

**Law, Societies, and Justice Program
College of Arts & Sciences
University of Washington—Seattle
Self-Study**

Academic Program Review of the Bachelor of Arts (Law, Societies, and Justice)
and the Graduate Certificate in Law and Society Studies.



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Executive Summary

The still relatively new Law, Societies, and Justice program, and its related components, has grown quickly as a distinguished unit on the UW campus and now is settling into what might be described as a period of “maturation.” The original vision animating program development was grounded in the legacy of interdisciplinary socio-legal studies identified with the U.S.-based but increasingly international Law & Society Association. We have shared with that tradition a commitment to applying interdisciplinary social science theory, analytical tools, and modes of empirical inquiry to the study of legal institutions and practices. At the same time, our program was inspired by cutting-edge developments in socio-legal study, including giving greater attention to: law “in” society or law as social practice; comparative study of legal practices in different national, sub-national, and transnational contexts and at different moments of history; law’s role in processes identified with “globalization” and large-scale interdependence; a common case-study based methodology emphasizing qualitative data but also incorporating quantitative data as seems appropriate. This set of intellectual commitments has been expressed most directly in faculty research and undergraduate LSJ program development, but commitments to graduate education and to community engagement were priorities for program faculty from the start as well. And these features have marked our program as somewhat distinctive in the broader world of socio-legal programs around the nation.

The program began with high aspirations, most of which we realized or exceeded very quickly. By the time of our first five-year review, it was clear that we were: developing a first-rate, nationally recognized undergraduate program featuring outstanding teachers and an innovative curricula; generating substantively rigorous study-abroad programs as part of our commitment to educating students as global citizens; catalyzing attention on campus and around the community to human rights as a key feature of global legal transformation; significantly supplementing traditional education of social science Ph.Ds. with our interdisciplinary certificate program, leading to a record of outstanding academic placements; and building strong connections across campus, to the local community, and around the world consistent with our intellectual mission. At the same time, we worked hard to generate NSF and other funding to support a cutting-edge, nationally prominent graduate program that would include a new, independent Ph.D. program. Our failure to generate such huge institutional grants led us to reevaluate our overall trajectory. The result was not a lowering of expectations but rather a reinvestment of energies in what we had already proved we could do very well, including at the graduate level. Our faculty members have been highly productive in their core research, educational tasks, and leadership endeavors, and they each have produced very important achievements and ongoing enterprises of varied sorts. The group has evolved into a loosely connected intellectual community of scholars who enjoy routine intellectual exchanges in a multitude of forums, collaborate in many ways, and greatly respect and support each other, but who also appreciate and benefit from the relatively low demands that the organizational unit places on us. Indeed, there is a sense that ramping up collective organizational commitments at this point might inhibit the manifold valuable activities of faculty members as individuals or voluntary collaborators; a more demanding whole might produce *less* than the ever-developing sum of our parts.

Our self-study proceeds on the premise that, beyond resource scarcity, we have no fundamental problems, challenges, or tensions as a group to face or overcome. We are proud of what we have achieved as members of the LSJ/CLASS enterprise, and we are inclined to proceed

without major transformations in our organizational logic or mission. We do feature in our self-study a variety of questions about our future development, but we have discussed these among ourselves at great length over recent years and seem fairly close to consensual closure about them. These questions include whether we should become a department, how we can best organize our undergraduate program in a changing environment, and how we can most productively contribute to graduate education. Our strong inclination is to maintain our existing program status and to continue working to do even better what we presently do very well for undergraduates, graduate students, and our varied research enterprises. Sticking with this successful mode of operation not only fits our faculty members' preferences and ambitious intellectual agendas, but it makes sense in a context of reduced resources on campus. We also take great pride in the contributions that LSJ faculty have made, and will continue to make, to the development of the new UW Center for Human Rights, even though we realize that investment in this important enterprise surely will limit potential growth areas that otherwise might have been open to LSJ development. This is a tradeoff that we think is worthwhile and which we will have to continue to negotiate. By contrast, we agree that the one relatively new area of investment that we must undertake is in private resource development or advancement – in building ties to alumni, the broader community, and potential donors. Our future also will depend greatly on opportunities to move into a common office space and to enhance our very small, comparatively meager operating budget. We will appreciate the review committee's input about these general issues and how we might most constructively move forward in dealing with them.

SELF STUDY: LAW, SOCIETIES, & JUSTICE 2009

PART A, SECTION I: Overview of the Organization

History. The Law, Societies, & Justice program grew out of and replaced the Society & Justice (So Ju) program. The latter program was created in the early-1970s and directed for nearly two decades by Professor Ezra Stotland. Professor Stotland imagined a broad interdisciplinary program that integrated analysis of social behavior, legal administration, and critical thinking about justice, with an emphasis on criminal justice. Following Professor Stotland's retirement, the 1990s proved to be a difficult, uncertain time for the So Ju program. Key faculty who had volunteered their time to the program (which had no faculty lines) retired or assumed new responsibilities and the program budget was significantly cut in the early part of the decade; the program was on the verge of elimination. Nevertheless, the program continued through this period to deliver quality education to a reduced number of majors due to the hard work of the staff in the Political Science Department, a small but committed faculty group on and off campus, and several directors committed to sustaining the popular undergraduate major.

Accelerated efforts to transform and revitalize or replace the undergraduate program paid off by 2000. Through a combination of temporary funding from a university Tools for Transformation grant and new permanent financial support from a University Initiatives Fund award, the College of Arts and Sciences, and several departments (especially Political Science), the program was reborn with a new name, a new faculty core and staff, an updated substantive vision, a reconstructed curriculum, and a more complex three-tier structure. By 2004, the LSJ program had grown from zero to six appointed (50% each, 3 FTE total) faculty members, six adjunct faculty, and three instructors, plus teaching assistants from across the social sciences. At the time of this writing in mid-2009, the program faculty group remains roughly the same in size and only slightly different in personnel.¹

Mission. The College Factsheet announces the mission statement for LSJ:

Law, Societies, and Justice (LSJ) is at the forefront of a newly emerging movement that makes law a semi-autonomous subject of scholarly inquiry. We imagine legal studies as a distinctively academic endeavor in the liberal arts tradition rather than as a vocational or pre-professional program. While drawing on other traditional academic disciplines, LSJ is grounded in the commitment that the field of socio-legal studies deserves to stand on its own, as an independent and parallel discipline.

The LSJ program at the University of Washington integrates new ways of studying themes related to criminal justice, civil disputing, constitutionalism, human rights, legal governance, and social organization in comparative cross-national and global perspectives. Courses explore legal traditions and transformations in Europe, Latin America, Asia, the Middle East, and South Africa as well in North America. The increasing influence of

¹ Assistant Professor Patrick Rivers, a 50% appointee for a short time, and Andrea Simpson, an Adjunct faculty member, left the university in 2005-6. Professor Gad Barzilai was subsequently added as a 50% appointee, and Adjunct Naomi Murakawa (Assistant Professor, Political Science) was added to the group.

American legal norms, institutions, and professionals around the world receives considerable attention as well.

This statement is fairly accurate, but it is a bit antiseptic and focused more on our undergraduate program than on the larger enterprise. Our faculty group is deeply committed to undergraduate education, but we are no less committed to our research, to graduate education, or to stimulating the intellectual and socio-political environment at UW and the surrounding community. *In short, our core commitment is to integrate empirical and theoretical rigor in exploring the interrelationships of law, politics, unequal social power, and possibilities for advancing justice in a rapidly changing world.*

Program Structure. The overall program structure reflects the three components that were outlined in the original 1999 University Initiatives Funding proposal. We discuss below each in turn.

Law, Societies, and Justice is the title of the undergraduate program that grew out of, and replaced, the older Society and Justice program. It is widely recognized for its cutting-edge, sophisticated, and challenging course offerings. Indeed, LSJ has rapidly become one of the most exciting majors on the University of Washington campus and one of the most innovative programs in the study of law and society around the nation. It was the first program highlighted in the national Consortium of Law and Justice Programs website and has been recognized in the Chronicle of Higher Education. The core undergraduate major enlists around 140-150 majors each year and graduates 80-90 of them annually. The curriculum still features the original three substantive tracks – Crime, Social Control and Justice; Comparative Legal Institutions and Politics; and Rights, Resistance, and Reconstructions. Majors must demonstrate proficiency in one of these areas as a primary subfield and one as a secondary subfield, but most students, out of active curiosity, take classes in all three areas. However, we are at this time seriously considering eliminating the first track due to changing faculty teaching interests and limited budgetary investments. We recently eliminated our methodology requirement, given the poor fit of available classes from other units for our curriculum; we have imagined developing our own methods class that focuses on analyzing law in multiple settings, but we lack personnel to staff the course. On the positive side, we have introduced a new large entry-level LSJ 200 course through which we hope to introduce more students to the major option earlier in their studies. The initial offering of this class this past year was very successful, and applications for the major rose as well. Finally, we continue to require completion of at least one small senior capstone seminar and our LSJ 401 internship requirement; a senior thesis for honors status is optional and generates 6-12 completed theses each year.

More than half of our undergraduate students double-major with traditional disciplinary department degrees, a trend that we encourage even though we derive no programmatic or budgetary benefit. LSJ also administers three minors, which brings another 150 or so undergraduates into its fold: Law, Societies, and Justice; Human Rights; and Disability Studies. Our various self-sustaining, independently controlled, and academically rigorous study-abroad programs – in Guatemala, Rome, and Israel, among others – both fulfill our ambitious pedagogical commitments and mark us as a truly globally engaged program. Overall, the LSJ B.A. degree program is thriving, growing, and about to undergo revisions that will increase access and flexibility for students. More than ever, it has become the core of the LSJ enterprise.

The CLASS Interdisciplinary Graduate Certificate was just formalized as a degree in 2006. It is worth noting that a primary motivation for the entire LSJ enterprise from the start was to build on the considerable success in recruiting, mentoring, and placing graduate students by public law faculty in Political Science. The *CLASS Graduate Fellows Program* entails a variety of linkages between CLASS faculty activities and graduate students in the social sciences – a menu of interdisciplinary law and society graduate courses, graduate mentoring and dissertation supervision, an interdisciplinary certificate, research and teaching assistance opportunities, and common participation in reading groups, speaker series, and conferences. Over time, the graduate courses have been given the official LSJ identifier (e.g., LSJ 501) and LSJ has increasingly become the omnibus label used for our three-tier program, reflecting in part university program labeling preferences and our inability to grow very far institutionally and financially beyond our undergraduate program base.

On the one hand, the certificate program is thriving. We can count around 25 students at any time who identify as CLASS Fellows, we must turn students away from our graduate classes, we have managed to generate large amounts of foundation support for dissertation research, and our graduates have fared extremely well on the academic job and post-doc markets (see Sect. III). On the other hand, while advances have been made (especially in Geography under Steve Herbert, and in some independent interdisciplinary degrees), the original vision of developing strong programmatic graduate connections to other social science units beyond Political Science has not advanced very far. The primary reasons for this are institutional limitations or obstacles in other social science units, but the failure to secure an NSF IGERT grant also has limited our capacity to jump-start developments that we once imagined.

The Comparative Law and Society Studies (CLASS) Center refers to the research-oriented intellectual activities of the program faculty. This includes reading groups, colloquia, grant proposals, and other projects enlisting program faculty as well as sponsorship of special speaker series, co-sponsorship of visiting individual speakers around campus, organization of thematic conferences, and collaborative research projects. The original idea for the Comparative Law and Society Studies (CLASS) Center as a thriving research center was intended to follow the vision for graduate program development, and it again hinged on IGERT success that never came. Research activity and grant generation by LSJ faculty has been impressive, however, largely due to the extraordinary initiative of our faculty. We have an active research community that many centers would covet, but we do not have the independent space, staff, and general infrastructure that a “real” center would require. It is partly for this reason that many of us have committed considerable energies toward development of the University of Washington Center for Human Rights in the last several years. Such a center will fulfill many of the teaching, research, and activist aspirations of our faculty, and in many ways it is a more realistic goal than our initial enterprise. We tend to view this capacity to shift gears on organizational investments as a product of our relentless commitment to engaged intellectual activity. That it trades off our programmatic control for interdependence with other campus units is generally fine with us; we tend to care more about the larger cause and the university’s contribution to it than our own status.

Academic Staffing. With a faculty group of only 3.0 FTE and a limited instructional budget, LSJ is extremely productive; it is arguably one of the most efficient programs on campus. But we have been committed to high quality at every level, and this commitment has informed our ever-changing plan for budget expenditure on staffing. One very strong

commitment has been to overcome the necessarily overwhelming reliance of the old So Ju program on faculty, instructors, and graduate students who were not closely connected into the program. We have, by contrast, been committed to making our permanent faculty, supplemented by our CLASS graduate fellows as Teaching Assistants and Instructors, the teachers in our core undergraduate and graduate courses so as to maintain substantive coherence and quality. We discuss our program goals, curricular design, and staffing priorities regularly, which in turn has led to a steady stream of curricular design and staff changes over the last five years.

Our core faculty (appointees and adjuncts, occasionally advanced graduate students) teach our core courses – 363 Law in Society (McCann), 375/372 Introduction to Criminal Justice (Herbert, Beckett), 366/367 Comparative Legal Institutions (Cichowski, Barzilai), and 320/321/322 introductory courses to Human Rights (Mayerfeld, Osanloo, Godoy). We now offer 375/372 less often, and may be phasing it out; the new large 200 course has been taken over by Herbert and Beckett. Our core faculty, top graduate students, and closely connected Instructors teach most of our other courses, including undergraduate seminars; core faculty teach graduate courses. George Lovell's cross-listed courses on constitutional law and civil liberties in particular are important components of our undergraduate and graduate curriculum; Assistant Professor Naomi Murakawa also teaches courses on race, punishment, and politics that we value.

It is worth noting that our small faculty from the start has required some reliance on off-campus Instructors, but we have reduced this reliance over time, especially in the criminal justice area. In the early years, we relied on permanent Sociology faculty and several terrific off-campus instructors – Mimi Walsh, William Redkey, and Larry Fehr – to cover much of the criminal justice material beyond courses by Beckett and Herbert. However, we have incrementally reduced and now virtually eliminated reliance on these instructional resources. We have in recent years employed Dr. Jonathan Wender, a Ph.D. and former police officer who is a spectacular teacher, to cover our dwindling criminal justice offerings. However, budget cuts have made this productive and promising relationship quite uncertain for the future. If we lose Wender, we will be severing the last elements of our criminal justice offerings in the core curriculum. We do regularly employ Stuart Streichler, a prominent constitutional attorney and former Professor at the University of Miami, to teach a course or two on race and constitutional history. Like Wender, Streichler also seeks a sustained relationship with the LSJ group.

We have been committed not only to the goals of staffing the core curriculum with our terrific core faculty, but also to the principles of equity in teaching distribution. Every LSJ appointee is expected to teach one of our core 200 or 300 level courses each year; any reductions in teaching load do not include this service course obligation. The fact that key adjunct faculty (Mayerfeld, McCann) voluntarily teach jointly listed core courses or other important large courses (Lovell) is a huge, even critical component of our program capacity and success. Most faculty teach at least one senior seminar each year. We would like each faculty member to teach a graduate course annually, but our two appointees in the Jackson School, which lacks a Ph.D. program, have found this a challenge both personally and for our larger graduate program aspirations. All faculty are expected to engage in a minimal amount of 401 internship supervision to supplement the instructor of record, who supervises 60 or more of the 90 internship students each year. Overall, the general equity in teaching loads and high quality of teachers across the board help to nurture a respectful, even proud solidarity among program faculty members.

The most challenging aspect of staffing logistics stems from the fact that all LSJ faculty appointees have 50% appointments in a home department beyond LSJ. This has in practice

meant that the LSJ Director and Curriculum Coordinator must negotiate with each other unit separately, as the original contractual arrangements are often ignored or seem inadequate in a changing environment. This has absorbed a great deal of energy and caused some friction at times, but overall we just muddle through and work it out. The recent move of Arzoo Osanloo into LSJ as a 100% appointee will eliminate negotiations with her previous home unit, Anthropology, but it will raise new questions for us about equity in teaching as well as service load.

We have only one non-faculty staff member – our curriculum coordinator, who has been Mark Weitzenkamp for the last five or so years. Mark handles everything from curriculum scheduling to counseling students, advising the director, scheduling events, and quasi-secretarial logistical work. Mark participates in the program at all levels, and we consider him our equal as contributor and stakeholder. For five years we have hired a Graduate Student Assistant to assist Mark and the Director as well as to coordinate the graduate student group, but budget cuts have eliminated this position, leaving us without support for key roles such as web management and communications.

Governance: Small is Beautiful. Our structure of program governance has been committed to sustaining faculty investment in research and teaching. The director (McCann) led virtually all organizational matters in the two formative years, involving the other faculty as needed. Once our new core faculty group arrived and was settled in, a division of leadership responsibilities and committee system was implemented. A program Associate Director and Chair of the Undergraduate Program Coordinator (Herbert for most of the time) was appointed; permanent committees for the Undergraduate Program, CLASS Graduate Program, Personnel Decisions, and Outreach/Advancement were set up, each with a chair. These committees are primarily policy oriented and advisory in role, which is to say that they regularly make recommendations about changes in policy on which the entire governing group decides. Chairs of the committees do play roles in routine administration, although they are expected to notify the Director about their decisions regularly. Every year a CLASS Colloquium Director is appointed, and ad hoc committees for special activities – especially conferences – are set up as needed.

Personnel decisions about hiring and promotion as well as major curricular reforms and changes in budgetary priorities have been made by a Governing Committee, which is composed of all LSJ appointees, 3-4 Adjunct appointees, and the Director. The fact that the program began with five Assistant Professors and no senior appointees, and then for several more years included only two Associate Professors, required that the Director appoint senior colleagues (Prof. Joel Migdal was key) to the Governing Committee to make decisions about promotion and related matters. Now that all of the appointees have been promoted with tenure and three are Full Professors, there may be some reason for rethinking governance procedures. That said, a group of Adjunct faculty has played key governing roles from the start, and this has mobilized their commitment to the program in important ways. Given that all faculty on the governing committee were obligated by competing home unit demands and that LSJ governance was not highly demanding, faculty meetings were scheduled as needed rather than on a regular basis. On average the faculty group meets at least once a quarter, and usually 4-6 times a year as a whole group. Faculty have been asked to keep a slot open for LSJ events and meetings (usually Fridays, 12-1:30), but that has not always worked well. New and different protocol for scheduling faculty meetings might be considered in the future.

Budget & Resources. The core state budget is small and, except for faculty and staff salaries, somewhat unstable. We note at the outset some comparative indicators of our unit efficiency. The total LSJ budget was estimated in May, 2009, as 1.54% of the total Social Sciences Division budget (see Appendix B), while we graduate 3.5% of all B.A.s in the division. The state budget for LSJ is the smallest of any divisional unit offering an independent undergraduate program, and it is smaller than those of least five other divisional undergraduate programs that graduated fewer B.A. degrees last year; the LSJ budget is a third and a quarter the size of, respectively, two units that graduate fewer (less than 81) B.A.s. Moreover, at 3FTE (this year increased to 3.5) faculty, the ratios of graduated B.A.s to faculty (80:3, or 27:1) and majors to faculty (150:3, or 50:1) are unparalleled in the division. The LSJ ratio of faculty dollars spent each year for graduated B.A.s (\$5000:1) is half that of the division as a whole (\$10,000:1). On top of this are the hundreds of minors in LSJ, Human Rights, and Disability Studies that we administer. We would be the first to recognize that B.A. degrees are not the only, or even best, way to measure productivity. But, while comparisons are even more difficult at the graduate level, we engage far more in graduate student education than most small programs with larger budgets, and our record of enhancing placement of Ph.D.s who participate in our interdisciplinary certificate program compares well both quantitatively and qualitatively (by placement) with the very best social science units. We claim the same for research productivity and general intellectual impact, both in the aggregate of individual contributions and collectively as a unit, on campus. All this means, among other things, that our expenditures for TAs – which again are comparatively small for our numbers of majors and graduates – fulfill the classic project of a research university, supporting at once graduate research, graduate teaching training, and high quality teaching of undergraduates.

Likewise, our staff budget is the second smallest in the division and a fraction of most comparably sized units, which is a testament primarily to the extraordinary talent and commitment of our single staff member (Curriculum Coordinator Mark Weitzenkamp) and *pro bono* Administrator (Ann Buscherfeld), but also to the overall efficiency and self-reliance of our faculty members and organizational unit. Also important is the extensive support of the Political Science Department to our program, including but exceeding the invaluable contributions of Ann Buscherfeld. Finally, our state operating budget is diminutive – under \$10,000 for non-personnel expenditures (beyond faculty, instructors, TAs, staff) support. Even so we find ways to generate money to send all our faculty to multiple conferences, support an average of 15 or more graduate student trips to conferences, and sponsor fully or partially many talks, events, and conferences on campus each year. We have benefitted from additional resources, to be sure, including: temporary TA allocations that vary each year; a revenue enhancement after our first five-year review (\$20K); rollover funds from our original UIF grant; active participation in Evening Degree and Summer School; and active generation of grants from public and private sources. But these additional revenues, again, reflect our enterprising commitment to generating funding as well as to using scarce funds efficiently. At the same time, much of this additional revenue – including much of the \$20K core budget enhancement from the College, operating budget, and UIF funding – has dwindled in recent years, especially after the spring budget cuts.

Our expenditures are fairly simple at the broad level. The bulk of the state budget beyond faculty and staff salaries is used for instruction; we increased TAs that we fund from a dozen or so in the early years to around 18-19 quarters by 2008, 16 from permanent funds and 2-3 from temporary money each year, but we were cut to around 14 permanent TAs this last year

along with our the loss of all three quarters of GSA support. The last amount was funded from a \$20K program increase that followed our last review in 2004; the cuts this year wiped out much of that amount along with several more TAs. The cut of our GSA position leaves us with no support for generating regular newsletters and notices of events, for maintaining the website, for helping to organize events, and for communicating with our graduate students. This in turn has forced us to pinch our instructor money and very small travel, honoraria, etc. budgets to minimize hits to instruction. The Director has worked regularly and successfully to find additional money for travel and a speaker series from various sources in piecemeal fashion, although those options have been reduced recently as well. The Director also regularly spends \$5-8K from the Hirabayashi Professorship for LSJ intellectual activities – funding graduate student travel to conferences, invited speakers, events, etc. – but these funds also have shrunk. It is worth noting that our program has expanded in recent years (especially the new 200 course) based on expectations of increased revenues, when in fact we have been hit with substantial cuts. Temporary TA money provided by the deans has enabled us to continue our mission, but the future is very uncertain.

Each year, usually in the early spring, the Director presents an overall budget report and projected plan to the faculty, usually with key questions or challenges outlined for discussion and approval. This past year required more attention to budget issues, and we expect that more collective faculty input about budgeting choices will be necessary in the coming years. The Director has made it a top priority both to generate additional funding on a regular basis and to extend the impact of our limited funds through collaboration with other units.

As a new program with no or very young alumni, many of whom are accumulating large debts in law school or engaged in low-paying social justice work, we have delayed developing a fund-raising program until very recently. Most of our energies have been directed toward generating grant money for research and graduate students. Our biggest investment of time and hope was four years of applications for an NSF IGERT grant, but this proved futile. As a result, we have begun to undertake in a more systematic way conventional routines of outreach to alumni and the community – an annual newsletter, public events to which we invite “friends,” and the like. Perhaps the most important challenge for the program in the next decade will be to find ways to generate more funding through appeals to alumni as well as to foundations and other grant sources; we take up this challenge in the last section of this self-study.

SECTION II: Teaching and Learning

The Law, Societies, and Justice Program oversees an undergraduate major and minor, and a graduate certificate program. It also provides curricular and administrative support for the Human Rights Minor, the Disability Studies Minor, and the new Individualized Studies Major in Disability Studies. Many of its courses also fulfill major requirements for an array of social science units, including Political Science, Sociology, Anthropology, Geography and International Studies. We stress again that LSJ is not intended to be a pre-law program; we seek neither to advantage students applying for law school nor to give them a head-start in legal studies. As our mission statement underlines, we approach law as “a semi-autonomous subject of scholarly inquiry. We imagine legal studies as a distinctively academic endeavor in the liberal arts tradition rather than as a vocational or pre-professional program.” In this sense, we approach law as relative outsiders to the legal profession and processes of training legal

professionals. Our goal is to teach students about law in ways that draw on and parallel the various disciplines in the social sciences and, to a lesser extent, the humanities.

