	Comparative Research Project (Step 3/3, Panel)

*****NB: This schedule and syllabus are subject to change as we move through the semester.*****

Source for image on first page: [Will Bullas, *Kangaroo Court* \(2014\)](#)