The LSJ major, like the faculty group that teaches it, is solidly interdisciplinary. In large part, this is a function of the multiple disciplinary backgrounds represented by the core LSJ faculty. Yet the interdisciplinarity evidenced in LSJ is not strictly an additive matter. Instead, it is more inherent in faculty approaches to research and learning. The faculty prefer to examine socio-legal processes from multiple angles, and to insist that their students do likewise. The result is that a student in an LSJ class will be challenged to do deeply comparative analysis, both in empirical and conceptual terms. They will be asked to examine similar legal processes across multiple geographic contexts, and they will be challenged to contrast differing conceptual schemas that might be deployed to understand those processes. In this way, students develop the core skills of a liberal arts education – the abilities to read, reason, and communicate.

Learning Goals. The learning goals in each of the LSJ courses obviously differ from instructor to instructor and from course to course. However, there are enduring commonalities in these. One central goal is to assist students in becoming *more careful and judicious readers*. LSJ courses are notorious for their somewhat heavy reading loads, a reality for which the faculty are not apologetic. Some of the reading is quite conceptual, and thus challenges students to think more broadly and deeply than they might otherwise be accustomed to doing. Yet even the most theory-laden LSJ course is simultaneously strongly empirical, a reality that is reflected in the course readings. Students are assisted in developing their reading skills through discussion sections and seminar courses. Many faculty require students to write regular responses to reading assignments, in which they must summarize and assess a given author's argument. In some seminars, students are required to lead discussions on given sets of readings. In all of these ways, students are helped to acquire the capacities to understand complex readings and to analyze them critically and effectively.

As noted, another common learning goal is to help students *apply concepts to highly relevant empirical contexts*. Professor Cichowski, for example, explicitly alternates lectures between theory and empirics. So, a lecture one day on a particular theory is followed the next day by a discussion of an empirical situation to which that theory can be applied. Professors Barzilai and Osanloo assign case study projects in which students must demonstrate their mastery of concepts with an analysis of an actual or imagined empirical scenario. Professor Herbert requires students in one course to attend jail court, and to assess their observations against a classic analysis of courts that students are required to read. In the internship program, overseen by Professor McCann, students are asked to assess their observations in their worksite with an academic analysis of a similar locale. Countless other examples could illustrate this phenomenon of challenging students to develop the capacity to put conceptual/theoretical work into conversation with empirical data, some of which students gather themselves. Importantly, these empirical cases are never inconsequential, but focus on issues of great historical and contemporary significance, such as genocide, the use and regulation of illicit drugs, the politics of international legal institutions, the contrast and inter-relations between different systems of laws, and many, many others.

Related to this process of applying concepts to data is another common learning goal: to help students *develop skills in research*. Many LSJ courses are built around a student research paper as a major course requirement. Professor Cichowski's large-lecture class is centered significantly around a research paper that requires students to analyze a legal system in another

country besides the United States. The teaching assistants for that course lead the students through a multiple-step process toward a successful research paper. Professor Mayerfeld requires students in his introductory human rights course to analyze a contemporary human rights issue in the context of domestic and international law. Any LSJ major will thus necessarily be required to undertake some amount of research during his/her undergraduate career.

These assignments highlight an emphasis in the major on *helping students think comparatively*. Nearly all LSJ courses challenge students to examine empirical instances outside the United States. Such an emphasis requires students to continually compare and contrast. This heightens their skills in critical thinking, and makes them more aware global citizens. Some of this comparative work is especially central to particular courses, such as Comparative Law and Courts, but emerges even in courses largely focused on a particular national context.

In their work in LSJ courses, students are further challenged to develop their capacities in both *civil and civic engagement*. Many LSJ courses are strongly interactive, focused more on posing questions to students than providing answers for them. This is most true in senior seminars – one of which is required for the major – but occurs frequently even in large-lecture settings. Students are thus encouraged to learn to engage constructively with others. This helps them to acquire skills in public speaking and complex reasoning. It also helps them learn to engage others in respectful and constructive discourse. Because much of this discourse focuses on issues of great public significance, students are simultaneously – if often implicitly – challenged to recognize their own roles as citizens in potentially influencing public policy. This is reinforced through the service learning components of some LSJ courses, and in the required internship. Many students in the latter program continue to work with particular organizations, often in an unpaid capacity, because they enjoy work that is actively engaged with particular community issues.

Overall, the LSJ major aims to prepare students with the analytical skills, knowledge, and experiences necessary to a life as *engaged global citizens*.

Evaluation and Assessment. It is not easy to measure the acquisition of any of the core skills LSJ students are challenged to develop and improve. Indeed, it is likely that the true impact of any given LSJ course may not be fully felt until after a student graduates. That said, each faculty member takes several steps to *evaluate student learning* and to ensure that course goals are met. The most obvious means for this is through the assignments and exams that form the focus of a student's grade. Importantly, LSJ faculty members assiduously avoid use of Scantron-able exams. Instead, exams are always essay-based. Some faculty administer exams in class, others emphasize take-home work. In each instance, the goal is to challenge students to craft a thoughtful, creative and well-organized analysis of a particular socio-legal dynamic. This effort to assess the students' analytic skills is further augmented by the various papers that are a frequent component of course requirements in LSJ classes. These assignments provide the best means to assess how well students can read, analyze and communicate. By tracking student performance on these, faculty can monitor student development. Most instructors will factor student improvement into their determinations of final grades. It is often the case that students at the sophomore level in their first LSJ class are doing challenging analytic work for the first time; they are facing their first essay exams and their first requirement to apply concepts to novel empirical scenarios. Given this, many faculty rely heavily on teaching assistants, writing centers,

or other forms of support to assist students and to monitor student development over the course of the quarter.

Evaluation of student work provides ample opportunity to generate *instructional change*. All of the LSJ faculty regularly reconstruct courses and course assignments based on their evaluations of student performance. Professor Cichowski's experience in LSJ 367, Comparative Law and Courts, is illustrative. In this course, Professor Cichowski requires a research paper in which students analyze the justice system of a country other than the United States. In early versions of the course, students did poorly on this assignment, and many of them adopted practices that approached plagiarism. In response, Professor Cichowski restructured the assignment into a series of discrete tasks, and charged her teaching assistants with working closely with students to succeed in each task in turn. The quality of the papers, and the level of student satisfaction in the course, each increased notably.

Evaluation of students occurs not only over the course of a single class but over time in the major. Senior seminars, in particular, provide faculty opportunities to assess the intellectual maturity of students in the major. Because those seminars are heavily interactive and highly analytical, faculty can determine how students are developing, and how the students' previous courses did or did not help prepare them for higher level work. Such evaluations also occur in the internship program. LSJ majors are required to complete an internship, which consists of 100 hours of service in a public or private legal organization. Offices of public defenders, prosecutors, courts, police, lawyers, the local bar association, public interest law firms, legally-oriented NGOs like Amnesty International, are the most popular. The internship requirement includes two writing assignments, one a profile of the relevant organization, the second an analytic assessment of the organization. The analytic paper is a component of the Program's overall mission to assist students in making connections between course materials and the everyday realities of justice delivery. Any deficiencies in a student's ability to perform clear and strong analysis will be revealed in that context. Through the careful construction of such challenging analytic assignments, LSJ faculty are able to monitor the development of critical reading, analytic, and communication skills.

Evaluation of faculty instruction is largely accomplished with standardized course evaluations. Since our last review, the LSJ faculty, instructors and teaching assistants have consistently been given evaluations that averaged above those of the Social Sciences as a whole and the university as a whole.² Most faculty evaluate their courses in this manner, and use the resultant feedback to modify their courses accordingly. Faculty also conduct peer evaluations of each other. These fuel ongoing conversations about classroom dynamics and the means to improve them. Such a conversation was the precise goal of a faculty retreat three years ago. There, the faculty reviewed with each other how they construct their large-enrollment core course. The primary goal was for the faculty to look for means to create some overlaps and synergistic connections between their courses, so that entry-level courses were working together to prepare LSJ majors for upper-division work. However, the retreat worked just as well to stimulate discussion about teaching strategies, a discussion that continues in less formal fashion. These discussions were continued in a faculty retreat this past summer as well.

Student satisfaction is a somewhat harder dynamic to measure. One primary mechanism used to ensure that students will be satisfied in the major is the applications process. Because the program is unable to meet all of the demand for the major, we employ a competitive admissions process. As part of their application, students are required to write a 750 word essay in which

² See graph in Appendix E.

they explain their intellectual reasons for pursuing the major. This requires students to explain what compels them to apply for the major, and to demonstrate an awareness of what the major offers. An implication of this process is that students do not casually wander into LSJ as a major, but actively choose it in an informed manner. Their subsequent satisfaction with the major is likely attributable in some fashion to their need to demonstrate at the start that they understand the Program and their own place in it. Admission to the major is one of the three points at which students must meet with the program adviser. The second time is when the student is setting up an internship. The adviser uses this as a tool to discuss the relationship between his or her LSJ studies and the “real world.” At the third meeting, applying to graduate, the student and adviser discuss how to put the student’s education to use in jobs, careers, or further schooling. Most students meet with the adviser significantly more often than this, but during at least three times in their education, student satisfaction and development can be gauged against programmatic goals.

Because the Program is relatively small, and senior seminars are a requirement, most faculty know many of the majors quite well. These close relations provide an ongoing if not formalized means to learn about student experiences. These forms of feedback are regularly brought to the attention of the collective at meetings of the undergraduate committee and the faculty as a whole. Importantly, the LSJ adviser, Mark Weitzenkamp, attends all such meetings. Because he has the broadest and most consistent access to students, he is often able to provide insight into student satisfaction, and his suggestions for changes are accorded significant respect.

Such feedback motivated some recent changes. Both student commentary and analysis of student transcripts at admission indicated that many students were not applying to the major until somewhat late in their academic careers. That was because students were required to take three LSJ core courses before applying to the major. Further, they frequently expressed frustration with their inability to enroll in the core courses as a freshman or sophomore, a lament that was echoed by the pre-major advisers in the Gateway Center. Students were thus inhibited in their ability to take courses in a logical sequence, and to declare LSJ as a major early in their time at UW. We responded to this situation in two ways. The first was to reduce the number of core courses required prior to application for admission from three to one. The second was to reserve some seats in all of the core courses for sophomores. With these changes, we are now able to admit students into the Program at consistently earlier stages. At the time of the last LSJ review, most students declared the major as seniors because of difficulty getting into required classes. Currently, students apply to the major late in their sophomore or early in their junior year.

Although much of our attention is focused on ensuring a coherent and challenging curriculum for the LSJ major population, our courses *consistently attract interest from non-majors*, as well. This is an inevitable consequence of the fact that almost all LSJ courses are cross-listed, because all but one LSJ faculty member possesses a joint appointment with another unit. This means that many LSJ classes can be used to meet the degree requirement of other majors. LSJ courses can also be used toward a number of interdisciplinary minors, such as those in human rights, diversity, and disability studies. Because of this, a diverse array of students with a diverse array of intellectual interests populates each LSJ course.

LSJ majors are afforded multiple opportunities for instruction *outside the classroom*. All majors, as noted above, are required to complete an internship. They must, as a consequence, spend a minimum of 100 hours at their volunteer site. Several LSJ courses allow for a service learning component, in which students complete and analyze some work in the community as part of their course requirements. For example, when Professor Godoy teaches LSJ 380, “Health

as a Human Right”, she gives students the option of either writing a traditional research paper or doing an “engaged learning assignment” where they partner up with a local organization working on human rights issues which affect health. Their course paper becomes a comparison between traditional research on the target population's problems and the perspectives they gained by working elbow-to-elbow with a group tackling those issues. Students have done projects in conjunction with CASA Latina, which assists Latino day laborers; the Refugee Success Club, which operates in the Tukwila School District; various homeless shelters; Washington Community Action Network, a consumer advocacy group; and several other groups.

In addition, faculty regularly involve undergraduates as research assistants. Commonly, students enroll in independent study credits and fulfill their course obligations by completing research-related tasks. As one instance of this, Professor McCann used undergraduates to code newspaper articles that discussed civil suits, as part of his effort to understand the media construction of the alleged growth of lawsuits. Finally, many LSJ students take advantage of study abroad opportunities to extend their educational experiences into new territory. Most notably, several LSJ majors enroll in the annual Rome program, a joint collaboration between LSJ and the UW Law School, which examines socio-legal issues in a comparative fashion.

Recruitment strategies for attracting students to the major are many and varied. Interest in the major never wanes, which is a testament to the caliber of the faculty and the compelling subject matter of the courses. So, much interest in the major is a function of the Program’s reputation and the transmission of positive word of mouth messages amongst students.³ Due to the continued interest in the major we have more than doubled the size of our student population since LSJ was formed out of the preceding Society and Justice Department. We have also maintained a steady rate of graduation during that time. Of the 2400 degrees awarded from the founding of So Ju in 1972 up to the present day, one fourth of the degrees granted have been in the last 7 years while the LSJ Program has been allowed to graduate students (605 graduates from 2002-2009). We think the regular offering of LSJ 200 will likely only enhance student interest and allow them to make progress to their degree more efficiently. That said, Mark Weitzenkamp, the LSJ adviser, works assiduously to perpetuate interest in the Program, particularly among under-represented students. He conducts outreach multiple times each year at area community colleges and participates with the Educational Opportunity Program (EOP), which promotes academic success and graduation for underrepresented ethnic minority, economically disadvantaged and first generation college students. EOP is a general advising office with resources that continue after students are admitted to their major. Many EOP students express an interest in studying social justice, rights and law, and Weitzenkamp works along with the EOP advisers to prepare them to apply to and succeed in the LSJ program. About 10 percent of the applicants to LSJ each year are students who have affiliated with EOP. Weitzenkamp is also in regular communication with staff at the Gateway Center, and thus is able to keep abreast of the information students are receiving about the major and of patterns of interest in the major.

Because of their acquisition of critical skills through their coursework, their opportunities to engage in meaningful relations with faculty and other students, and their frequent interactions with community groups, LSJ majors leave the University of Washington well-prepared for multiple career and educational options, and for a multitude of life challenges. Students are afforded the chance to develop the skills inherent in a liberal arts education through the study of

³ See graphs of LSJ applicants, admits and graduates as well as graphs of numbers of students in the major, in Appendix E.

highly relevant and captivating socio-legal phenomena. Although students and faculty express great satisfaction with the courses and the major, we remain open to suggestions for improving the educational experience afforded by the Program.

SECTION III: Scholarly Impact

Research Publication Output. The research output of the LSJ faculty is as outstanding as is its achievements in the teaching of students. One indicator of the research productivity is that the original five members of our faculty who were hired as Assistant Professors have been promoted in timely fashion. Katherine Beckett and Steven Herbert were hired as advanced Assistant Professors in 2000, were quickly promoted to Associate Professors (2001, 2002) and promoted again recently to Full Professor (2009, 2008). Rachel Cichowski (2001 hire) and Angelina Godoy (2002 hire) were each promoted with tenure early, in 2007, and Arzoo Osanloo's promotion with tenure sailed through to approval this past year (start 2009). Gad Barzilai was hired as Full Professor in 2006 after a two-year visiting appointment; he came to us as a very well published, internationally prominent scholar. Every one of these scholars has published at least one book with a major university press (Michigan, Princeton, Stanford, Chicago, Oxford, Cambridge) and published articles in top disciplinary and interdisciplinary journals. The three most senior of these scholars each has published several books, over twenty refereed journal articles, and many book chapters, review essays, book reviews, and the like. The adjunct faculty group adds to this impressive output. Professors Migdal and McCann, the two most senior scholars, alone have published over a dozen books between them and scores of articles and other writings. Individual faculty member have also won numerous awards: McCann, Migdal, Barzilai, Cichowski, and Lovell have each won one or more major book awards; Beckett and Cichowski have won professional awards for published articles or conference papers; and Naomi Murakawa (Assistant Professor, Adjunct) won major dissertation awards from two professional associations (APSA, LSA).

Our faculty have also been active in generating research grants. In the last half dozen years, faculty have won grants from major funders (including National Science Foundation; Ford Foundation; American Council for Learned Societies; Robert Wood Johnson Foundation; German Marshall Fund; MacArthur Foundation; Guggenheim Foundation; Puget Sound Partners for Global Health) and countless forms of research support from UW and other universities (including NYU, Princeton). Finally, our faculty members have been in high demand for talks and presentations; all of our faculty accept invitations every year to speak at top institutions in the U.S. and around the world as well as to participate in professional conferences.

Research Substance and Impact. The content of this research output is quite varied. It generally fits three broad substantive categories, which closely track the original three curricular tracks in our undergraduate program: law, violence, and social control; comparative legal institutions; and struggles over (human or civil) rights. Yet our faculty research agendas are highly dynamic and constantly expanding. For example, Angelina Godoy followed up her first book on social violence in Latin America with her present studies of intellectual property rights inscribed in the Central American Free Trade Agreement and their implications for human health rights in the region; Steven Herbert followed up his several books on policing with a new book on urban social control policies "banishing" various marginal populations, and now both

researching and teaching on environmental justice issues; Katherine Beckett has shifted from her early books and articles about the politics of criminal justice policy to co-author the project on banishing, and she now is teaching and conducting research on food production and regulation; Michael McCann has shifted from studies of rights mobilization to studies of mass media and mobilizations against legal reform, complex mass tort litigation, comparative legal institutions, and methodology in socio-legal studies; Jamie Mayerfeld shifted from his first book on moral philosophy to empirically grounded studies of the International Criminal Court, human rights, and torture; Gad Barzilai has written on too many varied subjects to mention. All this reflects a rather unique characteristic of the LSJ faculty group – that individuals have multiple interests, find stimulation in interacting with others, and boldly shift the substantive topics of interest on a regular basis. The result is a flexible, broadly informed group of scholars that offers expertise on a remarkably wide range of issues and ideas.

While ranging widely on specific substantive topics, faculty research tends to share some common features, all of which articulate very closely with our undergraduate and graduate teaching. We emphasized these features when we undertook searches for the three initial LSJ appointees, we solidified commitment to them through the IGERT proposal formulation, and they are strongly supported by our general research culture. While many individual exceptions can be cited, LSJ scholarship increasingly tends to be marked by the following traits:

Interdisciplinarity. From the start, we have sought not just to mix scholars from the different disciplinary backgrounds of social science, but also to promote scholarship that is truly multi-disciplinary and even transdisciplinary in character. Our scholars tend to engage scholarly traditions from Anthropology, Sociology, Political Science, Geography, and Philosophy in particular, but also from the traditions associated with the international Law & Society Association. At the same time, none of our five hires for the program came from one of the several leading socio-legal programs; new faculty recruits were chosen instead for their original, independent research agendas. That our faculty members publish in a mix of disciplinary, interdisciplinary socio-legal, and other interdisciplinary journals is but one indication of this trait.

A Global Perspective. Our study of law devotes particular attention to social scientific analyses of specific global forces that are emerging or accelerating in the contemporary world. A global perspective requires not only study of legal institutions and practices beyond US borders, but also analyzing the ways that global dynamics shape lawmaking *within* national borders, and the ways that traditional borders become blurred in the newest realms of transnational lawmaking, beyond the sovereign purview of any one state. We emphasize that globalization itself is constituted by new legal forms and actors, which in turn variously reshape legal practices and contests in diverse sites. Our work has pressed traditional categories of analysis to adopt more complex understandings about how the local and global are interconnected. This is as true for those of us who focus study on the U.S. as well as beyond.

Legality: A Pluralistic Conceptual Framework. Most of us work at the intersection of multiple theoretical understandings about law and legal systems. In particular, our approach builds on but transcends traditional “realist” approaches that tend to locate law only in the state, either acting on or reflecting discrete social forces. First, we focus on authoritative *practices* as much as written rules; we examine the variable constructions and enactments of law’s meanings in practical activity, emphasizing law’s contingent and protean character. Second, we examine the manifold institutional contexts where legal conventions develop outside of direct state rule. This includes research on legal practices “in” society (workplaces, families, corporate boardrooms, community forums, kinship networks, neighborhoods, religious domains, etc.),

among or between states, and in the expanding domains of legal control and contestation “above” states in transnational institutions or relationships. We think that our scholarship has contributed to redefining where and how legality is studied as a complexly pluralistic fabric of multiple overlapping, often clashing forms of legal control, cohesion, and contestation that demand context-specific empirical understanding as well as sophisticated theorizing.

Viewing Power from the Bottom Up. Our scholarship tends to take a self-conscious view of law from the bottom up – either analyzing how legal practices of dominant groups affect less powerful groups or how the latter groups challenge and struggle to transform the dominant order. Godoy’s study of civil lynching, Cichowski’s, Lovell’s, and McCann’s studies of legal mobilization from below, Herbert and Beckett’s analysis of urban policies and police practices “banishing” marginalized persons, Osanloo’s ethnography of women’s rights development in Iran, Barzilai’s book on minority communities, and far more – all work on roughly parallel lines in this regard.

Taking Rights Seriously. One of the most important developments among the LSJ faculty group has been the ascendance of a complex, rich tradition of engagement about basic rights of persons that is attentive to both emerging global advocacy of “universal” rights as well as to rights-related traditions unique to specific national and group histories. If any single theme has come to characterize the distinctive identity of our program, it is the commitment to serious, committed, but critical engagement (of multiple kinds) with rights discourses, conventions, and struggles around the globe.

A Comparative Case-Study Approach. The role of law in global transformation is dynamic, complex, variable. Our research thus tends to place an emphasis on *comparative case study research of institutional processes* and practices beyond as well as within the United States, which involves two commitments. *First*, and most fundamentally, we encourage research designs promoting systematic comparative analysis among legal institutions and practices within different cultural contexts, geographic sites, discrete social groups, or periods. This enterprise in turn involves a *second* emphasis on balancing general familiarity with the historical legacies of multiple socio-legal traditions around the world and focused, detailed empirical knowledge of socio-legal relationships within and among select geographic contexts. The approach we advance is crucial to systematically assessing differences, similarities, and, interrelationships among different institutional forms and sites of legal activity. These commitments had led to considerable reliance on qualitative – and especially quasi-ethnographic or interview-intensive – methods, but many of us integrate quantitative measures as they seem appropriate to the subject.

All in all, these traits define a style of work that at once fits squarely within the traditions of Law & Society scholarship even while marking a distinctive intellectual identity to our faculty group contributions.

A Dynamic Research Culture. This mix of broad, even eclectic substantive concerns and a common mode of research design has developed in tandem with what might be considered a coherent research culture in LSJ. To some extent the common vision was projected by the UIF proposal and fortified by the senior leadership, by the selection process when hiring new faculty, and by the mentoring of that faculty group. But it has also evolved, at once deepening and changing its contours with remarkably very little “steering,” out of the routine interactions among faculty. The new faculty members at once integrated into and infused their distinctive stamps on group activity and identity. At the heart of this culture is the common set of reference points and understandings outlined above. But equally important has been a shared respect

among faculty for each other and a commitment to the collective intellectual enterprise. The facts that the faculty group has been high in quality across the board and program involvement has imposed low costs on faculty member time and energy surely has helped further to sustain these bonds of common purpose amidst differences.

This common framework of research commitments in particular has facilitated easy and productive exchange among members of the group about their own research projects and the bigger questions that we face as researchers. Faculty members tend to be familiar with the work of their colleagues, to be diligent in reading and commenting on such work in regular faculty workshare events, and to reference each other in their own publications. There is some reason to think that collective interaction has nurtured the expansion of research agendas among individuals; for example, McCann, Mayerfeld, and Osanloo have ventured for the first time into criminal justice issues, while Godoy, Beckett, and Herbert have moved away from themes of criminal violence/control toward issues of corporate regulation and consumer-citizen rights mobilization, all joining Barzilai in shifting inquiry among topical areas regularly. Moreover, collaboration on research and publications among scholars in the group has developed as well. Articles by Beckett and Godoy, Herbert and Beckett, Lovell and McCann have been generated, and more are planned; a book by Herbert and Beckett is in production for release in 2010, and a book by McCann and Lovell is in its earlier stages. Other evolving collaborations (e.g., Barzilai and McCann) have been discussed. Moreover, the faculty have collaborated on a number of major campus conferences, including the year-long conference on “Human Rights from the Bottom Up” in 2003-04.

Graduate Student Productivity. The relatively well defined and coherent style of scholarship that marks the LSJ group has been recognized by other scholars in the interdisciplinary socio-legal world as well as by prospective graduate students. Indeed, our coherent “image” has promoted increased inquiries and applications from prospective graduate students, although perhaps not as much as we might like (probably because we do not offer an independent interdisciplinary Ph.D. and our partner social science units are not uniformly well situated to work with us). This is relevant, because the one facet of our graduate CLASS certificate program that has not changed much is that it is still dominated by Political Science students. The certificate program has become a draw for an intellectually and geographically diverse group of students seeking degrees in that discipline, but broader appeal has been limited.

That said, even without a fully independent interdisciplinary Ph.D., we have managed to recruit excellent graduate students for our certificate program and to mentor them toward outstanding dissertations and job placements. It is relevant that the very idea for developing our three-tiered socio-legal program largely grew out of informal collaborative interdisciplinary mentoring of successful graduate students – working comparatively on legal developments in Asia, Europe, various Islamic societies, and Latin America as well as the U.S. – by core faculty over the last decade. Our graduates have produced theoretically creative and empirically rigorous dissertations that have been supported by competitive grants (including NSF dissertation grants), won important awards and post-doctoral fellowships, and been published by top university presses. Projects have addressed a wide array of topics, including comparative studies of: high court independence; law and commerce; state relations with ethnic/religious groups at intersection of state law, personal law, and human rights; judicial activism and developing legal professions; global economic incentives to constitutionalism and judicial independence; women’s rights activism; how post-colonial state/group relations contribute to new hybrid legal

regimes; law and economic development; national and transnational environmental and health regulation; criminal justice policy; and more. Graduates (more than half of them women) have taken jobs at: top universities in the U.S., including Yale, University of Wisconsin, University of Connecticut, Penn State University, Syracuse University, Rutgers University, University of Massachusetts at Amherst, University of Florida, and University of Delaware, among many others; and various international universities, including in Malaysia, Israel, Korea, Japan, and Denmark. One student won the Law & Society Association Dissertation Prize this past year along with another major professional prize; she then won a two-year post-doc at Harvard. Another student won two professional prizes for her dissertation last year, took a job at U. Mass Amherst, and this year will be enjoying a post-doc at Harvard Law School.

Diversity. The LSJ program from the start has been committed to the ideal of promoting education about, and respect for, diversity. Given the basic premise of “equal justice for all” that is at the heart of the rule of law, addressing what “differences make a difference” among citizens, their situations, and their actions is at the very heart of program study and teaching. Moreover, the faculty and staff of LSJ have long shared a commitment that diversity can be a very positive achievement, and that certain types of diversity and respect for that diversity are essential to democratic, legally constituted societies. But, once again, we have been mixed in our achievements on this front. We consider three facets of diversity.

Diversity among People in the Program. LSJ has been one of the more diverse majors in the social sciences in terms of race, ethnicity, nationality, and gender. The percentage of students of African-American and Hispanic descent in the LSJ major has exceeded the campus average almost every quarter for the last five years. The percentage of Asian-American students is usually just above or just below the campus average. We have not done as well recruiting American Indian or Hawaiian/Pacific Islander students partly due to the fact that students with these backgrounds represent less than 2% of the total UW population combined. Female LSJ students have outnumbered male in every quarter in the last five years with one exception, usually representing more than 58% of the major population.

The three minors associated with our program (LSJ, Human Rights, and Disability Studies) are normally more diverse than the major. The LSJ minor normally exceeds the major in all categories but Caucasian on a quarter-by-quarter basis. The Human Rights minor attracts a very high percentage of female students, reaching 90% in two quarters in the last five years, and exceeding 75% in most other quarters. These minors and the major itself also have a significant number of students who represent other meaningful categories: first-generation college students, students from low-income families, first-generation Americans, international students, students with disabilities, and GBLT students.

As attractive as the topics taught by the faculty are to disadvantaged or underrepresented populations, we still need to work harder to recruit a diverse population of students to the competitive-admission LSJ major. Our program’s increasing focus on human rights and global issues has decreased the focus on criminal justice that we inherited from the Society & Justice Program. In student eyes, this is a move away from a vocational career field focused major towards a more theoretical and academic major.

The newly hired and affiliated faculty members in LSJ likewise represented one of the most diverse groups on campus. Not only do our faculty affiliate with half a dozen different disciplines, but our demographic profiles are highly unique. All three faculty members hired with UIF or College funds for LSJ were female; two are members of minority ethnic

communities born outside the U.S. We attracted an African American male to a 50% appointment and an African American female as an Adjunct, but both of these individuals have now left the university (despite strong commitments to us).

Diversity as a Curricular Commitment. The new LSJ curriculum was conceived and planned in coordination with the Curriculum Transformation Project funded by Ford Foundation and led by Betty Schmitz in the mid 1990s commitments to diversity. It addresses at great length issues of race, gender, class, ethnicity, sexuality, religion, disability, and other fundamental lines of difference among citizens. Our curriculum highlights attention to these issues in at least three ways. *First*, our curriculum rigorously focuses attention not only to demographic features but, more importantly, to the “socially constructed” differences in identity, worth, inclination, and power of variously categorized citizens or traits. These often pliable categories and markers of identity hold huge implications for differential citizenship status, power, inclusion/exclusion, and justice/injustice. *Second*, our defining commitment to comparative cross-national and transnational study further advances attention to diversity. The LSJ curriculum takes a giant step in expanding attention to differences among nations and regions in an increasingly globalized world, beyond a narrow focus on differences among citizens within the United States. The program specifically addresses both the trends toward “convergence” or homogeneity and the persistence of differences or creation of new differentiation that attend globalization, and in which law is playing a huge role.

Finally, the LSJ curriculum is committed to ideals of citizen tolerance and genuine respect for difference. Concepts such as justice, rights, equality, and the like are interrogated throughout the LSJ curriculum as normative standards that are both internal and external to law. In this pursuit, questions of difference prominently arise at every point. The faculty are united by commitments to basic principles of justice and rights as essential foundations of citizenship while they individually approach those norms from a variety of different substantive and pedagogical angles. Our very title – Law, Societies, and Justice – expresses all these linkages in unmistakable terms. The willingness of LSJ to work with a campus group in developing a three-course sequence on disabilities studies is yet another strong expression of this commitment.

Diversity in Ways of Knowing. The new LSJ program also emphasizes relentless interrogation of different forms of knowledge and different ways of knowing as a substantive component of contemporary education. This focus addresses both issues of different knowledge forms themselves and their linkages to different citizens’ social situation or traditions. To understand differences among people, we believe, we must become more attentive to the different ways in which people know, the different modes of thought, the different sources of knowledge, and the different types of normative claims that separate and, potentially, enrich us. This commitment has a variety of implications, including attention to: various epistemological and methodological issues in our courses; the many sources and types of knowledge that saturate our lives in mass-mediated, increasingly electronic society; how plural perspectives from differently situated experiences and “standpoints” can enhance our understanding of social issues and relations; and the confrontations between “academic” and “practical” knowledge in classrooms and, especially, in the required internship exercises. Our deeply interdisciplinary approach to research and teaching itself reflects this profound sensitivity to and curiosity about different ways of knowing at the heart of our enterprise.

The above outline only scratches the surface regarding how faculty, staff, and students focus on issues related to diversity in the LSJ program. Moreover, we want to emphasize that this is an ongoing project. We are continually working on curricular development, faculty

recruitment, and program design, and we would like to think that LSJ and CLASS have made fundamental contributions to this ideal on the UW campus.

LSJ/CLASS in Comparative Professional Perspective. The LSJ/CLASS program from the start has been strongly connected to the legacy of scholarship and professional activity in the international Law and Society Association. The undergraduate LSJ program is one of over sixty socio-legal or law & justice programs around the nation, and it quickly became a high-profile player in this constellation, especially in the organized Consortium of Undergraduate Law and Justice Programs (see: <http://www.culjp.org/index.shtml>). Indeed, a number of programs have undertaken renewal to follow the lead of LSJ, especially in its attention to comparative cross-national and global orientations. As previously noted, much of our original aim was to develop a graduate program, combining an interdisciplinary certificate program with a small Ph.D. degree, that would be among the most innovative and important in the nation. In some ways, we quickly went a long way toward realizing these goals, but the failure to score an IGERT grant lowered expectations and reduced our ambitions. We remain one of the top programs for Ph.D. study in law and society, and our record of joining disciplinary degrees to the interdisciplinary certificate has provided a viable, competitive alternative to the JSP program at Berkeley for students uninterested in obtaining a J.D. along with their Ph.D.

At the same time, this route of graduate program development along with individual faculty research agendas has sustained only a loose relationship to the Law and Society Association. Some of our faculty are highly active in LSA annual meetings, professional activity, and governance, while others are peripheral members. Increasingly, moreover, our internal deliberations about what we do and who we are do not prominently turn on references to LSA or competition with other LSA-oriented programs. Our trajectory in developing a graduate program is just one of the many reasons for our somewhat loose, variable relationship to the intellectual communities of LSA. Another reason is that the large tent of LSA now houses so many intellectual rings and sideshows that identification of central currents and agendas is futile. At the same time, most of the faculty members whom we recruited were not educated in programs strongly connected to LSA. We somewhat self-consciously were interested in recruiting young, independent, innovative scholars; we succeeded, and virtually all of these have established relations with LSA, but that relationship is often not strong or primary. Moreover, the fact that a number of our faculty members are specialists in regions beyond the US (Europe, Middle East, Latin America, Asia) has made the still US-centered LSA a bit less attractive as a primary professional association. Related to this is the fact that LSJ, as a faculty group and program, increasingly has gravitated toward a focus on international human rights issues; this fits the broader socio-legal tradition, but it also has nurtured centrifugal impetus for us in other directions. Finally, we have from the start resisted all temptations to connect ourselves closely to our Law School, which makes our program different from programs at UC Berkeley, NYU, Wisconsin, and now UC Irvine. All in all, we aspire to be and are part of the professional community connected to LSA, but LSA is less central to our compass than is often realized by those who know of our program.

SECTION IV: Future Directions

See Part B: Unit Defined Questions, where we take up questions and advance thoughts that ground in some detail our concluding reflections on future directions.

PART B: UNIT-DEFINED QUESTIONS

1. Should LSJ aim to become a department?

The LSJ Program possesses a strong and active faculty, an engaged and energized set of undergraduate majors, and a successful graduate certificate program. Interest in the undergraduate major remains high, and may well increase with the regular offering of LSJ 200, “Introduction to Law, Societies, and Justice”. This suggests that perhaps the number of majors could be allowed to grow. The vibrancy of our graduate community helps fuel some ongoing interest in the creation of a Ph.D. program (see below). Were the program to expand in either of these ways, it may be beneficial to have fewer faculty lines that are joint appointments with other units.

Given these realities, the LSJ faculty regularly consider the question of whether to shift the Program to a Department. Such a move would have several advantages. First, it would position us to create a degree-granting graduate program. Second, it would make it easier for faculty to secure 100% appointments in LSJ. This would enhance our abilities to create a more robust experience for students at both the undergraduate and graduate levels. Third, it would increase LSJ’s visibility on campus, and position it to develop more intensive and extensive ties with other units. Fourth, on the national level this would help define us as free-standing, not “law school lite” or a variation on criminal justice.

For these reasons, there is ongoing conversation about developing LSJ from a Program into a Department. Yet countervailing concerns temper our enthusiasm for this idea. We are principally worried about constraints, particularly in terms of resources and space. Our staff resources are barely adequate in current circumstances. The additional administrative burden of a department would stretch these limited resources beyond the breaking point. In the current budgetary situation, it is difficult to imagine sufficient resources to meet the additional administrative requirements of a department. It is also difficult to imagine a robust department without a dedicated space that includes faculty and staff offices and a communal meeting area. The current configuration in the basement of Gowen does provide some center of gravity for the Program, but it is not adequate for the creation of a sense of community necessary for a larger Department. In particular, Steve Herbert and Gadi Barzilai are located outside this cluster, and there is little likelihood of relocating them in the cluster. Increased geographic proximity of faculty and staff would also help strengthen student identity and academic culture. Without staff resources and a dedicated space, we thus are uncertain whether the shift to a Department is advisable.

There is additional concern about faculty energies. Many of our faculty are deeply enmeshed in the institutional lives of their other units, and are already overburdened with service obligations. The additional administrative demands that a Department would generate might prove difficult to adequately meet. In fact, our individual faculty have developed their own rich agendas of activity so fully that imposing greater collective obligations might actually make the whole rather less than the present sum of the many contributions.

As a consequence, the LSJ faculty is presently at least ambivalent, if not negatively inclined, about developing Department status. That said, we remain open to considering this as a possibility, especially if the above concerns can be adequately addressed.

2. How can we contribute most effectively to graduate studies and Ph.D. production?

The LSJ faculty is well-poised to create and administer a high-caliber Ph.D. program. Each faculty member is research-active and each enjoys working with graduate students. Some of our faculty do not possess appointments in units that offer a Ph.D.. The Program's emphasis on comparative legal studies would position it well to attract a diverse and talented group of students. The pool of potential committee members for those students – given strengths not only in LSJ, but in cognate disciplines like Political Science, Sociology, Geography, and International Studies – is deep, and would ensure that students were very well-trained. And we do have a foundation of resources, including capacity to fund 16-20 quarters of graduate TAs or similar support along with RAships that vary annually with individual faculty grant production.

For all of these reasons, we continually engage the question of whether it is advisable to pursue a Ph.D. program. We have gone so far as to file an intent to create an interdisciplinary Ph.D. program. This effort was tied to our applications for an NSF IGERT grant. Our intention was to create the Ph.D. program in collaboration with the Jackson School. Such a collaboration could enable the two units to share staffing and teaching resources in a mutually-beneficial fashion.

Funding from an IGERT grant would have provided more than ample resources for a Ph.D. program.⁴ Our lack of success in this effort provides considerable concern about the advisability of continuing to pursue a Ph.D. program in the foreseeable future. Although we possess resources to hire students as Teaching Assistants, we are reluctant to discontinue our current practice of funding students in the various departments in which LSJ faculty possess joint appointments, such as Political Science, Sociology, Geography, and International Studies. Further, we would likely possess no opportunity to provide students with other forms of support, such as fellowships. Even more critically, we lack the staff resources to manage a graduate program. Because of these resource constraints, the LSJ faculty is currently disinclined toward creating a Ph.D. program. Further, there is uncertainty about the status of the Ph.D. effort in the Jackson School. It is unclear when their Ph.D. program will emerge, and whether its structure would be compatible with the interests and abilities of LSJ faculty.

All that said, many LSJ faculty remain interested in the possibility of a Ph.D. Program. This will thus persist as a question for discussion, especially if the resource picture were to change significantly. In the meantime, we are interested in ensuring and developing further the vibrancy of our certificate program. We actively recruit students to that program through regular calls to the graduate program assistants in units from which such students are likely to emerge. We further make sure that graduate students are aware of social and intellectual events, such as guest lectures and “workshare” sessions, which are devoted to close readings of works-in-

⁴ We applied for the IGERT four times, and received excellent reviews each time. The second year we were invited to compete as a finalist, but UW had too many candidates and held us back. We went to the final round the last two years; each time we made it to the top 30 of 500 applicants for 20 grants; this past year we were one of five candidates on the bubble for extra funding, but we were denied. The official explanation this year is that we were already too developed as an interdisciplinary program to merit seed funding; all we needed was money, the Director noted, perhaps highlighting the irony of it all. The other consistent concern of at least one reviewer each time is that we did not include more “law and economics,” which we view as the type of law school trend we aim to buck.

progress by LSJ faculty. We remain eager to explore additional means by which we can keep our interdisciplinary graduate student community engaged with faculty and with each other.

3. How can we best serve our undergraduate LSJ majors in light of changing faculty research agendas, our potential for tapping/creating student demand, and developments in other units on our part of campus?

The undergraduate experience lies at the center of the Law, Societies, and Justice Program. As noted above, we seek to provide students a classic liberal arts education through an exploration of a wide array of socio-legal processes. The undergraduate curriculum is designed to ensure that students gain some mastery of basic material through the required core courses, but also to use electives to explore more substantive areas that interest them. We continually reflect on the curricular structure so that we can maximize the chances that each student engages in the most rich and challenging educational experience possible.

We provide some structure to the undergraduate experience through two key devices. The first is a set of required core courses. There are currently four clusters of these courses. One cluster (372, 375) focuses on criminal justice issues. A second (366, 367) covers comparative legal institutions, particularly courts. A third (320, 321, 322) focuses on human rights. And the fourth (200, 363) consists of more general overviews of socio-legal studies.

The second organizing device is the three-track structure. These include: criminal justice and social control; comparative legal institutions; and race, rights and resistance. The core courses are thought of as being aligned with one of the tracks, with the exceptions of 200 and 363, which are more general in their orientation. All of the courses students can use for LSJ credit are categorized within one of the tracks. Beyond their core course requirements, students are required to take three courses in one of the three tracks, and two in one of the others.

This system may prove less than tenable in the future. A significant reason for this is the creation of LSJ 200. This course was established for two reasons. The first was to provide an opportunity for students in their freshman and sophomore years to engage the LSJ curriculum. We repeatedly encountered students who took up other majors but later said they would have enthusiastically chosen LSJ except that they did not learn about it until too late in their time at UW. This problem was confirmed by staff in the pre-major advising office, who told us they repeatedly had to stanch interest in LSJ from younger students because no courses were available to them. A second and related motivation for LSJ was to provide a more systematic overview of what occurs in the major. In each of the first two renditions of 200 – one taught in winter 2009, the other in fall 2009 – the major themes of the major, as expressed in the three tracks, were explored through a single theme, such as immigration.

Early indications are that LSJ 200 is a success. Certainly student interest in the course is extremely high. Both Professors Beckett and Herbert remain interested in teaching the course. Unfortunately, each of them previously taught the core courses in the criminal justice and social control track (372, 375). Jonathan Wender has more than ably filled the gap by teaching 375, but his future status at the university is uncertain. In addition, the courses that are currently listed under the criminal justice/social control track are not staffed with great consistency. Even if we found a way to keep and even expand Wender's offerings, the criminal justice/social control track would not be equal to the others in many ways.

For these reasons, there is some concern about the advisability of perpetuating the current track and core course structures. One possibility under serious consideration is to eliminate 372/375 as a core course requirement, and to combine the current tracks one and two into a

newly-titled track. This would reduce the tracks to two, which would provide some additional simplicity and flexibility for students in navigating the curriculum, and increase their abilities to find the courses they need to fulfill their track requirements. On the downside, this move would de-emphasize the social control/criminal justice dimensions of the curriculum, which might lead to some decline in student interest in the major, and might enable some students to avoid consideration of these issues during their LSJ experience. (This concern might potentially be addressed through a thoughtful titling of the new track that includes some reference to social control.) A reduction from three tracks to two might also create an impression that the major is declining in rigor.

A second possibility would be to reformulate the current social control/criminal justice track to focus more broadly on regulation. This would retain the three-track structure and retain an obvious emphasis on social control. However, it is not clear that this will increase the number of courses in that track, and thus students may continue to face some difficulty in meeting their requirements.

The other option would be preserve the status quo. This would eliminate the disruptions attendant to curriculum change, and preserve a central place for criminal justice and social control issues. However, this move does not address any of the concerns about the status quo outlined above.

In addition to these ongoing discussions about curricular restructuring, we also continually wrestle with the question of size. Student interest in the major remains strong. The number of undergraduate students interested in the major has always exceeded the number of students we can actually support programmatically. This means that LSJ has always been a competitive admission major. In 2004-2005 we were able to admit about 74% of the students who applied. In the next three years, the percent admitted increased yearly: 69% in 05-06, 77% in 06-07, and 88% in 07-08. Last year, the first year that LSJ 200 was offered, we were only able to admit 79% of the students who applied. The interest in the major is likely to continue to increase in the upcoming year as a continued result of LSJ 200. As much as the Program would enjoy meeting this demand, our small faculty size imperils our capacity to serve students well, particularly in upper-division courses. This reality is exacerbated by the fact that several LSJ faculty play key service roles in other units. Professors Beckett and Herbert, for example, currently serve as graduate program coordinators in Sociology and Geography, respectively, and Professor Godoy is heading up the new Human Rights Center. These obligations often come with course releases, as do other opportunities that are afforded the faculty. For these reasons, our faculty do not always teach a full four-course load. This means that LSJ majors often cannot find upper-division offerings from our core faculty, which can both detract from their educational experience and present them with some difficulty in meeting their major requirements. If revenue distribution models shift, it is possible that LSJ will see additional resources in future years. This might enable us to more seriously consider the possibility of expanding the major in the future.

One opportunity we would enjoy affording our students are more obvious “capstone” experiences in their senior years. The “capstone” model has been successfully employed by other units at UW, most effectively by larger departments, though. These might take different forms, but many faculty are eager to provide students opportunities to conduct collaborative research, either with relevant community groups or with faculty. Some faculty are interested in involving graduate students in these efforts, as well. Our capacity to create these or similar

capstone courses will obviously depend on the acquisition of new resources or creative redeployment of existing resources.

4. What is our most realistic approach to development of private support from alumni and the broader community, given that we are still a relatively new and small campus entity?

In the first half dozen years, we faced important challenges for fundraising and development. First, we had no alumni of our own yet, and those whom we could identify were either in law school accumulating massive debt or out working in low-paying social justice jobs. We decided to wait a number of years before reaching out to these alums in the conventional ways, although we did seek to establish multiple personal contacts. Second, our primary growth projection the last five years involved graduate students, so we concentrated on generating grant funding to support them and possibly a Ph.D program. We have done well generating individual grants from NSF and various private foundations. However, the centerpiece of our strategy was the NSF IGERT for which we applied four times. We came very, very close, but we failed. After that experience, we decided to follow the original plan and begin again with more conventional strategies of building connections with the alumni base we now had to generate advancement support.

The 2008-09 school year witnessed the first strong efforts in advancement in LSJ. So much of the early effort of the Program was devoted to establishing the curriculum and ensuring progress of faculty through to tenure that little time was left for advancement. In the 08-09 year, two efforts commenced. The first was the creation of a LSJ student group. This energetic group formally established itself, and held numerous events in fall and winter quarter. In spring quarter, the group devoted its energies to volunteering at an environmental law event at the UW School of Law. The second key effort was the creation and publication of the first annual alumni newsletter. The newsletter will provide an ongoing opportunity to keep alumni and other interested parties aware of the Program.

We intend to build on these fledging efforts in this and successive years. The student group will serve as a site and an originator for community events. Part of the difficulty in attracting interest in LSJ lies in the challenge of explaining the program to outsiders. What is less difficult to display is the energy of our students. For this reason, amongst others, we think it advisable to enable our students an opportunity to interact with members of the local legal and policy communities. This will be educative for both students and visitors. The students would learn more about contemporary legal and political dynamics, and perhaps explore career options and personal networks. The visitors would discover the manner of thinking we encourage our students to develop, and witness their infectious energy. It is possible that contacts like these will lead eventually to the creation of a more formally-constituted Visiting Committee, but it is too early to tell if that will prove to be advisable or possible. At a minimum, however, we intend to create regular events to enable current students and interested local community members to learn with and from one another. This will enrich the educational experiences of our students and help make the Program more visible.

Our anticipation is that the student group will host monthly events, each of which would likely feature a guest speaker. In some instances, the guest will be a faculty member. In other instances, the guest will be a local figure active in law or policy. It is also likely that we would host larger events on a regular basis, perhaps annually. These would be day-long events structured around a particular theme.

Such events will provide an opportunity to remain in contact with alumni, as well. We would extend invitations to local alumni to attend all such events, and perhaps we would feature them regularly as focal speakers. One particularly appropriate moment to gather our alumni is the upcoming 10th anniversary of the Program. We anticipate holding a more large-scale event this spring or autumn to celebrate our rich if short history, and to explore some issues of contemporary relevance to our faculty, alumni, students, and interested members of the broader UW and Seattle communities.

Our expectation is that these efforts may not necessarily yield significant levels of donations, at least in the short term. However, we believe it important to establish consistent practices to maintain contact with alumni and interested community members. We are receptive to other suggestions of ways to heighten our effort toward advancement.

FUTURE DIRECTIONS

The previous section addressed the most compelling questions the LSJ faculty envision addressing in the coming years: Should the Program become a department? Should the number of undergraduate majors be allowed to grow? Does the track structure deserve amending? Should a Ph.D. program be created? How should efforts at advancement intensify? As the above discussion indicated, the LSJ faculty are actively wrestling with these questions, and moving forward on some of these fronts. We remain open to suggestions on how best to address these issues.

There are some additional directions in which the Program might potentially move in the future. Although none of these are of the same importance as the questions outlined above, they are worthy of serious consideration.

Undergraduate Program. Beyond possible amendments to the core course requirements and the track structure, there is some interest on the part of members of the faculty to enhance the curriculum to provide additional educational opportunities for undergraduate students. Some faculty are interested in creating courses that would require students to spend considerable time outside the classroom. Such courses could be constructed in a fashion similar to the task forces in the Jackson School, where students engage in collaborative research focused on a particular problem/issue, perhaps in conjunction with a community organization. Other possibilities exist for this, but the general intent would be engage students in “real world” issues and to challenge them to bring conceptual frameworks to bear in understanding ongoing socio-legal issues or problems. Unfortunately, such classes work best when enrollment sizes are small. The capacity for the faculty to teach small classes will likely be limited in the near future because of budget constraints.

Currently, students are required to spend time outside the classroom through the required internship. For this course, students must spend 100 hours volunteering for a local organization that is focused on socio-legal phenomena, such as a police department, a prosecutor’s office, a law firm, or a human rights organization. In addition, students are required to write two papers, one largely a description of the organization, the other an analysis of a central socio-legal issue that the organization addresses. The students are assigned a faculty mentor with whom they are required to meet twice. The faculty mentor evaluates the student papers. This program is an important component of the students’ intellectual experiences, because it enables them to deploy their analytic skills to understand their work in the community. It is also, for many students, important vocationally; many of them establish important contacts that assist them in refining and pursuing their future plans. However, students do not always work especially closely with

their faculty mentors, nor do they share their experiences and insights with other students. For this reason, it may prove worthwhile to consider possible changes to the internship program to address these issues.

The LSJ Honors Program is another area possibly worthy of some attention. At present, about 6-12 students annually pursue this path, which consists of preparing an advanced research paper over two quarters, in close consultation with a faculty member, with a second faculty member serving as a reader. The amount of student interest may not be a central concern, but any increase in the numbers of students pursuing this option will likely require some active work by the faculty. It may be worth considering means by which the honors program can become more of a course, in which students interact with each other on a regular basis. This could be done by establishing means by which students conduct individualized research but engage in peer critique, or by creating opportunities for collaborative research.

All of these exist as possible ways to enhance the experience of the LSJ major population. We remain interested in exploring other possibilities, as well.

Graduate program. Even absent the acquisition of a Ph.D. program, we remain keenly interested in graduate education. This is expressed formally through the graduate certificate program, which enables students to engage with socio-legal inquiry at a deep level and to acquire an additional marker of professional development. It is expressed less formally through graduate student involvement with the LSJ community through both intellectual and social forums. For instance, LSJ hosts regular “workshare” events, in which faculty share work-in-progress and solicit feedback during the event. These are invariably intellectually compelling discussions, and evince strong evidence of the health of our interdisciplinary intellectual community. Unfortunately, graduate student attendance at these events is not consistently high. Further, only in the rarest of instances do graduate students themselves share their work. It would be useful for the life of the LSJ community, and for the professional socialization of the graduate students, if they attended more regularly and participated more actively. (It is important to note here that the graduate students themselves host their own “workshare” sessions, although they are not scheduled regularly.)

Given the range of challenges and expectations that they face, graduate students are understandably reluctant to allow themselves to be overscheduled. That said, there is great merit in experiencing intellectual community as expressed during the workshare sessions. It would therefore be beneficial to determine effective mechanisms to spur consistent and robust graduate student involvement with the intellectual life of LSJ/CLASS.

Dedicated Space. One major obstacle to development of tighter connections among faculty, staff, undergraduates, and graduate students as well as visibility on campus has been the lack of dedicated space for our unit. We have a small, if recently expanded cluster, of offices housing three core faculty (Beckett, Godoy, Osanloo) and our staff member in the corner of the Gowen basement; across the hall are two active adjuncts (McCann, Mayerfeld), and close upstairs is another core faculty member (Cichowski) and two adjunct faculty (Lovell, Murakawa). But two core faculty members (Herbert, Barzilai) are in different buildings, and we have only one distant room for TAs and none for instructors or common meetings. Our lack of common space undermines our capacity to connect, materially and symbolically, with undergraduates, graduates, other faculty, and visitors. We have grown somewhat used to this situation, but there is no question that we would become a more effective unit if we were allocated dedicated office and meeting space. Finding and cultivating such space should be a commitment for the next program director.

Appendix A
Governance Scheme – Law, Societies, & Justice
Comparative Law and Society Studies (CLASS) Center
(2006 template)

LSJ Director

Ann Buscherfeld Administrator	Mark Weitzenkamp Curriculum Coordinator
CLASS Graduate Student Assistant	

LSJ Faculty Governance Committee

All LSJ appointees plus adjuncts named by director

Permanent Committees/Positions

Undergraduate LSJ Program Committee

*Associate Director

1 or 2 LSJ faculty

LSJ Curriculum Coordinator

1 Undergraduate

LSJ Graduate Program Committee

Graduate Faculty Coordinator

1 or 2 LSJ faculty

GSA

Faculty Personnel Committee (advises whom to consider for promotion or awards, and when in year)

2 Full Professors

LSJ/CLASS Outreach and Development Committee

Associate Director is chair, plus 1-2 other faculty

CLASS Colloquium Director

Assisted by GSA

Ad-Hoc Committees

IGERT Committee

McCann, Cichowski, Barzilai

Grad Certificate Committee

Beckett, Herbert, Barzilai

Promotion Recommendation Committees (individualized)

Others TBA each year

A *committee system* is intended to increase both meaningful faculty participation and effective policy development. Committees (mostly chairs) will undertake some unilateral routine administrative actions, but their key role in governance is policy development. Committees do not make policy decisions in insular fashion; they are advisory, which means they identify and study issues, formulate policy options, represent and educate other faculty members, and make recommendations – often in formal written reports – for deliberation and decision making either by the entire faculty governance group (most issues) or by the LSJ director (e.g., promotions,

strategic choices). Committees take their charges from the director and report to the director throughout policy formulation processes; the director should have input into policy discussions, as should other faculty members in most cases, although committees may specify procedures for the latter input. Effective committees will anticipate, actively seek out, and be responsive to the views of others, but committees are relatively autonomous deliberative bodies that are expected to act on their own best judgment in performing their advisory roles. It is their role as the relatively independent primary policy initiators and agenda setters that makes them potentially “strong.” Their authority depends in practice on their capacity to anticipate, respond to, and persuade their colleagues in formulating initiatives, however. They work with the director but may not always agree with the director. The director, in turn, can exercise discretion in responding to committee advice about new policy initiatives, although all important policy issues must be decided by the larger faculty governance group. Such conflict is highly unlikely, as committee work is a process that involves ongoing dialogue with the director as well as with other faculty members. The goal and best measure of the committee system is ongoing processes of dialogue within the larger group, both in and outside of formal meetings.

The LSJ program director may call on individuals or groups of individuals for advice at various times, but the Associate Director and LSJ Graduate Faculty Coordinator will serve as the working Executive Committee providing advice and consultation to the director on a regular basis. In most cases, such advice may be solicited as a “first cut” in how to deal with various issues before going to the larger group, but the Ex Com may also be consulted in moments when rapid executive decisions are needed.

The voting faculty group is the Faculty Governance Committee, including LSJ appointees and other adjunct faculty appointed annually by the director after consulting and securing approval from the LSJ appointees. This “expanded” committee size is required by the College for small units. The director should aim for a Governance Committee of no fewer than 8 active faculty members, with no less than three full professors and five total tenured professors, each year (not including the director). The Executive Committee should be consulted on non-LSJ appointments to the Governance Committee.

The LSJ director can appoint ad hoc committees as it seems appropriate for departmental administration and decision making, usually in consultation with the Executive Committee.

The Comparative Law and Society Studies (CLASS) Center encompasses the faculty and graduate student research-related activities of LSJ as well as the public identity of those activities. LSJ is the official degree granting unit in the College, but it is not a department. Its only degrees at present are the undergraduate B.A. and graduate certificate, so LSJ nomenclature refers at once narrowly to the undergraduate program, to the graduate certificate program, and to the entire official governing unit. This means that the CLASS Center activities, including the CLASS Fellows program, while largely separate from the undergraduate activities, are a constitutive component of the LSJ unit and hence governed by the official LSJ governance structure. The Graduate Faculty Coordinator, the LSJ/CLASS Outreach and Development director, and the CLASS Colloquia director report to the LSJ director and develop advisory policy in the same ways as do other committees. If the CLASS Center generates significant independent funding for graduate education and research at some point, revisiting the overall

governance structure – perhaps attaining greater independence and leadership – should be considered. But the present working assumption is that even a flourishing, funded CLASS Center will be subject to the existing governance structure. If significant funding is generated, a separate committee within the LSJ governance structure could be developed for policy advice and administration of specific funded projects. Should a Ph.D. graduate degree program be developed at some point, the entire governance structure, committee system, and CLASS Center role should again be revisited, but there is no a priori reason why the existing general governance structure would not work for the new department as well.

The LSJ Director will, in consultation with the Executive Committee, lay out before fall quarter begins a general calendar of at least one faculty meeting each quarter during the academic year, which may be revised or supplemented (but no more than one extra faculty meeting per quarter) as needed with sufficient advance notice.

Under the faculty code, the only mandatory items for vote by the entire faculty are personnel decisions requiring hiring and promotion. Other items will be submitted for vote of the entire group as seems appropriate to their relative significance and other context-specific criteria. For example, new faculty position requests, significant policy changes, and the like may be submitted to faculty vote as seems appropriate. The form of the vote in non-personnel decisions may also vary with context.

* compensated position, negotiated individually using either one course reduction or .5 mo salary as normal baseline

Appendix B

Budget Summary

We include three documents to make sense of our budgetary situation.

First, we provide a recent list of all funding sources for LSJ. The 06- budgets are our core state budget; we administer the funds for the Disability Studies group, but we do not have access to use of them for LSJ purposes. Funds in the 09- and 19- categories are instructional funds for the Evening Degree program and summer quarter. Funds in categories 61- and 63- are research budgets generated by individual faculty members. The 65- budget is our discretionary fund, which is produced by individual donations and other means. The 74- budgets is our UIF rollover fund, which we primarily keep as a supplemental rainy day fund, although we do dip into it sometimes. The 75- fund is our research recapture fund.

The second chart breaks down the primary budgetary categories of funds in our core state budget. This is our budget after budget cuts in the spring. This budget includes about \$30K in temporary TA funds to help us make up for cuts in our permanent budget.

The third chart provides some comparative perspective on our budget relative to other units in the social sciences. The LSJ line is highlighted in yellow. We discuss some key points of comparison in Section A.I. of our self study narrative.

Budget List—List name: Org Code 785-LSJ (dynamic), Report as of 9/28/2009

Budget #	Budget Name	Start Date	End Date	Budgeted Amount	Total Transactions	Encumbrances	Remaining Budgeted Amount	% Spent	% Period
	Total			\$1383456.36	\$308818.80	\$1619.03	\$1105481.04		
06-0461	Disability Stds Pgm	07/01/2009	06/30/2011						12
06-0492	Law, Soc. & Justice	07/01/2009	06/30/2011	\$1079872.00	\$37060.18		\$1042811.82	3	12
06-9126	LS&J Exctr Fees	07/01/2009	06/30/2011						12
09-9846	LSJ Eve Degree Rev	07/01/2009	06/30/2011						12
19-0492	Society & Justice-SQ	07/01/2009	06/30/2011		\$32430.14				12
61-4251	Global Rulebook	08/01/2006	08/31/2010	\$189837.00	\$183888.50	\$1619.03	\$4329.47	98	77
61-8757	Global Rulebk Reg Sub	05/13/2009	08/31/2010	\$4917.00			\$4917.00		29
63-1430	Rulebook Acls	01/01/2007	06/30/2007	\$30000.00	\$29996.67		\$3.33	100	100
64-0033	CLASS Discretionary	01/18/2005	12/30/2019	\$7273.25	\$1720.99		\$5552.26	24	31
65-0627	HRERN Fund	08/05/2005	12/30/2019		\$32.37				28
65-7446	Law,Soc& Justice Prog	01/20/1987	12/30/2019	\$33426.69	\$11748.34		\$21678.35	35	68
65-7784	Forgiveness in Iran	08/01/2009	08/15/2010	\$16365.00	\$10744.57		\$5620.43	66	15
65-9419	Lang Award Endow	04/01/2008	12/30/2019	\$576.42			\$576.42		12
74-0492	Law, Soc & Justice	07/01/2009	06/30/2011	\$14205.00	\$1197.04		\$13007.96	8	12
75-0492	Law, Soc & Justice RCR	07/01/2009	06/30/2011	\$6984.00			\$6984.00		12
99-2324	Lang Award Endow	07/01/2009	06/30/2011						12
	Total			\$1383456.36	\$308818.80	\$1619.03	\$1105481.04		

Budget Summary

Budget: 060492, Law, Soc. & Justice

Budget Period: 7/1/2009-6/30/2011

Reporting Period: September 2009

Reporting View: Biennium

Account Code	Account Code Description	Budgeted Amount	Total Prior Transactions	Reporting Period Transactions	Remaining Encumbrances	Total Transactions	Remaining Budgetted Amount	% Spent
	Total Expenditures	\$1079872.00	\$26082.96	\$10977.22	\$0.00	\$37060.18	\$1042811.82	3
01	Salaries and Wages	\$1069378.00	\$25826.93	\$10679.32		\$36506.25	\$1032871.75	3
01-10	Instr/Res Faculty Sal	\$751034.00	\$16602.00	\$8301.00		\$24903.00	\$726131.00	3
01-20	Aux Teaching Staff Sal	\$56462.00					\$56462.00	0
01-30	Grad Sch Std Teach Sal	\$153452.00					\$153452.00	0
01-60	CLASS (HEPB) Staff Sal	\$3480.00	\$596.93	477.32		\$674.25	\$2805.75	19
01-70	Professional Staff Sal	\$103536.00	\$8628.00	\$2157.00		\$10785.00	\$92751.00	10
01-80	Hrly, Exces Pay,Overtime	\$1414.00		\$144.00		\$144.00	\$1270.00	10
02	Contract Pers. Services	\$800.00					\$800.00	0
03	Other Contractual Serv	\$5686.00	\$256.03	\$160.00		\$416.03	\$5269.97	7
04	Travel	\$2100.00					\$2100.00	0
05	Supplies and Materials	\$1908.00		\$137.90		\$137.90	\$1770.10	7
	Total Expenditures	\$1079872.00	\$26082.96	\$10977.22	\$0.00	\$37060.18	\$1042811.82	3

Comparison of LSJ State Budget & Degree Production to Other UW Social Science Units (Spring, 2009)

Unit	DFac	DStaff	DOps	DSA	DTA09	DPTA10	SCH12	SCH34	SCH5	SCH6	ENT	BAT	MAS	DOC
AmEth	1,047	143	33	8	90	65	7,242	5,928	40	86	21	60	-	-
AmIndian	655	24	17	19	28	23	1,740	3,682	98	66	10	6	-	-
Anthro	1,719	297	46	41	255	209	11,661	6,654	476	1,581	39	123	8	6
Comm	1,810	557	54	-	471	429	13,635	20,792	2,269	703	73	437	24	8
CSDE	19	73	-	-	-	-	-	-	-	-	-	-	-	-
CSSCR	-	190	51	134	-	-	-	-	-	-	-	-	-	-
CSSS	591	117	110	18	62	51	-	60	403	-	2	-	-	-
Econ	3,287	432	29	17	696	585	23,795	20,270	1,131	1,600	83	381	19	12
Geography	1,532	270	37	31	270	198	9,495	8,618	558	913	37	80	6	12
History	3,182	472	51	32	318	253	17,629	15,868	1,233	1,239	66	177	7	6
JSIS	2,804	558	47	-	212	171	13,014	11,376	1,668	529	49	254	44	-
LSJ	401	55	6	-	86	70	45	4,595	-	-	9	81	-	-
Philosophy	1,792	223	179	4	341	282	12,990	6,090	810	553	34	72	5	2
PoliSci	2,369	404	94	62	587	483	16,680	17,465	1,867	981	69	409	8	14
Sociology	2,191	395	28	36	402	317	22,095	12,829	906	1,248	63	284	10	6

Women	565	98	14	19	81	58	2,588	3,783	584	285	15	21	-	3
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LEGEND

	Faculty
DFac	\$s
	Staff
DStaff	\$s
DOps	Operations \$s
	Student Assistant
DSA	\$s
	Permanent and temporary TA \$s
DTA09	2009
	Projected TA \$s 2010 (after 18%
DPTA10	cut)
	100-299 student credit hours
SCH12	2007-08
	300-499 student credit hours
SCH34	2007-08
	500-599 student credit hours
SCH5	2007-08
SCH6	600+ student credit hours 2007-08
	Entitlement 2007-
ENT	08
BAT	Number of Bachelors 2007-08
MAS	Number of Masters 2007-08
DOC	Number of Doctorates 2007-08

Appendix C. Law, Societies, & Justice Faculty List

LSJ Appointed Faculty

Gad Barzilai, Professor, 50% LSJ, 50% Jackson School of International Studies
Katherine Beckett, Professor, 50% LSJ, 50% Sociology
Rachel Cichowski, Associate Professor, 50% LSJ, 50% Political Science
Angelina Godoy, Associate Professor, 50% LSJ, 50% Jackson School of International Studies
Steven Herbert, Professor, 50% LSJ, 50% Geography
Arzoo Osanloo, Associate Professor, LSJ 100% (starting 9/16/2009; formerly 50% Anthropology)

LSJ Adjunct Faculty

George Lovell, Associate Professor, Political Science
Michael McCann, Professor, Political Science (LSJ Director)
Jamie Mayerfeld, Associate Professor, Political Science
Joel Migdal, Professor, Jackson School of International Studies
Naomi Murakawa, Assistant Professor, Political Science

LSJ International Affiliate

Cesar Rodriguez-Garavito, Professor, Universidad de los Andes, Colombia

Other UW Faculty with Connections to LSJ

Lorna Rhodes, Professor, Anthropology
Anita Ramasastry, School of Law (on leave while working in the Obama administration)
Veronica Taylor, Law, Director of the Asian Law Program (soon departing UW)
Susan Whiting, Department of Political Science
Jonathan Wender, Instructor, LSJ

Gad Barzilai, Professor
Jackson School of International Studies (50%)
Law, Societies, & Justice Program (50%)
Box 353530
University of Washington
Phone [office- 206-685-0578]
gbarzil@u.washington.edu

Professional Preparation:

Bar-Ilan University, Israel, Political Science & History, B.A., 1979
Tel Aviv University, Law School, J.D [LL.B], 1982
Bar-Ilan University, Political Science, M.A., 1982
Israel Bar Foundation and Tel Aviv University. LL.S., 1983
Hebrew University, Jerusalem, Political Science, Ph.D., 1987
Yale University, Political Science, Post-Doctoral, 1987-1989
Consortium of Social and Political Research, Univ. of Michigan, Post-Doctoral, 1988

Appointments:

Professor, Jackson School of International Studies and Law, Societies, & Justice, University of Washington, Visiting status 2004-06. Permanent 9/16/06-.
Professor of Political Science and Law, Tel Aviv University, 2002-5.
Visiting Associate Professor, Center for the Study of Law & Society, UC Berkeley, 1999.
Associate Professor, Department of Political Science, Tel Aviv University, 1994- 2002.
Visiting Assistant Professor, Department of Political Science, Yale University. 1993-94.
Visiting Berman Professor of Jewish Studies, Lehigh University, Lafayette College 1992-1993.
Assistant Professor, Department of Political Science, Tel Aviv University, 1989.

Selected Publications:

Gad Barzilai, *Communities and Law: Politics and Cultures of Legal Identities* (Ann Arbor: University of Michigan Press, 2003, reprinted 2005). 370 pp. Winner of the Best Book Award by the Association for Israel Studies.

Gad Barzilai (ed.) *Law and Religion: International Library of Law and Society* (Dartmouth/Ashgate Series: 2007). 528 pp.

Gad Barzilai, *Wars, Internal Conflicts and Political Order* (Albany: State University of New York Press, 1996). 320 pp.

Gad Barzilai, "Culture of Patriarchy in Law: Violence from Antiquity to Modernity."
Law & Society Review 38 (4) (2004): 867-884.

Gad Barzilai and Ilan Peleg, "Engineering the Law and Justice Deconstruction: Ideologies of Knowledge in Law & Politics in Israel and Beyond" *Journal of Comparative Law* 4 (2) (December 2009), forthcoming

Gad Barzilai, "The Ambivalent Language of Lawyers in Israel: Liberal Politics, Economic Liberalism, Silence and Dissent," in Terry Halliday, Lucien Karpik, and Malcolm Feeley (eds.), *Fighting for Political Freedom: Comparative Studies of the Legal Complex and Political Liberalism*. Hart Pub, 2007. pp. 247-79.

Gad Barzilai, with Zeev Segal and Efraim Yaar, *The Israeli Supreme Court and the Israeli Public*, Tel-Aviv: Tel-Aviv University Press, 1994.

Gad Barzilai, "Beyond Relativism: Where is Political Power in Legal Pluralism?" *Theoretical Inquiries in Law* 9 (2) 2008.

Gad Barzilai, "How Far Do Justices Go: The Limits of Judicial Decisions" in Alan Dowty (ed.) *Critical Issues in Israeli Society* (London and Westport: Praeger, 2004) pp. 55-67.

Gad Barzilai, "Legal Categorizations and Religion: Politics of Modernity, Faith and Power" in Austin Sarat (ed.) *Companion to Law and Society* (NYC and London: Blackwell, 2004).

Gad Barzilai, "Law is Politics," *UCLA Journal of International Law and Foreign Affairs*, 6 (1) (2001): 207-213.

Synergistic Activities:

Founding First Director of the International Dan David Prize (2000-2002) [www.dandavidprize.org] that allocates international prizes for senior scholars and scholarships for graduate students based on excellence in research in three time dimensions of human knowledge: Past, Present, Future. Two awardees following the DDP won the Nobel Prize.

Editorial Board Member, Comparative Political Studies

Fulbright Scholar (1987-1988) and a referee in many of the Fulbright Scholarships and Research Grants for graduate and post-graduate students submitted to the Fulbright in the Israel-USA Cultural Fund.

Board Member in the Board of Trustees, Law and Society Association [2003-2006]. I am particularly active in expanding the reach of this influential US based organization around the globe and active in mobilizing international membership.

Member in the Cross-National Group of Learning Liberalism and Lawyering; a project supported by the American Bar Foundation and the Institute for Law and Society, Onati, Spain.

Graduate Advisees [selected from about 20 in the last 12 years]:

Bashir Bashir (London School of Economics).

Maha Al-Taji (Department of Political Science, University of Washington).

Ayelet Harel (Department of Political Science, Tel Aviv University).

Ran Hirschl (Toronto University, Department of Political Science and Law School).

Shlomo Mizrahi (Chair, Department of Political Science, Beer Sheva University).

David Zecharia (Law School, Tel Aviv University; Legal Consultant, UN)

Ceren Belge (Harvard Academy of International and Area Studies, Post-Doc Fellow)

Yuksel Sezgin (CUNY University, Research Consultant for World Bank and other organizations)

Hsin-yang Wu (Center for Asian Studies, University of Washington Law School)

Yoav Duman (Department of Political Science, University of Washington)

Katherine Beckett, Professor
Department of Sociology (50%)
Law, Societies & Justice Program (50%)
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University of Washington Seattle, Washington 98195-3340
(206) 543-4461
kbeckett@u.washington.edu

Professional Preparation:

University of California at San Diego, Sociology, B.A., June 1986
University of California at Los Angeles, Sociology, M.A., June 1989
University of California at Los Angeles, Sociology, Ph.D., June 1994

Appointments:

Professor, University of Washington, Department of Sociology and Law,
Societies & Justice Program, 2009-
Associate Professor, University of Washington, Department of Sociology and Law,
Societies & Justice Program, 2001- 2009.
Assistant Professor, Indiana University, Department of Criminal Justice and Adjunct
Assistant Professor, Department of Sociology, 1996 to 2000.
Visiting Assistant Professor, University of Michigan, Department of Sociology, 1994-6.

Selected Publications:

Banished: The New Social Control in Urban America. Oxford University Press (in press,
publication expected November 2009), with Steve Herbert.

The Politics of Injustice: Crime and Punishment in America. Originally published by Pine Forge
Press (2000). Revised and updated second edition published by Sage (2004), with
Theodore Sasson.

Making Crime Pay: Law and Order in Contemporary American Politics, Oxford University
Press. Published in the *Crime and Public Policy Series*, edited by Norval Morris and
Michael Tonry (1997).

Forthcoming, "A Tale of Two Cities: A Comparative Analysis of Security and Quality of Life
Initiatives in New York City and Bogotá." Forthcoming in *Urban Studies*, with Angelina
Godoy.

In press, "Penal Boundaries: Banishment and the Expansion of Punishment." *Law and Social
Inquiry* 35, 1 (2010), with Steve Herbert.

Forthcoming. "Zoning Out Disorder." Forthcoming in *Studies in Law, Politics and Society*
(2010), with Steve Herbert.

"Power, Politics, and Penalty: Punitiveness as Backlash in American Democracies." *Studies in
Law, Politics and Society* 45: 139-174 (2008).

"Securing the Global City: Crime, Consulting, Risk and Ratings in the Production of Urban
Space." *Global Legal Studies* 15, 1: 75-99 (2008), with Katharyn Mitchell.

- “Dealing with Disorder: Social Control in the Post-Industrial City.” *Theoretical Criminology* 12, 8: 5-30 (2008), with Steve Herbert.
- “Race, Drugs and Policing: Understanding Disparities in Drug Delivery Arrests.” *Criminology* 44, 1: 105-138 (2006), with Kris Nyrop and Lori Pfingst.
- “Drug Use, Drug Possession Arrests, and the Question of Race: Lessons from Seattle” *Social Problems* 52, 3: 419-41 (2005), with Kris Nyrop, Lori Pfingst and Melissa Bowen
- “Challenging Medicine: Law, Resistance, and the Cultural Politics of Childbirth.” *Law and Society Review* 39, 5: 125-169 (2005).
- “Governing Social Marginality: Welfare, Incarceration, and the Transformation of State Policy.” *Punishment and Society* 3, 1: 43-59 (2001), with Bruce Western.
- “How Unregulated is the U.S. Labor Market? Penal System as Labor Market Institution, 1980-1995.” *American Journal of Sociology* 104, 3: 1030-60 (1999), with Bruce Western.

Synergistic Activities:

- Graduate Program Coordinator, Department of Sociology, UW 2008-2011.
- Council Member, Sociology of Law Section, *American Sociological Association*, 2009-10 (elected position).
- Law and Society Association, Board of Trustees, 2007-9.
- Law and Society Association, Co-Chair of the Program Committee 2005-06.
- Consultant, Racial Disparities Project of the Seattle Defender’s Association, 2003-9.
- Book Review Editor, *Punishment and Society*, January 1999 to March 2002.
- Outstanding Article Award, *Law and Society Association*, 1999-2000, “How Unregulated is the U.S. Labor Market? The Dynamics of Jobs and Jails, 1980-1995” (with Bruce Western).
- Outstanding Article Award, Political Sociology Division of the *American Sociological Association*, 1999-2000, “How Unregulated is the U.S. Labor Market? The Dynamics of Jobs and Jails, 1980-1995” (with Bruce Western).

Graduate Advisees:

- Barnhaus, Jamie (MA student in Sociology at the University of Washington)
- Bond, Christine (University of Queensland)
- Brown, Liz (San Francisco University)
- Brown, Michelle (Ohio University)
- Doan, Kerri (Ph.D. student in Political Science at the University of Washington)
- Durfee, Alesha (Arizona State University)
- Fannin, Maria (University of Bristol)
- Fernandez, April (MA student in Sociology at the University of Washington)
- Hoffman, Bruce (Ohio University)
- Knaphus, Emily (MA student in Sociology at the University of Washington)
- Kuyucu, Tuna (Bogazici University)
- March, Kelsey (Ph.D. student in Sociology at the University of Washington)
- Pfingst, Lori (Ph.D. student in Sociology at the University of Washington)
- Rosenberg, Karen (University of Washington, Bothell)

Rachel A. Cichowski, Associate Professor

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Law, Societies, & Justice Program (50%)
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Professional Preparation:

University of California, San Diego, Political Science, B.A., 1992
University of California, Irvine, Political Science, M.A., 1997
University of California, Irvine, Political Science, Ph.D., 2002

Appointments:

Associate Professor with tenure, Department of Political Science and Law Societies & Justice, University of Washington, 2007-
Assistant Professor, Department of Political Science and Law, Societies & Justice Program, University of Washington, 2001-
Member of the European Studies Faculty, Jackson School of International Studies, University of Washington, 2001-
Adjunct Assistant Professor, Women's Studies Department, Univ. of Washington, 2001-
Visiting Fellow, Max Planck Institute, Program in Politics, Law and Economics, Bonn, Germany, 2000
Visiting Fellow, Robert Schuman Centre for Advanced Studies, European University Institute, Florence, Italy, 1998-1999

Selected Publications:

- 2007 *The European Court and Civil Society*. Cambridge, UK: Cambridge University Press.
Received APSA, European Politics Section, 2008 Best Book Award
2006. "Courts, Democracy and Governance." *Comparative Political Studies*, 39: 3-21.
2006. "Courts, Rights and Democratic Participation." *Comparative Political Studies*, 39: 50-75.
2004. "Women's Rights, the European Court and Supranational Constitutionalism." *Law & Society Review*, 38: 489-512.
2003. *State of the European Union: Law, Politics and Society*. Oxford: Oxford University Press (co-edited with Tanja Börzel).
2003. "Participation, Representative Democracy and the Courts." In R. Dalton, B. Cain and S. Scarrow, eds. *New Forms of Democracy? Reform and Transformation of Democratic Institutions*. Oxford: Oxford University Press, pp. 192-220.
2003. "Law, Politics and Society in Europe." In T. Börzel and R. Cichowski, eds. *State of the European Union: Law, Politics and Society*. Oxford: Oxford University Press, pp. 1-17. (Rachel Cichowski and Tanja Börzel).

2002. "‘No Discrimination Whatsoever’: Women’s Transnational Activism and the Evolution of European Sex Equality Policy." In N. Naples and A. Desai, eds., *Women’s Community Activism and Globalization*. NY: Routledge, pp 220-238.
2000. "Western Dreams, Eastern Realities: Citizen Support for the European Union in Central and Eastern Europe." *Comparative Political Studies*, 33: 1243-1278.
2000. "Gender and Policy in Comparative Perspective." *Women & Politics*, Spring, 21(1): 107-115.
1998. "Integrating the Environment: The European Court and the Construction of Supranational Policy." *Journal of European Public Policy*, 5: 387-405.

Synergistic Activities:

- Program Director*, Law Societies and Justice Program Study Abroad Program. Curricular and program development of multidisciplinary law and society program in Rome,
- Conference and Research Project Organizer*, principal investigator on international comparative law project, *Courts, Democracy & Global Governance*, conference and project contributors are from the United States and Europe, project proceedings published in *Comparative Political Studies*.
- Principal Investigator*, German Marshall Fund (2003-04), MacArthur Foundation Fellowship (1998-1999) funded research and data collection on European Court of Justice (ECJ) and European Court of Human Rights (ECHR), including development of a data set on ECJ decisions, 1970-2003 and ECHR decisions.
- Curriculum Development*, design and taught core courses, both undergraduate and graduate, development of integrative comparative approach to socio-legal studies, including methodology, and Comparative Law Research website.
- Invited Speaker*, gave invited colloquia or presentations on various topics of comparative and international law and courts both nationally and internationally (select): Vanderbilt University Law School (2009), University of Copenhagen (Copenhagen, Denmark, 2009), University of Victoria (Canada, 2004), Conference on Legalization of World Politics (The Hague, Netherlands, 2004), UW Rome Center (Rome, Italy, 2003), Democratic Transformations Conference (UC Berkeley, 2002), European University Institute (Florence, Italy, 2001).

Graduate Advisees:

Umut Aydin, University of Washington
 Ceren Belge, University of Washington, now at Harvard Academy
 Amanda Fulmer, University of Washington
 Brian Greenhill, University of Washington
 Peter Hovde, University of Washington
 Erica Johnson, University of Washington
 Jason Lambacher, University of Washington
 Scott Lemieux, Hunter College
 Adam Luedtke, University of Washington
 Erik Lundsgaarde, University of Washington
 Kelly Merrick, University of Washington
 Theresa Squatrito, University of Washington
 Chris Roberts, University of Washington
 Sophia Wilson, University of Washington

Angelina Snodgrass Godoy, Associate Professor

Jackson School of International Studies (50%)

Law, Societies, & Justice (50%)

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Professional Preparation:

Harvard University, Sociology, B.A., 1994

University of California, Berkeley, Sociology, M.A., 1997

University of California, Berkeley, Sociology, Ph.D., 2001

Appointments:

Helen H. Jackson Chair in Human Rights, 2008-

Director, University of Washington Center for Human Rights, 2009-

Associate Professor with tenure, Henry M. Jackson School of International Studies, and Law,
Societies, and Justice, University of Washington, 2007-

Adjunct Associate Professor, Department of Political Science, 2008-

Adjunct Associate/Assistant Professor, Department of Sociology, 2003-

Assistant Professor, Henry M. Jackson School of International Studies, and Law, Societies, and
Justice, University of Washington, 2002-

Visiting Fellow, Kellogg Institute of International Studies, University of Notre Dame, Spring
2002

Selected Publications:

Popular Injustice: Violence, Community, and Law in Latin America. Stanford University Press,
2006.

"Intellectual property and access to medicines: An Analysis of Legislation in Central America,"
with Alejandro Cerón. *WHO Bulletin* (forthcoming, 2009)

"A Tale of Two Cities: A Comparative Analysis of Efforts to Enhance Security and Quality of
Life in New York City and Bogotá," with Katherine Beckett. *Urban Studies* (2009)

"Indigenous Rights, Resistance, and the Law: Lessons from a Guatemalan Mine," with Amanda
Fulmer and Philip Neff. *Latin American Politics and Society* 2008 (4), pp. 91-121.

"Power, Politics, and Penalty: Punitiveness as Backlash in American Democracies," with
Katherine Beckett. *Studies in Law, Politics and Society* 45 (2008)

"Converging on the Poles: Contemporary Punishment and Democracy in Hemispheric
Perspective," *Law and Social Inquiry* 30:4 (2005): 515-548.

"La Muchacha Respondona: Reflections on the Razor's Edge between Crime and Human Rights,"
Human Rights Quarterly 27 (2005) 597-624.

“When ‘Justice’ is Criminal: Lynchings in Contemporary Latin America,” *Theory and Society* 33 (2004): 621–651.

"Lynchings and the Democratization of Terror in Postwar Guatemala: Implications for Human Rights," *Human Rights Quarterly* 24 (2002): 640–661.

“America Doesn’t Stop at the Rio Grande: Democracy and the War on Crime,” in Mary Louise Frampton, Ian Haney Lopez, and Jonathan Simon, eds., *After the War on Crime: Race, Democracy, and the New Reconstruction*. NY: New York University Press, 2008.

“Democracy, *Mano Dura*, and the Criminalization of Politics,” in *(Un)Civil Societies: Human Rights and Democratic Transitions in Eastern Europe and Latin America*, Rachel May and Andrew Milton, eds. Lanham, MD: Lexington Press, 2005

“Los Linchamientos y la Democratización del Terror en la Guatemala de la Postguerra: Implicaciones en el Campo de los Derechos Humanos,” in *Los Linchamientos: ¿Barbarie o Justicia Popular?*, Edelberto Torres-Rivas, ed. Guatemala City: Editorial FLACSO, 2003

Synergistic Activities

Inaugural Helen Jackson Chair for Human Rights and Director of new Center for Human Rights Methodological Consultant, Latin American Studies Association *Otros Saberes* Initiative PI, 2006-09 Grant from the National Science Foundation Law and Social Science Division,

“Writing Globalization’s Rulebook: Balancing Health, Wealth, and Intellectual Property in the Era of Free Trade.” Also funded by a grant from Puget Sound Partners for Global Health, “Writing Globalization’s Rulebook: Balancing Health, Wealth, and Intellectual Property in the Era of Free Trade”

Project Director, “Balancing Health and Wealth: Exploring Human Rights Challenges to the Contemporary Intellectual Property Regime,” a 3-year series of activities financed by the Ford Foundation to build capacity among civil society groups and state officials working in human rights and public health in Central America

ACLS Fellowship, 2006-07. “CAFTA, the Pharmaceutical Industry, and Human Rights: A Comparative Cross-National Study of the Clash between Economic and Political Liberalization.”

Winner, James D. Clowes Award for the Advancement of Learning Communities, University of Washington (campus-wide teaching award), 2006.

Graduate Advisees

Fulmer, Amanda (current at University of Washington)

Ceron, Alejandro (current at University of Washington)

Steven K. Herbert, Professor
Department of Geography (50%)
Law, Societies and Justice Program (50%)
University of Washington
Box 353550
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Professional Preparation:

Macalester College, Social Sciences, B.A., 1983
University of Minnesota, Geography, M.A., 1987
University of California, Los Angeles, Geography, Ph.D., 1995

Appointments:

Professor, Geography/Law, Societies, & Justice, University of Washington, 2008-
Associate Professor, Geography/Law, Societies & Justice, University of Washington,
2002- 2008
Assistant Professor, Geography/Law, Societies & Justice, University of Washington, 2000-02
Assistant Professor, Criminal Justice, Indiana University, 1996-2000
Visiting Assistant Professor, Sociology, University of Michigan, 1995-96

Selected Publications:

- Banished: The New Social Control in Urban America* (w/Katherine Beckett) Oxford and New York: Oxford University Press, forthcoming.
- “Zoning out Disorder: Assessing Contemporary Practices of Urban Social Control” (w/Katherine Beckett), *Studies in Law, Politics & Society* 47 2009, 1-25.
- “Inclusion Under the Law as Exclusion from the City: Negotiating the Spatial Limitation of Citizenship in Seattle” (w/John Carr and Elizabeth Brown), *Environment and Planning A* 41(8), 2009, 1962-1978.
- “Dealing with Disorder: Social Control in the Post-Industrial City,” (w/ Katherine Beckett), *Theoretical Criminology* 12(1), 2008, 5-30.
- “The Battle of Seattle Revisited: Or, Seven Views of the Protest-Zoning State.” *Political Geography*, 26(5), 2007, 601-619.
- Citizens, Cops, and Power: Recognizing the Limits of Community.* Chicago: University of Chicago Press, 2006.
- “Conceptions of Space and Crime in the Punitive Neoliberal City,” (w/Elizabeth Brown), *Antipode* 38(4) 2006, 755-777.
- “The Trapdoor of Community,” *Annals of the Association of American Geographers* 95(4), 2006, 850-865.

“Tangled Up in Blue: Conflicting Paths to Police Legitimacy,” *Theoretical Criminology* 10(4), 2006, 481-504.

“Assessing Contemporary Policing: Fixing Broken Windows or Shoring up Neo-Liberalism?” *Theoretical Criminology* 5(4), 2001, 445-466.

“Zoning Cyberspace,” *Studies in Law, Politics, and Society*, 20, 2000, 101-123.

“For Ethnography,” *Progress in Human Geography*, 24(4), 2000, 550-568.

“The End of the Territorially-Sovereign State? The Case of Crime Control in the United States”, *Political Geography*, 18(2), 1999, 149-72.

“Police Subculture Reconsidered,” *Criminology*, 36(2), 1998, 343-369.

Policing Space: Territoriality and the Los Angeles Police Department (Minneapolis: University of Minnesota Press, 1997).

“Morality in Law Enforcement: Chasing ‘Bad Guys’ with the Los Angeles Police Department,” *Law and Society Review* 30(4), 1996, 799-818.

Synergistic Activities:

Associate Director, Law, Societies and Justice Program, College of Arts and Sciences, University of Washington, 2002–
Distinguished Teaching Award, University of Washington, 2009
Invited scholarly collaboration at Leeds University, Australian National University, University of British Columbia
Editor, “Legal Geographies Series” for journal, *Urban Geography*, 1996-2000, 2004–
Co-editor, *Sage Handbook of Qualitative Methods in Human Geography* (Forthcoming)
Member, editorial board, *Annals of the Association of American Geographers*, *Compass*, and *Urban Geography*.
Principal Investigator, NSF research grant, “Community and Policing,” Law and Social Science Division, 2001-02.
Excellence in Teaching Award, Honors Program, University of Washington, 2004.

Graduate Advisees:

Elizabeth Brown (San Francisco State University)
John Carr (University of New Mexico)
Kristofer Erickson (Institut de Geographie, Neuchâtel Switzerland)
Victoria Babbit (current at University of Washington)
Jean Carmalt (current at University of Washington)
Brandon Derman (current at University of Washington)
Josef Eckert (current at University of Washington)

Arzoo Osanloo, Associate Professor

Law, Societies, & Justice (100%)

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Professional Preparation:

University of Colorado, Department of English and Department of French, B.A., 1990

Washington College of Law, American University, Washington, D.C., J.D., 1993

Stanford University, Anthropology, M.A., 1997

Stanford University, Anthropology, Ph.D., 2002

Appointments:

Associate Professor, Law, Societies, and Justice Program, 2009-

Assistant Professor, Department of Anthropology and Law, Societies & Justice Program,

University of Washington, 2002-

Adjunct Associate Professor, Women's Studies

Adjunct Associate Professor, Near East Languages and Civilization

Adjunct Associate Professor, Anthropology

Adjunct Associate Professor, Religious Studies

Selected Publications:

Book:

The Politics of Women's Rights in Iran, Princeton University Press (2009).

Articles:

"Doing the 'Rights' Thing: Methods and Challenges of Fieldwork in Iran," *Journal of Iranian Studies* 37(4): 675-684, December 2004.

"Islamico-civil 'rights talk': women, subjectivity, and law in Iranian family court."
American Ethnologist 33(2), May 2006.

"The Measure of Mercy: Islamic Justice, Sovereign Power, and Human Rights in Iran" *Cultural Anthropology*, 21(4), November 2006.

"Whence the Law: Politics of 'Women's Rights,' Regime Change, and the Vestiges of Reform in the Islamic Republic of Iran." *Radical History Review*, 101: 42-58. Spring, 2008.

(*in press*) When Blood Has Been Spilled: Gendered Logics of Criminal Sanctioning in Islamic Law (in Iran). In, Gender and "Traditional" Islamic Practices. Rogaia Abu Sharif, ed. University of Pennsylvania Press.

(*in press*) Refusing Mercy: The Hunger Strike Controversy as a Challenge to the State's Monopoly on Violence in Iran. In, Policing and Prisons in the Middle East. Laleh Khalili and Jillian Schwedler, eds. Columbia University Press 2009.

"Invited Commentary: On Agamben's Zone of Indistinction in Post-Soviet Russia."
(Article by Alexei Yurchak). *Current Anthropology*, Spring 2008.

“What We Owe Iraq: *War and the Ethic of Nation-Building* (2004),” book review of Noah Feldman in *Journal of the Canadian Institute of International Affairs*. LXI (3):766-768, Summer 2006

Synergistic Activities:

Research Fellowship: awarded by International Center for Advanced Studies, New York University, 2005-06.

Seminar in Cyprus on American and Arab Identity to take UW students to meet with students from American University of Beirut and American University of Cairo to meet and discuss identities and relations, September 2005

Conference Organizer or Co-Organizer: *Iranian Futures: Reflections on 25 years of Islamic Republic*, Middle East Center, University of Washington, 2004-05 (organizer of lecture series featuring world renowned scholars on Iran); *Human Rights from the ‘Bottom-Up’ Lecture Series and Conference, LSJ/CLASS, University of Washington, 2003-4* (co-organizer featuring internationally renowned human rights activists).

Curriculum Transformation Project: University of Washington, 2003-2004, awarded grant to revise courses for university-wide project to rework undergraduate curriculum in humanities and social science towards transnational studies. Supplemented by Marc Lindenberg Mobility Grant to take two students on a research trip to Iran, September 2005.

Invited lectures to speak on Middle East crisis: *The Discourse of "Women's Rights": Examining Women's Empowerment Movements in Iran*, Community College Masters Teachers Institute, University of Washington, Seattle, WA, July 8, 2005; *The State and the state of women's rights in Iran*, Edmonds Community College, Edmonds, WA, February 18, 2004; *The Body and the Soul: Women in Muslim Societies and the Politics of Intervention*, Caught in Conflict: Women and Military Intervention, AAUW, Northwest Puget Sound Regional Meeting, Shoreline Community College, October 11, 2003; *Women in the emerging civil society*, The Islamic Republic of Iran and the United States: Dilemmas and Prospects since of Fall of Saddam, Middle East Center, Jackson School of International Relations, University of Washington, June 11, 2003.

Graduate Advisees:

Chair:

Jacqueline Cox, MA, Middle East Studies, 2004-2006

Brian Luke – MA, Middle East Studies, Jackson School, 2006 – 2009

Roxanne Brame, Ph.D., Anthropology, Chair, 2008-Present

Shanna Scherbinske – Ph.D., Anthropology, 2008-Present

Ariane Sadjed, Ph.D., Near and Middle East Studies, 2008-Present

Committee Member:

Connie Cannon – Ph.D., Near and Middle East Studies, 2008-Present

Zeynep Akbulut – Ph.D., Near and Middle East Studies, 2004-Present

Hind Ahmed Zaki – Ph.D., Political Science, 2009-Present

Mia Siscawati – Ph.D., Anthropology, 2006-Present

Anusorn Unno – Ph.D., Anthropology, 2006-Present

Marianne Quenonmen, Ph.D., Anthropology, 2006-2008)

Victoria Babbitt – Ph.D., Geography, 2006-Present

Mona Atia – Ph.D., Geography 2005-2007

Melissa Gossett – MA, JSIS/MES, 2008-Present

George Lovell, Associate Professor, Adjunct

Department of Political Science (100%)

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Professional Preparation:

Tufts University, Philosophy, B.A., 1987

University of North Carolina at Chapel Hill, Philosophy, M.A., 1990

University of Michigan, Political Science, Ph.D., 1997

Appointments:

Associate Professor, Political Science, University of Washington, 2006-present

Assistant Professor, Political Science, University of Washington, 2001-2006

Assistant Professor, Government, College of William and Mary, 1997-2001

Selected Publications:

This is Not Civil Rights: Rights Claiming without Rights Law. Forthcoming manuscript.

Legislative Deferrals: Statutory Ambiguity, Judicial Power, and American Democracy,
Cambridge University Press, 2003.

"Justice Excused: The Deployment of Legal Claims in Everyday Political Encounters." *Law and Society Review* volume 40, number 2, June 2006

"Legislative Defaults: Interbranch Power Sharing and Abortion Politics", co-authored with Scott E. Lemieux, forthcoming in *Publius* 2009.

"Understanding the Impact and Visibility of Ideological Change on the Supreme Court", co-authored with Scott E. Lemieux, *Studies in Law, Politics and Society*, 44 (1-33), 2008.

"'As Harmless as an Infant': Deference, Denial, and *Adair v United States*," *Studies in American Political Development*, 14: 212-233 (Fall 2000).

"That Sick Chicken Won't Hunt: The Limits of a Judicially Enforced Non-Delegation Doctrine," *Constitutional Commentary*, 17:79-117 (Spring 2000).

"The Ambiguities of Labor's Legislative Reforms in New York State in the Late Nineteenth Century," *Studies in American Political Development*, 8:81-110 (Spring 1994).

"A Tangled Legacy: Federal Courts and Struggles for Democratic Inclusion", co-authored with Michael W. McCann. In *The Politics of Democratic Inclusion*, Wolbrecht and Hero, eds. Temple University Press. 2005.

"Assessing Juristocracy: Are Judges Rulers or Agents?" With Scott E. Lemieux. *Maryland Law Review* 65:100-114 (2006)

Synergistic Activities:

Faculty Member, Law and Society Association Summer Institute, Oxford University, 2005. Led opening plenary session: "The Intersection of Rights and Regulation across Social Spheres."

Program Committee for Western Political Science Association (2008) and Midwest Political Science Association (2006).

Harry Bridges Center for Labor Studies, University of Washington. Standing Committee, 2002-2008. Co-Chair of Strategic Planning Committee, 2003.

Teacher, 2005-09, LSJ/Law summer course on comparative law in Rome.

Chair of Graduate Program Committee, Department of Political Science, 2006-2008, Chair of Undergraduate Program Committee 2002-2006.

"Historical Institutional Perspectives on Courts from Political Science and Law & Society Scholarship: Is it time to Start Talking?", invited talk for colloquium series on interdisciplinary work on law, Indiana University Law School, October 2008.

Graduate Advisees

Ernst, Rose 2008 (Seattle University)

Lemieux, Scott 2005 (College of St. Rose)

Neff-Sharum, Emily 2009 (University of North Carolina, Pembroke)

Several current students at University of Washington.

Michael W. McCann, Professor, LSJ Adjunct

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Professional Preparation:

University of Florida, Political Science, B.A., 1974
University of California, Berkeley, Political Science, M.A., 1978
University of California, Berkeley, Political Science, Ph.D., 1983

Appointments:

Gordon Hirabayashi Professor for the Advancement of Citizenship, University of Washington, 2001-
Professor, Political Science, University of Washington, 1993-
Associate Professor, Political Science, University of Washington, 1988-1993
Assistant Professor, Political Science, University of Washington, 1983-1988

Selected Publications:

Fault Lines: Comparative Perspectives on Tort Law and Cultural Practice. Co-edited with David Engel. Stanford University Press. 2009.

Rights at Work: Pay Equity Reform and the Politics of Legal Mobilization. University of Chicago Press. 1994, 360 pp. Winner of the Pritchett Prize from the APSA Law & Courts section for best book and co-winner of the Law & Society Association biennial prize for best book (later the Herb Jacob prize). In 2004, winner of Wadsworth Award for publication with lasting influence after ten years.

Distorting the Law: Media, Politics, and the Litigation Crisis. Co-authored with William Halton. University of Chicago Press, 2004. Winner of both the annual C. Herman Pritchett Prize from the APSA Law & Courts section for best book and the Law & Society Association Herb Jacob prize for best book.

Judging the Constitution: Critical Essays on Judicial Lawmaking, primary co-editor Boston: Little, Brown/Scott, Foresman, paperback 1989. 453 pp.

Law and Social Movements: International Library of Law and Society, vol 15. Editor and author of three chapters. Dartmouth/Ashgate series. 2006.

"Legal Mobilization and the Politics of Rights: Beyond the American Experience." *Waseda (Japan) Journal of Comparative Law* Vol. 33 (1) 1999 pp. 165-190.

"Wrecked but Still Rolling: Capital Punishment in Comparative Historical Perspective." With David Johnson, in A Sarat and C. Ogletree, eds. *Where Are We on the Road to Abolition?* NY: New York University Press, forthcoming.

"Reform Litigation on Trial," *Law and Social Inquiry* 17 no. 4 (Fall, 1992), pp. 715-743.
Reprinted in Walter Murphy, C. Herman Pritchett, and Lee Epstein, eds., *Courts, Judges and Politics: An Introduction to the Judicial Process* McGraw-Hill, 2002.

“How the Supreme Court Matters for American Politics: New Institutional Perspectives,” in Howard Gillman & Cornell Clayton, eds., *The New Institutionalism and the Politics of the Supreme Court*. U. of Kansas Press, 1999.

“Legal Tactics and Everyday Resistance: A Political Science Assessment,” with Tracey March. *Studies in Law, Politics, and Society* vol 15 (Winter, 1996), pp. 207-236. Reprinted as “El Derecho y Las Formas Cotidianos de Resistencia: Una Evaluación Sociopolítica,” in Mauricio García Villegas, ed., *Sociológica Jurídica: Teoría y Sociología*. Universidad Nacional de Colombia, 2001

“Thinking Comparatively about Constitutional Courts,” *Political Science Quarterly* forthcoming 2010.

Synergistic Activities:

Director, Comparative Law and Society Studies (CLASS) Center as well as the Law, Societies, and Justice undergraduate program, 1999—

Keynote speaker invited for international conferences variously addressing new directions in and future of comparative socio-legal study: Seminario Nacional sobre Justicia Constitucional (Rio de Janeiro, Brazil, August 2009); Northeast Retreat of Law and Society Scholars (Amherst College, October 31, 2008); West Coast Retreat of Law and Society Scholars (UC Berkeley, March 12, 2005); University of Witwatersrand, (South Africa, July, 2004); Universidad Torcuato Di Tella, Buenos Aires (Argentina, 2003); Instituto de Investigaciones Jurídicas, La Universidad Nacional Autónoma de México (Mexico City, January, 2002); Japanese Society for the Promotion of Science, Kobe University (Japan, 1998).

Principal Investigator, three NSF research grants, Law & Social Science Division 1989-1991, 1999-2001, 2005-2007, plus six graduate student dissertation grants.

Winner of UW University Distinguished Teaching Award (1989) and Graduate Supervisor to more than 25 successful Ph.Ds related to law and society issues

Teacher/Co-director, 2005-09, LSJ/Law summer course on comparative law in Rome

John Simon Guggenheim Foundation Fellowship, 2007-08

Graduate Advisees (selected from over 25 in last 15 years):

Basson, Lauren, 2003 (Ben Gurion University, Israel)

Belge, Ceren 2008 (Harvard Academy of Scholars post-doc)

Bloom, Anne, 2002 (McGeorge Law School)

Dudas, Jeffrey, 2003 (University of Connecticut)

Feldman, Leonard, 2002 (University of Oregon)

Goedde, Patti, 2008 (Seoul University Law School)

Fredette, Jennifer, 2009 (SUNY Albany)

Gilliom, John, 1990 (Ohio University)

Hussin, Iza, 2007 (University of Massachusetts, Amherst)

Mackin, Glenn, 2007 (University of Rochester)

Miller, Lisa, 2001 (Rutgers University; previously Penn State)

Moustafa, Tamir, 2002 (University of Wisconsin)

Rasmussen, Claire, 2003 (University of Delaware)

Sezgin, Yuksel, 2006 (City University of New York)

Silverstein, Helena, 1992 (Lafayette College)

Stone Sweet, Alec, 1990 (Univ. of California, Irvine; Oxford, UK; Yale Law School)

Woods, Patricia, 2002 (University of Florida)

Jamie Mayerfeld, Associate Professor, LSJ Adjunct

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Professional Preparation:

Oberlin College, Government, B.A., 1985

Princeton University, Politics, M.A., 1988

Princeton University, Politics, Ph.D., 1992

Appointments:

Associate Professor, Political Science, University of Washington, 1998-

Assistant Professor, Political Science, University of Washington, 1992-98

Acting Assistant Professor, Political Science, University of Washington, 1991-92

Selected Publications:

“A Madisonian Argument for Strengthening International Human Rights Institutions,”
forthcoming in Luis Cabrera, ed., *Global Governance, Global Government: Institutional
Visions for an Evolving World System*, SUNY Press, 2010.

“Ruthlessness, Impunity, and the Effacement of International Human Rights Law,” forthcoming
in *Santa Clara Journal of International Law*, vol. 7 (Fall 2009).

“The Democratic Legitimacy of International Human Rights Law,” *Indiana International and
Comparative Law Review*, vol. 19, no. 1 (2009): 49-88.

“In Defense of the Absolute Prohibition of Torture,” *Public Affairs Quarterly*, vol. 22, no. 2
(April 2008): 109-28.

“Playing by Our Own Rules: How the United States’ Marginalization of International Human
Rights Law Led to Torture,” *Harvard Human Rights Journal*, vol. 20 (Spring 2007): 89-
140.

“Ending Impunity,” *Ethics and International Affairs*, vol. 20, no. 3 (Fall 2006): 361-66.

“The Democratic Legacy of the International Criminal Court,” *Fletcher Forum of World Affairs*,
vol. 28, no. 2 (Summer 2004): 147-56. <[http://fletcher.tufts.edu/forum/28-
2pdfs/mayerfelda.pdf](http://fletcher.tufts.edu/forum/28-2pdfs/mayerfelda.pdf)>

“Who Shall Be Judge? The United States, The International Criminal Court, and the Global
Enforcement of Human Rights,” *Human Rights Quarterly*, vol. 25, no. 1 (February
2003): 93-129.
<http://muse.jhu.edu/journals/human_rights_quarterly/v025/25.1mayerfeld.html>

“The Mutual Dependence of External and Internal Justice: The Democratic Achievement of the International Criminal Court,” *Finnish Yearbook of International Law*, vol. XII (2001): 71-107.

Suffering and Moral Responsibility, Oxford University Press, 1999. Paperback release 2002.

“Collective Memory and the Law,”* Review essay of Lawrence Douglas, *The Memory of Judgment: Making Law and History in the Trials of the Holocaust*; and Emilios Christodoulidis and Scott Veitch, eds., *Lethal’s Law: Justice, Law and Ethics in Reconciliation, in Punishment and Society*, vol. 5, no. 2 (April 2003): 226-32 *(Title omitted from printed version due to publication error)

"The Myth of Benign Group Identity: A Critique of Liberal Nationalism," *Polity*, vol. 30, no. 4 (Summer 1998): 555-78.

“Freedom’s Reach,” Review essay of Judith Failer, *Who Qualifies for Rights?*; Clarissa Rile Hayward, *De-Facing Power*; and Karen Struening, *New Family Values*, in *Political Theory*, vol. 32, no. 6 (December 2004): 868-76.

Synergistic Activities:

Laurance S. Rockefeller Visiting Fellow, Center for Human Values, Princeton University, 2006-07, to support a book project entitled “The Architecture of Human Rights,” about human rights and international law.

Society of Scholars Fellowship, Simpson Center for the Humanities, University of Washington, 2004-05, to support a research project on “The Dream of Justice.”

Human Rights Teaching Fellowship, Human Rights Institute, Columbia Law School, Spring 2000, to sponsor the creation of a new course, now taught annually, on “The Law and Politics of International Human Rights.”

Invited lectures on human rights topics delivered at Princeton University, Rutgers University, University of British Columbia, Purchase College (SUNY), and University of Washington School of Law

Author of newspaper editorials appearing in *Seattle Times*, *Seattle Post-Intelligencer*, *Tacoma News-Tribune*, and *Madison Capital Times*

Steering Committee, University of Washington Center for Human Rights, 2009 –

Graduate Advisees :

Roni Amit (Forced Migration Studies Programme, University of Witwaterstrand)

Luis Cabrera (Arizona State University West; University of Birmingham, UK)

Leonard Feldman (University of Oregon; Hunter College)

Gregory Fritzberg (Whittier College; Seattle Pacific University)

Jaylynne Hutchinson (Ohio University)

Vincent Junkunz (Ohio University)

Katherine Kim (Wayne State University)

Kenneth Lawson (Shoreline Community College)

Jack Miller (Mississippi University for Women)

Gregg Miller (University of Washington, Tacoma)

Anne Mini (Writer and Editor, no academic affiliation)

Christi Siver (Lecturer, University of Washington)

David Watkins (Seattle University)

Several Ph.D. students currently at the University of Washington

Joel Migdal, Professor, LSJ Adjunct
Jackson School of International Studies
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Seattle, Washington
phone 206-543-6406
fax 206-685-0668
migdal@u.washington.edu

Professional Preparation:

Rutgers University (New Brunswick), B.A., 1967, with highest honors
Harvard University, Political Science, M.A., 1968
Harvard University, Political Science, Ph.D., 1972

Appointments:

Member, Institute for Advanced Study, Princeton, NJ, 2009-2010
Robert F. Philip Professor of International Studies, University of Washington, 1994-
Professor of International Studies, University of Washington, 1982 - present
Chair, International Studies Program, Henry M. Jackson School of International Studies,
University of Washington, 1981 - 1995
Director, National Resource Center in International Studies, Univ. of Washington, 1985 – 1995
Chair, Jewish Studies Program, Jackson School, Univ. of Washington, 2001-2002
Associate Director, Henry M. Jackson School of International Studies, University of Washington,
1983 - 1985
Associate Professor of International Studies, University of Washington, 1980 - 1982
Associate Professor of Government, Harvard University, 1975 - 1980
Research Fellow, Harvard Center for International Affairs, 1976 - 1980
Senior Lecturer, Tel-Aviv University, 1974 - 1975
Lecturer, Tel-Aviv University, 1972 – 1974
President, Association for Israel Studies, 2003-2005

Selected Publications:

“Researching the State” Mark I. Lichbach and Alan S. Zuckerman, eds., Comparative Politics: Rationality, Culture, and Structure (Cambridge University Press, 2nd ed., 2009).

“Constructing the Public Sphere: Integration and Disintegration,” The Public Sphere, no. 2
Summer 2008), 9-38 [Hebrew].

“Estudiar el estado,” Revista Académica de Relaciones Internacionales, 8 (March 2008),
translation of Conclusion of *State in Society*.

“Whose State Is It, Anyway? Exclusion and the Construction of Graduated Citizenship in Israel,”
Israel Studies Forum, 21 (Fall 2006).

Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices (editor) (New York: Cambridge University Press, 2004).

State-in-Society: Studying How States and Societies Transform and Constitute One Another (New York: Cambridge University Press, 2001).

The Palestinian People: A History (with Baruch Kimmerling) (Cambridge, MA: Harvard University Press, 2003).

Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World, (Princeton, NJ: Princeton University Press, 1988).

Synergistic activities:

Key participant in the founding and development of the Law, Societies, and Justice Program and the Comparative Law and Society Studies (CLASS) Center at the University of Washington.

Created (1981) core curriculum for International Studies Program (Jackson School of International Studies, University of Washington), including core courses required for all students in the undergraduate major and the MA program. Chaired program from 1981-1995. Program draws on faculty from nine colleges and departments of the University.

Created (and still teaches) the course SIS 580 Teaching International Studies, recommended for all graduate students applying for Teaching Assistantships. Course includes videotaping of student teaching for class critique.

Created course for first year MA students in International Studies that introduces them to the sub-fields of several disciplines through engagement with the multi-discipline faculty of the Jackson School of International Studies.

Created and chair workshops that led to the creation of Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices (editor) (New York: Cambridge University Press, 2004).

Graduate Advisees:

Roni Amit (University of Witwaterstrand)	Benjamin Smith (U. of Florida)
Lauren Basson (Cornish Institute)	Patricia Woods (U. of Florida)
Kenneth Lawson (North Seattle Com College)	Iza Hussin (U. Mass, Amherst)
Kimberley Manning (Concordia University)	Ceren Belge (Harvard Academy)
Tamir Moustafa (Simon Fraser University)	Ahmet Kuru (San Diego State U.)
Niall O Murchu (Western Washington U.)	
Daniel Peason (Staff Director, U.S. House of Rep.)	
Mary Alice Pickert Haddad (Wesleyan U.)	

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Professional Preparation:

B. A., Department of Women's Studies, Columbia University, 1996
M.Sc., Department of Social Policy, London School of Economics, 1997
Ph.D., Department of Political Science, Yale University, 2005

Appointments:

Assistant Professor, Political Science, University of Washington, 2005 –

Selected Publications:

- “The Origins of the Carceral Crisis: Racial Order as ‘Law and Order’ in Postwar American Politics.” In *Race and American Political Development*, eds. Joseph Lowndes, Julie Novkov, and Dorian Warren. New York: Routledge, 2008.
- “The Racial Antecedents to Federal Sentencing Guidelines: How Congress Judged the Judges from *Brown* to *Booker*.” 2006. *Roger Williams University Law Review: Symposium on Sentencing Rhetoric* 11(2): 473-494.
- “Remaking Big Government: Immigration and Crime Control in the New American State.” 2005. With Rebecca Bohrman. In *Global Lockdown: Women of Color and the Global Prison Industrial Complex*, eds. Julia Sudbury and Asale Angel-Ajani. New York: Routledge.
- “Elite Cues and Political Decision-Making.” 2002. With Martin Gilens. In *Research in Micropolitics: Political Decision-Making, Deliberation and Participation*, vol. 6, eds. Michael X. Delli Carpini, Leonie Huddy, and Robert Y. Shapiro. Greenwich: JAI Press.

Synergistic Activities:

- Visiting Scholar, Robert Wood Johnson Health Policy Research, University of California, Berkeley, 2006-2008
Instructor, Patten University, San Quentin, California, 2007-2008
Winner, Best Dissertation Prize, Law and Society Association, 2006
Winner, Best Dissertation Award, Race, Ethnicity and Politics Section of the American Political Science Association, 2006
Invited panelist for discussion of race and democracy, sponsored by the Central District Forum for Arts and Ideas (Seattle, 2004)
Research Fellow, Center for the Study of Law and Culture, Columbia Law School, Columbia University, 2001-2002
Co-Director of Research, A Better Way Foundation, 2000-2001. Wrote policy papers for foundation advocating public health approaches to Connecticut drug policy.

Graduate Advisees

Rose Ernst (Seattle University)
Emily Neff-Sharum (University of North Carolina, Pembroke)

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EDUCATION

2007 Ph.D., Sociology, University of Wisconsin-Madison
2001 M.A., Law and Society, New York University
1999 M.A., Philosophy, National University of Colombia
1996 J.D., University of Los Andes Law School, Colombia (summa cum laude)

ACADEMIC POSITIONS (Select)

2009-present Associate Professor, University of the Andes Law School
Courses taught: Law and Society, International Human Rights, Comparative Constitutional Law, Law and Globalization
2005-2008 Assistant Professor, University of The Andes Law School
Courses taught: Comparative Constitutional Law, Law and Society, Law and Globalization, Constitutional Law, Sociology of Human Rights, Social and Legal Theory

SPECIALIZATIONS

International Law, Law and Society, Constitutional Law, Anti-Discrimination Law, Labor Law, Globalization, Development, Political Sociology, Social Movements

GRANTS, FELLOWSHIPS, AND AWARDS (SELECTED)

2009 Ford Foundation grant to create network of Latin American legal scholars, practitioners and law students to develop ideas and teaching materials on law and social inclusion (\$150,000)
2008 Ford Foundation grant to conduct research and international human rights advocacy project on race and racial discrimination in Colombia and Latin America (Observatory on Racial Discrimination, \$98,000)
2008 UN High Commissioner for Refugees' and Swedish Foreign Aid Office's Grant to conduct research and formulate policy recommendations on forceful displacement in Colombia (Univ. of the Andes, \$100,000)
2008 USAID-MSD grant to conduct research, education and policy activities to protect the right to land of internally displaced communities (Univ. of the Andes, \$180,000)
2008 USAID and Colombian Ministry of Social Protection grants to conduct research and formulate policy recommendations on incorporation of international labor standards (\$25,000)
2008 Ford Foundation grant to conduct research and networking activities on transnational corporations and human rights (\$100,000)
2007 Best Student Paper Award, American Sociological Association's Labor and Labor Movements Section
2007 European Union Grant for research and advocacy project on racial discrimination against Afro-Colombians (Observatory on Racial Discrimination, \$120,000)

PUBLICATIONS (Eng=English, Sp=Spanish, Pt=Portuguese)

“The Globalization of the Rule of Law: Neoliberalism, Neoconstitutionalism, and the Contest over Judicial Reform in Latin America.” (in Bryant Garth & Yves Dezalay, eds. *Lawyers and the Transnationalization of the Rule of Law*) [Eng]. New York: Routledge. Forthcoming.

Global Governance and Labor Rights (ed.) [Sp.]. Bogotá: Siglo del Hombre . forthcoming.

Courts and Structural Social Change: How the Constitutional Court Transformed Internal Displacement in Colombia. [Sp.] Bogotá: Dejusticia. (with D. Rodríguez). Forthcoming.

2009 *The Globalization of the Rule of Law* [Sp.]. Bogotá: Uniandes.

2009 *Internal Displacement, Public Policy, and International Law: Guaranteeing the Rights of Victims of Forceful Displacement in Colombia* (ed.) [Sp.] Bogotá: University of the Andes Press.

2009 *Race, Racism and Human Rights* (with T. Alfonso & I. Cavelier) [Sp.]. Bogotá: University of the Andes Press.

2009 “From Gentlemen’s Club to Global Electronic Platform: A Thick Institutional Analysis of the Colombian Stock Exchange,” in Alejandro Portes, ed. *Comparative Institutions and Development.* [Sp.] Mexico: Siglo XXI

2008 *Racial Discrimination and Human Rights in Colombia* (with T. Alfonso & I. Cavelier). [Eng.] Bogotá: University of the Andes Press.

2008 *Utopia Reborn? The Rise of the New Latin American Left.* London, Pluto Press. (with P. Barrett & D. Chavez, eds.) [Eng.] Two chapters.

And far, far more...

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Professional Preparation:

Sarah Lawrence College, B. A., 1968
Cornell University, Department of Anthropology, M.A., 1971
Cornell University, Department of Anthropology, Ph.D., 1973

Appointments:

Professor, Department of Anthropology, University of Washington, 2002-
Associate Professor, Department of Anthropology, Univ. of Washington, 1990-2001.
Adjunct Associate/Full Professor, Professor, Department of Health Services, University of
Washington, 1990-2005.
Adjunct Associate/Full Professor, Professor Women Studies, University of Washington Adjunct,
1990-2005.
Visiting Assistant Professor, Department of Anthropology, University of California at San Diego
(Fall Quarter), 1986.
Assistant Professor, Department of Anthropology, University of Washington, 1984-1990.
Assistant Professor of Anthropology, Department of Psychiatry, University of Maryland School
of Medicine at Baltimore, 1980-1984.
Lecturer in Psychology, Department of Psychiatry, Cambridge Hospital, Harvard Medical School,
1978-1979

Selected Publications:

Social Contexts of Health, Illness and Patient Care. Co-authored with E. Mishler et al.
Cambridge University Press. 1981.

Emptying Beds: The Work of An Emergency Psychiatric Unit. University of California Press.
1991 (paperback edition, 1995)

Total Confinement: Madness and Reason in the Maximum Security Prison. University of
California Press. 2004. Winner of 2004 PASS (Prevention for a Safer Society) Award,
National Council on Crime and Delinquency. Winner of 2005 Anthony Leeds Prize in
Urban Anthropology

Dreaming of Psychiatric Citizenship: A Case Study of Supermax Confinement. Anthropology of
Medicine: A Reader (Eds Byron, Mary-Jo Delvecchio Good, Sarah Willen), Wiley
Blackwell (accepted for publication June 2009)

*Supermax and the Trajectory of Exception, in New Perspectives on Crime and Criminal Justice:
Studies in Law, Politics, and Society* (ed. Austin Sarat), vol 47: 193-218, 2009

Ethnography in Sites of Total Confinement. Anthropology News, 2009

Supermax as a Technology of Power, *Social Research* 74(2): 547-556, 2007

Ethnography "Inside": Acknowledging the 2004 Anthony Leeds Prize for Total Confinement, *City and Society* 19(1), 2007

Assessment of Psychosocial Impairment in a Washington State Supermaximum Security Unit Sample [fourth author with Cloyes, KG, Lovell, D, Allen, DG] *Criminal Justice and Behavior* 33(6): 760-781, 2006

Can there be "Best Practices" in Supermax? In *Humane Prisons and How to Run Them* (ed. David Jones) Radcliffe Publishing, 2006

Borderlines in and of the Prison in *Bodies in the Making* (eds. Moglen and Chen), New Pacific Press, 2006

Pathological Effects of the Supermaximum Prison. "Images of Health," *American Journal of Public Health*, October, 2005

Changing the Subject: Conversation in Supermax. *Cultural Anthropology* 3(20): 388-411, 2005

Synergistic Activities:

"Dreaming of Psychiatric Citizenship: A Case Study of Supermax Confinement," Criminal Justice Roundtable, University of Chicago (organizer: Bernard Harcourt), 2009

"Comparing Social Experience in Confinement," Keynote Address for Transformation Through Confinement, a conference at Grendon Prison, UK, sponsored by the Butler Trust, 2008

Three invited lectures, University of Paris and Ecole des Haute Etudes en Sciences Sociales, Paris

("Becoming a Case to Oneself," "Supermax, Exception, and Moral Economy,"

"Racialization and the US Prison Complex", 2008

"Supermax Prisons in the United States and Beyond," invited talk at Oxford Centre for Criminology, Oxford, UK. 2005.

Editorial Boards: *Culture, Medicine and Psychiatry*, 2008 - ; *Studies in Medical Anthropology* 2000-, *Howard Journal of Criminal Justice* (UK), 2004 -

Research at HM Prison Grendon, Buckinghamshire, UK (Royalty Research Fund). 2008.

Graduate Advisees (Ph.D. committee chair only)

Sarah van Hoy (current)

Yasmine Bouagga (current)

Michelle Torres (current)

Jen-yu Chou 2007

Michelle Barry 2005

Ronald Maynard 2003

Mary Abrums, 1995

Rebecca Klenk, 1998

Jean Langford 1998

Veronica Louise Taylor
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vtaylor@u.washington.edu

Professional Preparation:

Monash University, Australia, Japanese Studies, B.A. (Hons), 1986
Monash University, Australia, Law, LL.B., 1988
RMIT, Melbourne, Certificate of Interpreting and Translating (Japanese), 1988
University of Washington, LL.M. (Asian and Comparative Law), 1992

Appointments:

Dan Fenno Henderson Professor of Asian Law, University of Washington 2006-Present
Henry M Jackson Professor of Law, University of Washington 2004- 2006
Director, Asian Law Center, University of Washington 2001-Present
Professor of Law, University of Washington 2001-Present
Visiting Professor of Law, Nagoya University, Kobe University 2008
Associate, Australia-Japan Research Centre, Australian National University 1997-Present
Visiting Associate Professor in Law, Faculty of Law University of Tokyo, 1996-2000
Senior Lecturer, Australia-Japan Research Center/Faculty of Law, Australian National University Australia, 1993-1996 (on secondment from University of Melbourne)
Senior Lecturer in Law and Associate Director, Asian Law Center Faculty of Law, University of Melbourne, Australia 1988-2000

Selected Publications:

Australian Journal of Asian Law (Federation Press) (Founding Editor, with T Lindsey, B Hooker)

Rule of Law Promotion: Global Perspectives, Local Applications (edited with Per Berling and Jenny Ederl f) (Iustus, Uppsala: in press)

'Rule of Law Assistance Discourse and Practice: Japanese Inflections' in Amanda Perry Kessaris (Ed), *Law in Pursuit of Development*, RoutledgeCurzon (in press)

'The Rule of Law Project Bazaar' in *Rule of Law Promotion: Global Perspectives, Local Applications* (edited with Per Berling and Jenny Ederl f) (Iustus, Uppsala: in press)

'From Manners to Rules: the Reregulation of Japan' in John Gillespie and Randy Peerenboom (eds) *Pushing Against Globalization: Regulation in Asia*, Routledge (2009)

'Dollars to Donuts: Japanese Courts as Corporate Regulators' in Pip Nicholson and Andrew Harding (Eds) *New Courts in Asia*, Routledge (in press)

'The Law Reform Olympics: Measuring Technical Legal Assistance in Transition Economies' in T Lindsey (ed) *Law Reform in Transitional Legal Systems* (2007)

'Rule of Law in Japan' (with J O Haley) in R Peerenboom (Ed) *Discourses on Rule of Law in Asia*, (RoutledgeCurzon, 2004)

'Re-regulating Japanese Transactions: the Competition Law Dimension in Peter Drysdale and Jennifer Amyx (eds) *Japanese Governance: Beyond Japan Inc* (RoutledgeCurzon, 2003)

'Corruption and Legal Professions in Asia' in T Lindsey and H Dick (Eds) *Corruption in Asia* (Federation Press, 2002)

Japan Business Law Guide (General Editor) (Loose-leaf, 2 volumes) (CCH Singapore)

Law as Culture (Federation Press, Sydney: 1997) (with K. Laster et al)

Asian Laws through Australian Eyes, (LBC, Sydney: 1997)

Interpreters and the Legal System (Federation Press, Sydney, 1994) (with K. Laster)

Synergistic Activities:

As Director from 2001 transformed existing Asian Law Program into an Asian Law Center with JD, LLM, Ph.D. and Visiting Scholar research and teaching programs attracting 100 graduate students and researchers annually.

Visiting Appointments University of Tokyo, Nagoya and Kobe, Jan-July, 2008

Over 15 years' experience as a legal academic and consultant working on commercial law in Asia and transition economies. I have participated in and managed USAID, World Bank, ADB and AUSAID-funded law reform and legal training projects focused on Afghanistan, Armenia, Australia, Azerbaijan, Bulgaria, Egypt, Indonesia, Japan, Mongolia, Vietnam, and the United States. My particular expertise is the applied comparative analysis of laws, regulation and legal institutions.

P. I., *Afghan Legal Educators: U.S. Department of State Project: INL G-04-002(Jan 2004-Jun 2010)* U.S.-Afghan LLM Program. This project is designed to produce a cadre of 20 highly trained Afghan legal educators in order to help professionalize Afghan justice sector personnel and develop the rule of law.

P.I., *Empowering Rural Communities: Legal Aid and the Rule of Law in Rural China*, 2006-08, \$1.5million State Department grant.

Graduate Advisees:

Steele, Stacey, 2000 (University of Melbourne)

Patricia Goedde, 2008 (Sungkyunkwan University School, North Korea)

Kyoko Ishida, 2008 (Waseda University, Japan)

(Plus 20 Ph.D. students currently enrolled in Ph.D. in Asian and Comparative Law at University of Washington and 200+ LL.M. graduates of the Asian Law Center since 2001.

Appendix D.

EXISTING PROGRAM REVIEW: HEC BOARD SUMMARY

Law, Societies, and Justice Program
College of Arts & Sciences, University of Washington—Seattle
Bachelor of Arts (Law, Societies, and Justice)
and Graduate Certificate in Law and Society Studies.
Last Reviewed January 2004
October 1, 2009

A. Documentation of continuing need, including references to the statewide and regional needs assessment (you may cut and paste from Part A, Section IV, above).

Demand for the LSJ major has steadily grown among undergraduate students interested in a variety of future careers. Students express a motivation to prepare for a working life in the criminal justice system, the legal field, or policy development. LSJ is the only major in western Washington that combines the study of these different socio-legal fields while simultaneously teaching such broadly adaptable skills as: analytical reading and thinking, writing, logical reasoning, research, comparative analysis, and civic engagement. In order to continue to offer such a broadly adaptable degree to the growing number of interested undergraduate students, LSJ is faced with difficult decisions about access in the absence of increased staff, augmented funding of teaching assistants, and a dedicated space on campus. We are principally worried about constraints, particularly in terms of resources and space. Our staff resources are barely adequate in current circumstances. Any additional administrative burden would stretch these limited resources beyond the breaking point. In the current budgetary situation, it is difficult to imagine sufficient resources to meet additional administrative requirements.

We have wrestled with the question of program size from the start. The number of interested students has always exceeded the number we can actually support programmatically. This means that LSJ has been a competitive admission major. In 2004-2005 we were able to admit about 74% of the students who applied. In the next three years, the percent admitted increased: 69% in 05-06, 77% in 06-07, and 88% in 07-08. Last year, the first year that LSJ 200 was offered, we were only able to admit 79% of the students who applied. The interest in the major has continued to grow and is likely to accelerate further in the upcoming year as a continued result of LSJ 200. As much as the Program would enjoy meeting this demand, our small faculty size limits our capacity to serve students well, particularly in upper-division courses. If revenue distribution models shift, it is possible that LSJ will see additional resources in future years. This might enable us to more seriously consider the possibility of expanding the major in the future.

One major obstacle to development of tighter connections among faculty, staff, undergraduates, and graduate students as well as visibility on campus has been the lack of dedicated space for our unit. We have a small, if recently expanded cluster, of offices housing three core faculty (Beckett, Godoy, Osanloo) and our staff member in the corner of the Gowen basement; across the hall are two active adjuncts (McCann, Mayerfeld), and close upstairs is another core faculty member (Cichowski) and two adjunct faculty (Lovell, Murakawa). But two core faculty members (Herbert, Barzilai) are in different buildings, and we have only one distant room for TAs and none for instructors or common meetings. Our lack of common space undermines our capacity to connect, materially and symbolically, with undergraduates,

graduates, other faculty, and visitors. We have grown somewhat used to this situation, but there is no question that we would become a more effective unit if we were allocated dedicated office and meeting space.

The LSJ faculty is well-poised to create and administer a high-caliber Ph.D. program. Each faculty member is very active in research and each enjoys working with graduate students, although some of our faculty do not possess appointments in units that offer a Ph.D. The Program's emphasis on comparative legal studies would position it well to attract a diverse and talented group of students. The pool of potential committee members for those students – given strengths not only in LSJ, but in cognate disciplines like Political Science, Sociology, Geography, and International Studies – is deep, and would ensure that students were very well-trained. And we do have a foundation of resources, including capacity to fund 16-20 quarters of graduate TAs or similar support along with RAs that vary annually with individual faculty grant production. Although we possess resources to hire students as Teaching Assistants, we are reluctant to discontinue our current practice of funding students in the various departments in which LSJ faculty possess joint appointments, such as Political Science, Sociology, Geography, and International Studies. Further, we would likely possess no opportunity to provide students with other forms of support, such as fellowships. Even more critically, we lack the staff resources to manage a graduate program. Because of these resource constraints, the LSJ faculty is currently disinclined toward creating a Ph.D. program in the near future.

B. Assessment information related to expected student learning outcomes and the achievement of the program's objectives (you may cut and past from Part A, Section II, above).

Learning Goals. One central goal is to assist students in becoming *more careful and judicious readers*. LSJ courses are notorious for their somewhat heavy reading loads, a reality for which the faculty are not apologetic. Some of the reading is quite conceptual, and thus challenges students to think more broadly and deeply than they might otherwise be accustomed to doing.

Another common learning goal is to help students *apply concepts to highly relevant empirical contexts*. Professor Cichowski, for example, explicitly alternates lectures between theory and empirics. So, a lecture one day on a particular theory is followed the next day by a discussion of an empirical situation to which that theory can be applied. Professors Barzilai and Osanloo assign case study projects in which students must demonstrate their mastery of concepts with an analysis of an actual or imagined empirical scenario. Professor Herbert requires students in one course to attend jail court, and to assess their observations against a classic analysis of courts that students are required to read. In the internship program, overseen by Professor McCann, students are asked to assess their observations in their worksite with an academic analysis of a similar locale.

Related to this process of applying concepts to data is another common learning goal: to help students to *develop skills in research*. Many LSJ courses are built around a student research paper as a major course requirement. Any LSJ major will thus necessarily be required to undertake some amount of research during his/her undergraduate career.

These assignments highlight an emphasis in the major on *helping students think comparatively*. Nearly all LSJ courses challenge students to examine empirical instances outside the United States. Such an emphasis requires students to continually compare and contrast. This

heightens their skills in critical thinking, and makes them more aware global citizens. Some of this comparative work is especially central to particular courses, such as Comparative Law and Courts, but emerges even in courses largely focused on a particular national context.

In their work in LSJ courses, students are further challenged to develop their capacities in both *civil and civic engagement*. Many LSJ courses are strongly interactive, focused more on posing questions to students than providing answers for them. This is most true in senior seminars – one of which is required for the major – but occurs frequently even in large-lecture settings. Students are thus encouraged to learn to engage constructively with others. This helps them to acquire skills in public speaking and complex reasoning. It also helps them learn to engage others in respectful and constructive discourse. Because much of this discourse focuses on issues of great public significance, students are simultaneously – if often implicitly – challenged to recognize their own roles as citizens in potentially influencing public policy. These dynamics are reinforced through the service learning components of some LSJ courses, and in the required internship. Many students in the latter program continue to work with particular organizations, often in an unpaid capacity, because they enjoy work that is actively engaged with particular community issues.

Overall, the LSJ major aims to prepare students with the analytical skills, knowledge, and experiences necessary to a life as *engaged global citizens*.

Evaluation and Assessment. Each faculty member takes several steps to *evaluate student learning* and to ensure that course goals are met. The most obvious means for this is through the assignments and exams that form the basis of each student's grade. Exams are always essay-based. Some faculty administer exams in class, others emphasize take-home work. In each instance, the goal is to challenge students to craft a thoughtful, creative and well-organized analysis of a particular socio-legal dynamic. This effort to assess the students' analytic skills is further augmented by the various long papers that are a frequent component of course requirements in LSJ classes. These assignments provide the best means to assess how well students can read, analyze and communicate. By tracking student performance on these, faculty can monitor student development. Most instructors will factor student improvement into their determinations of final grades. It is often the case that students at the sophomore level in their first LSJ class are doing challenging analytic work for the first time; they are facing their first essay exams and their first requirement to apply concepts to novel empirical scenarios. Given this, many faculty rely heavily on teaching assistants, writing centers, or other forms of support to assist students and to monitor student development over the course of the quarter.

Evaluation of students occurs not only over the course of a single class but over time in the major. Senior seminars, in particular, provide faculty opportunities to assess the intellectual maturity of students in the major. Because those seminars are heavily interactive and highly analytical, faculty can determine how students are developing, and how the students' previous courses did or did not help prepare them for higher level work. Such evaluations also occur in the internship program, which entail regular in-depth meetings with faculty supervisors. LSJ majors are required to complete an internship, consisting of 100 hours of service in a public or private legal organization. Offices of public defenders, prosecutors, courts, police, lawyers, the local bar association, public interest law firms, legally-oriented NGOs like Amnesty International, are the most popular.

Student satisfaction is a somewhat harder dynamic to measure. One primary mechanism used to ensure that students will be fully engaged by the major is the applications process. Because the program is unable to meet all of the demand for the major, we employ a competitive

admissions process. As part of their application, students are required to write a 750 word essay in which they explain their intellectual reasons for pursuing the major. This demands that students to explain what compels them to apply for the major, and to demonstrate an awareness of what the major offers. An implication of this process is that students do not casually wander into LSJ as a major, but actively choose it in an informed manner. The students' subsequent satisfaction with the major is likely attributable in some fashion to their need to demonstrate at the start that they understand the Program and their own place in it. Admission to the major is one of the three points at which students must meet with the program adviser. The second time is when the student is setting up an internship. The adviser uses this as a tool to discuss the relationship between his or her LSJ studies and the "real world." At the third meeting, focused on applications for graduation, the student and adviser discuss how to put the student's education to use in jobs, careers, or further schooling. Most students meet with the adviser significantly more often than this, but during at least three times in their education, student satisfaction and development can be gauged against programmatic goals.

C. Plans to improve the quality and productivity of the program (you may cut and paste from Part A, Section IV, above).

One opportunity we would enjoy affording our students are more dedicated "capstone" experiences in their senior years. The "capstone" model has been successfully employed by other units at UW, most effectively by larger departments, though. These might take different forms, but many faculty are eager to provide students opportunities to conduct collaborative research, either with relevant community groups or with faculty. Some faculty are interested in involving graduate students in these efforts, as well. Our capacity to create these or similar capstone courses will obviously depend on the acquisition of new resources or creative redeployment of existing resources.

Beyond possible amendments to the core course requirements and the track structure, there is some interest on the part of members of the faculty to enhance the curriculum to provide additional educational opportunities for undergraduate students. Some faculty are interested in creating courses that would require students to spend considerable time outside the classroom. Such courses could be constructed in a fashion similar to the task forces in the Jackson School, where students engage in collaborative research focused on a particular problem/issue, perhaps in conjunction with a community organization. Other possibilities exist for this, but the general intent would be engage students in "real world" issues and to challenge them to bring conceptual frameworks to bear in understanding ongoing socio-legal issues or problems. Other faculty would insist on a more intensive intellectual experience. Unfortunately, classes of both sorts work best when enrollment sizes are small. The capacity for the faculty to teach small classes will likely be limited in the near future because of budget constraints."

For the first half dozen years, LSJ efforts to enhance revenues and program development focused on applications for federal and private grants. This route was pursued in part because our alumni base in the very new program was very young, and in part because our focus was on undergraduate curriculum development and cultivation of our graduate program. The 2008-09 school year witnessed the first strong efforts in conventional local advancement in LSJ. In the 08-09 year, two efforts commenced. The first was the creation of a LSJ student group. This energetic group formally established itself, and held numerous events in fall and winter quarter. In spring quarter, the group devoted its energies to volunteering at an environmental law event at the UW School of Law. The second key effort was the creation and publication of the first

annual alumni newsletter. The newsletter will provide an ongoing opportunity to keep alumni and other interested parties aware of the Program. We intend to build on these fledging efforts in this and successive years. The student group will serve as a site and an organizer of community events each year.

	2006-2007	2007-2008	2008-2009	TOTAL
FTE Instructional faculty	3	3	3	9.0
FTE graduate teaching assistants	8 (16 TAs)?	9.5 (19 TAs)	9 (18 TAs)	
Degree Program	Law, Societies, & Justice (BA)	Law, Societies, & Justice (BA)	Law, Societies, & Justice (BA)	
Headcount of enrolled students (SPR "Scholarship by major")*	157	158	180	495
Numbers of degrees granted**	94	80	79	253
TOTAL				

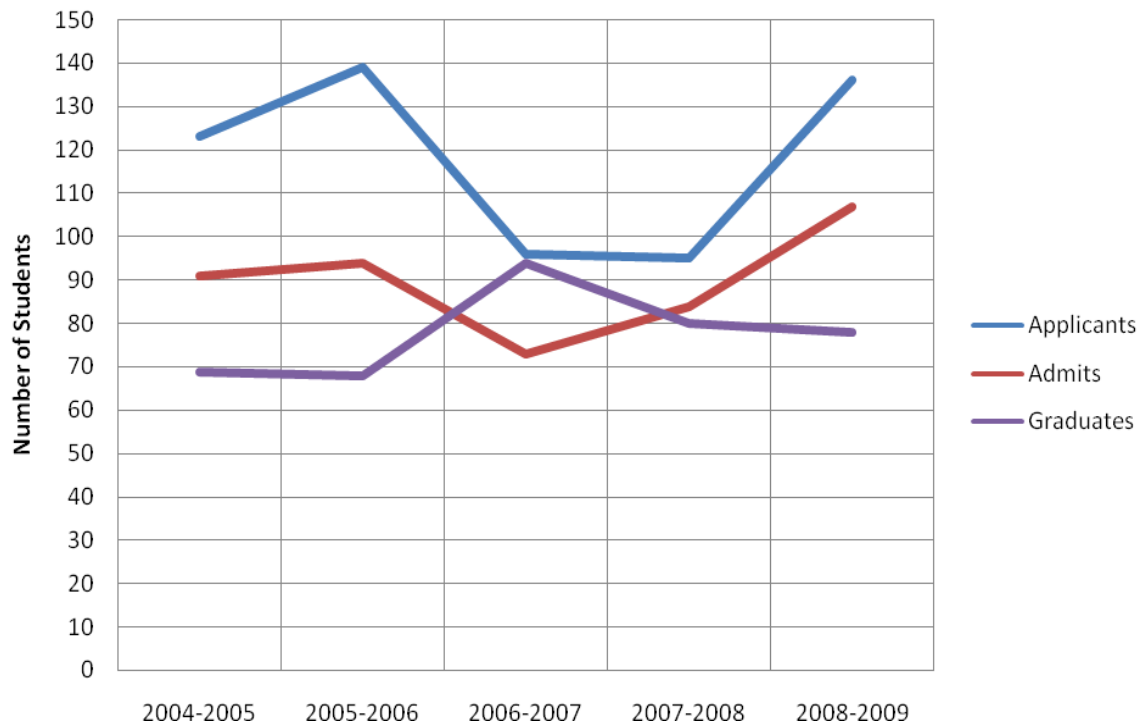
* Because of the times of year the LSJ Program admits students, as well as the time of year that most students graduate, the SPR quarter enrollment is more indicative of the size of our major than the 10th day of AUT. For comparison, the AUT enrollments are as follows: 114 in 2006-7, 94 in 2007-8, and 93 in 2008-9.

** Over the past five years the LSJ Program has been working to admit students to the major earlier in their college career. It used to be common to graduate half to two-thirds of our student population each year, but we are now graduating about 1/3 of them each year since they are declared as majors from an earlier point in their education.

Appendix E: Graphs and Charts

Graph 1

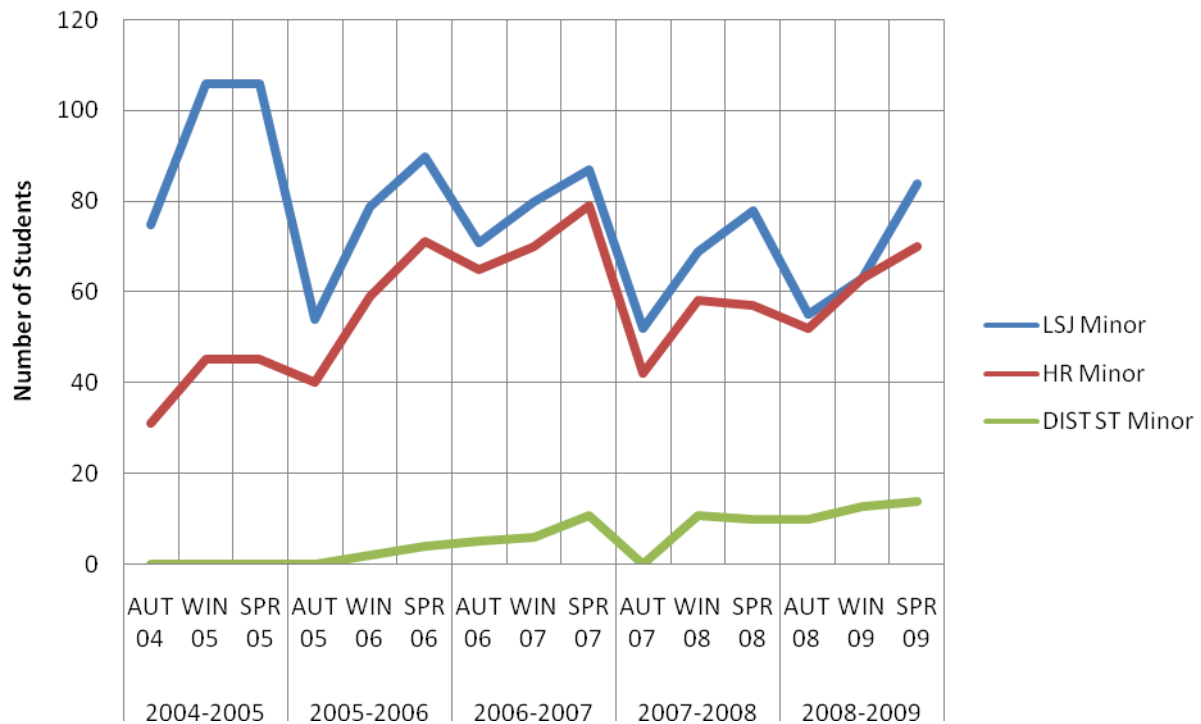
LSJ Applicants, Admits, and Graduates: 2004-2009



LSJ Applicants, Admits, and Graduates for the years 2004-2009. Data points are the total number of students for each category for that academic year.

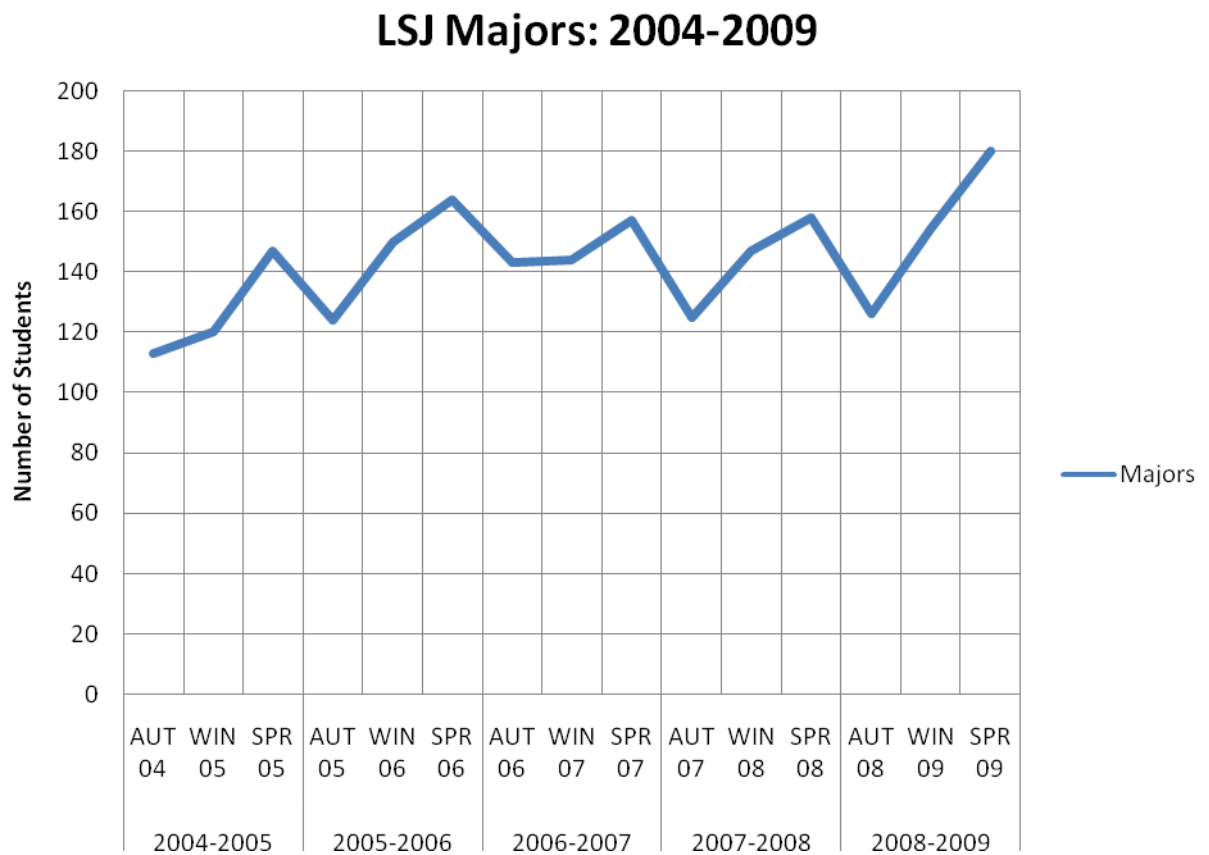
Graph 2

LSJ Minors, HR Minors, and Disabilities Studies Minors: 2004-2009



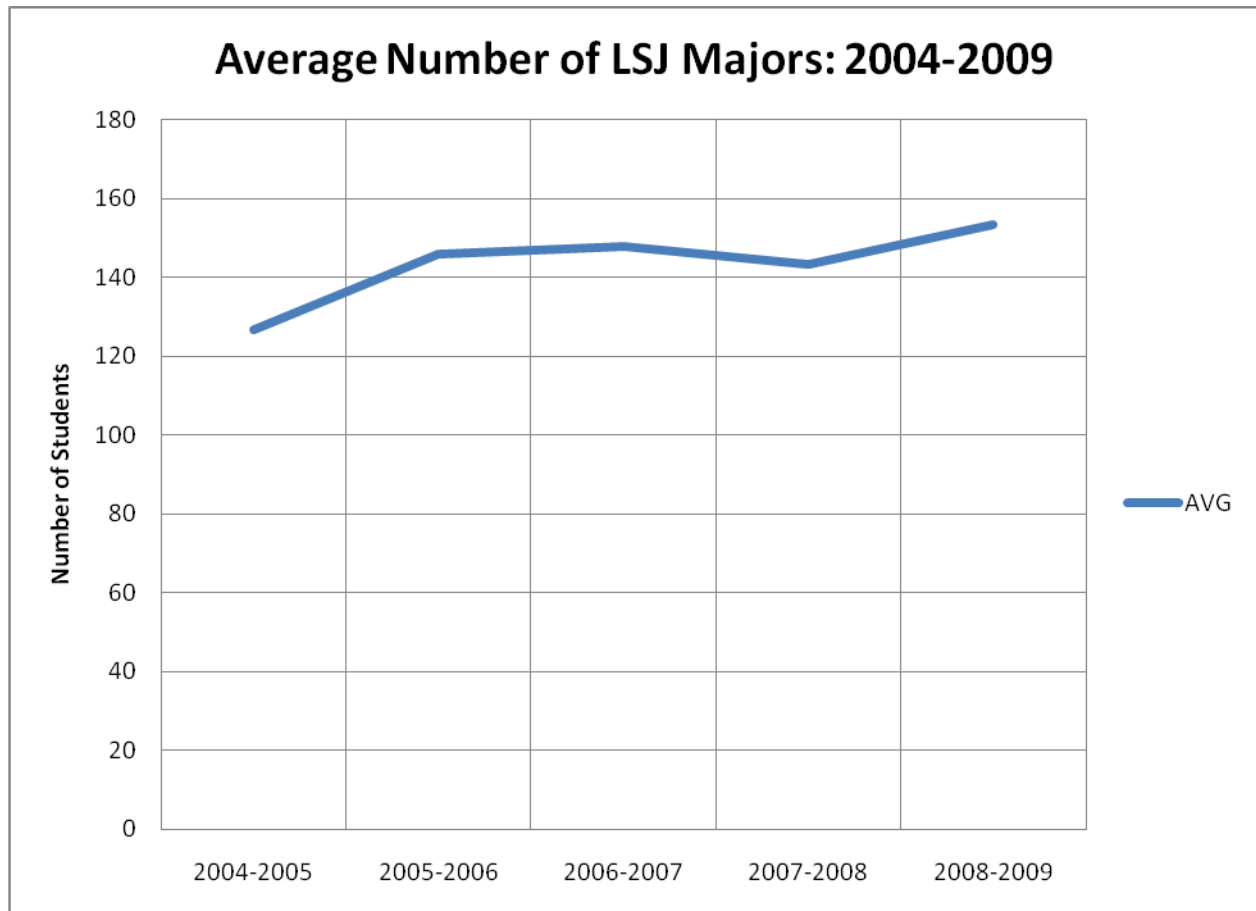
LSJ Minors, HR Minors, and Disability Studies Minors for the years 2004-2009. Data is shown on a quarterly basis.

Graph 3



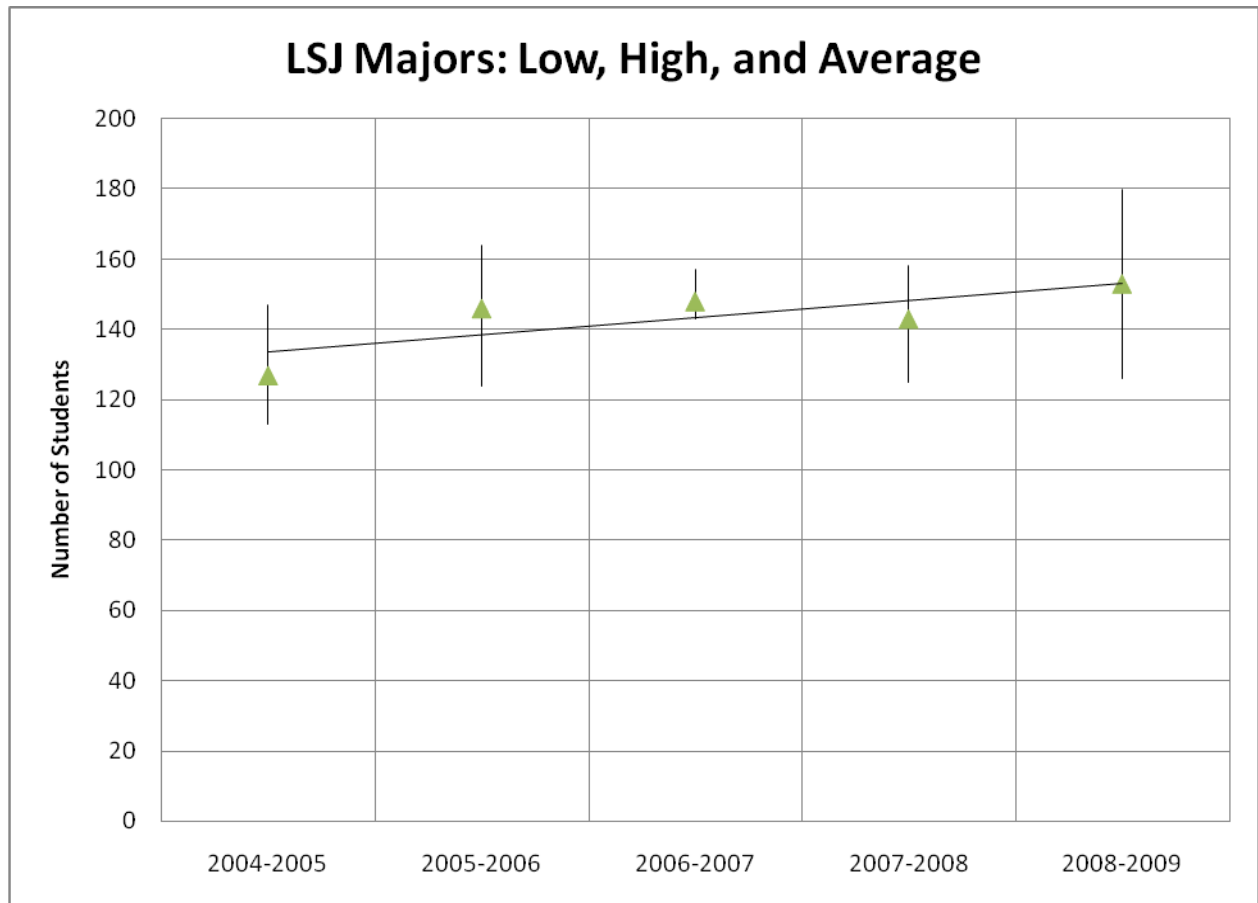
LSJ Majors for the years 2004-2009. Data is number of majors for each quarter.

Graph 4



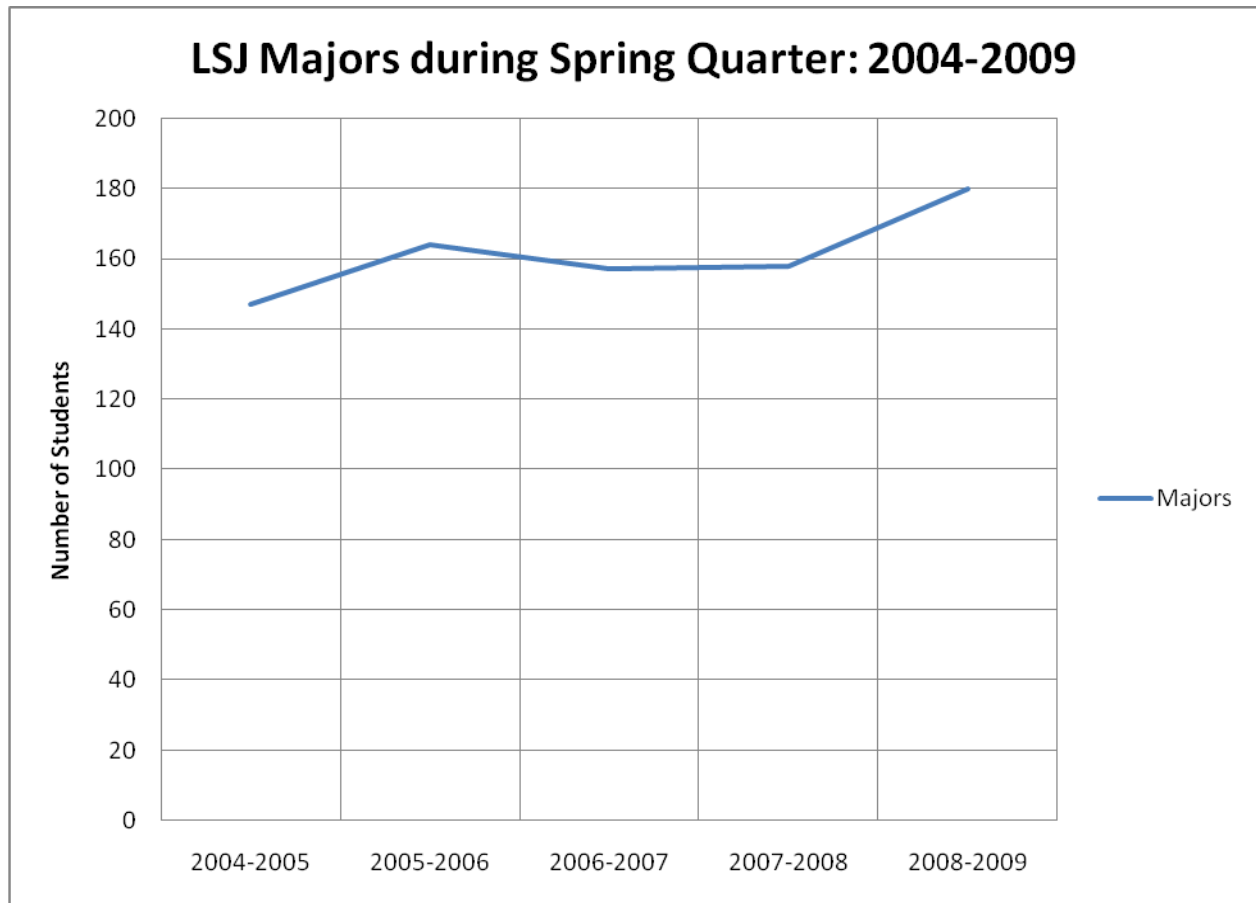
Average number of LSJ Majors (average of students in autumn, winter, and spring quarters) for calendar years 2004-2009.

Graph 5



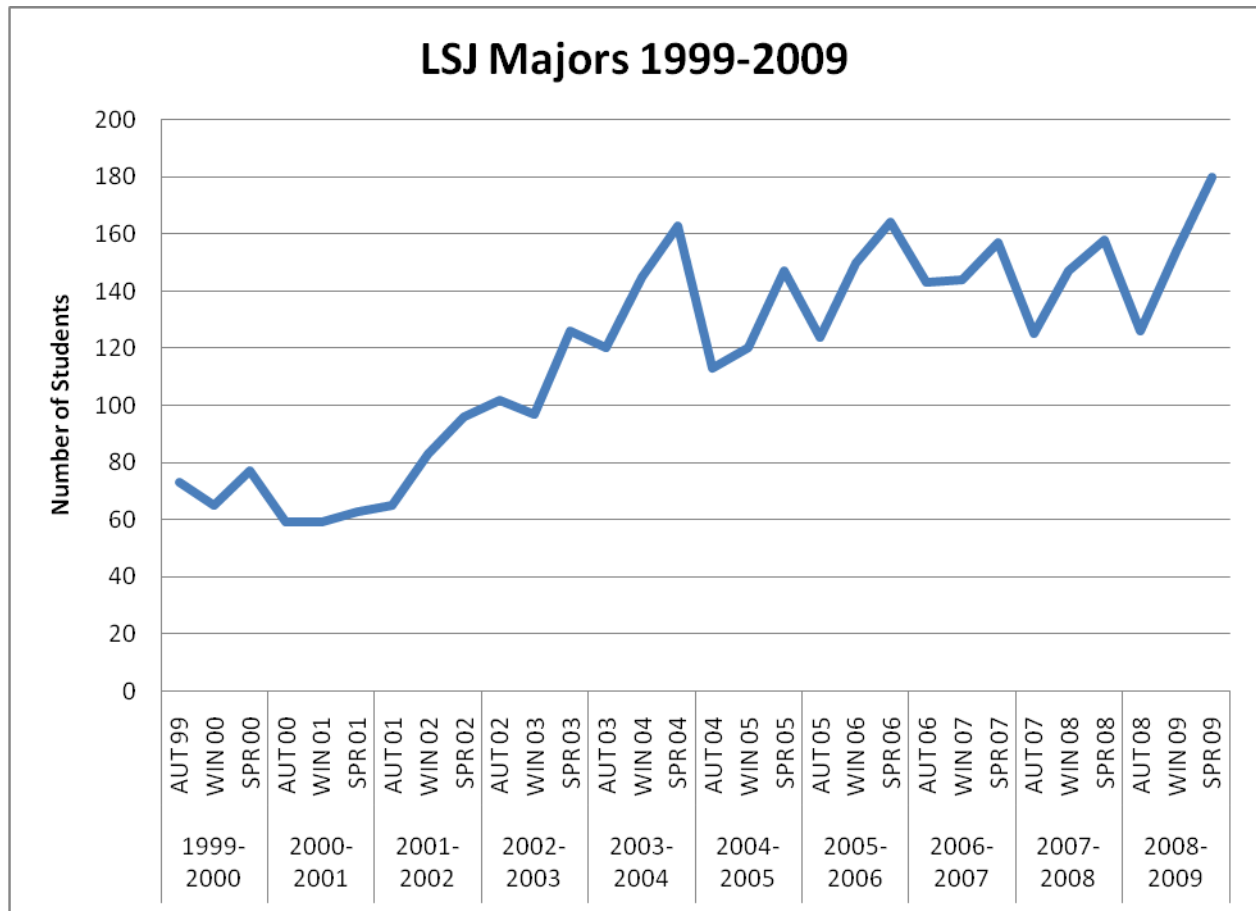
LSJ Majors: Low, High, and Average number of Majors per calendar year (triangle represents average and black trendline represents trend).

Graph 6



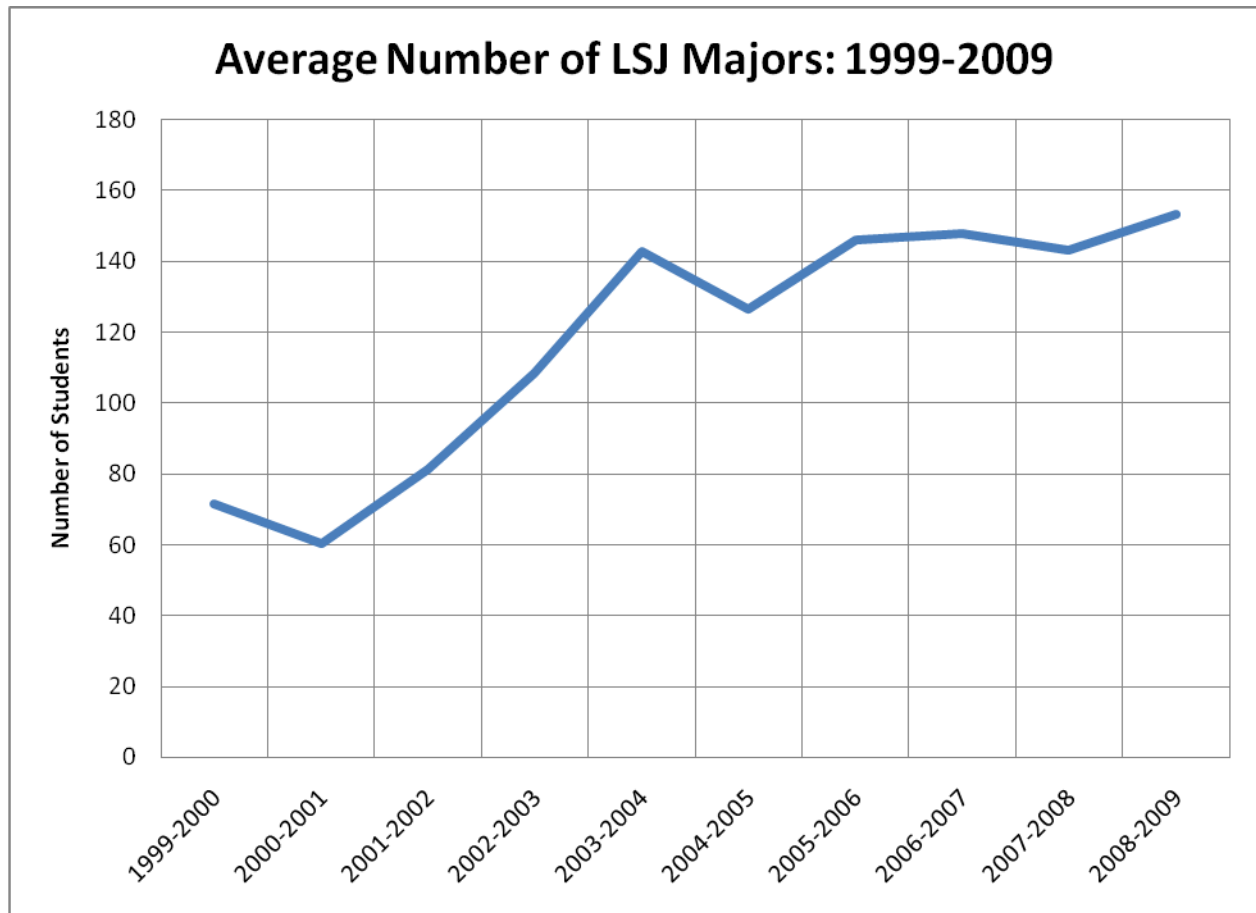
Number of LSJ Majors during Spring Quarter 2004-2009.

Graph 7



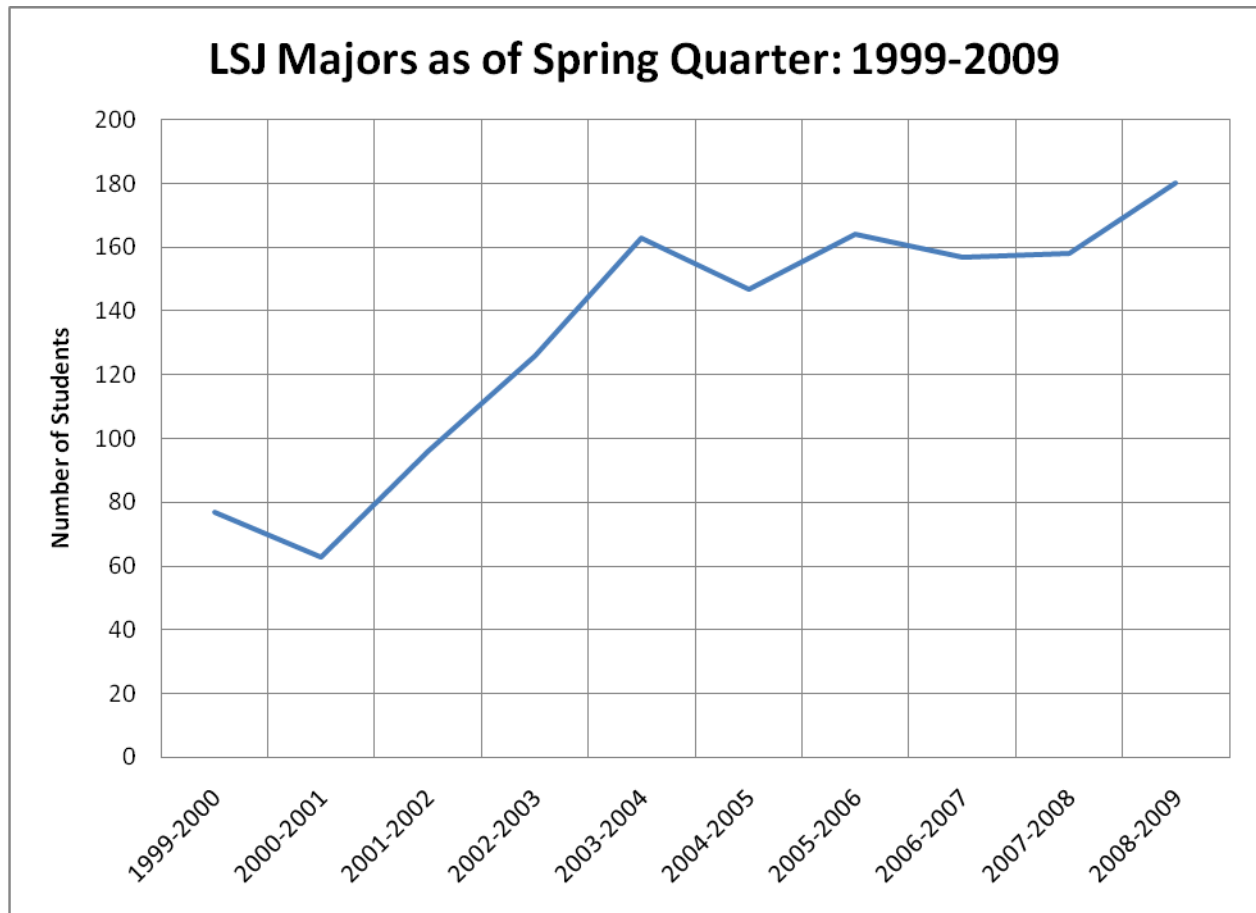
LSJ Majors on a quarterly basis, 1999-2009.

Graph 8



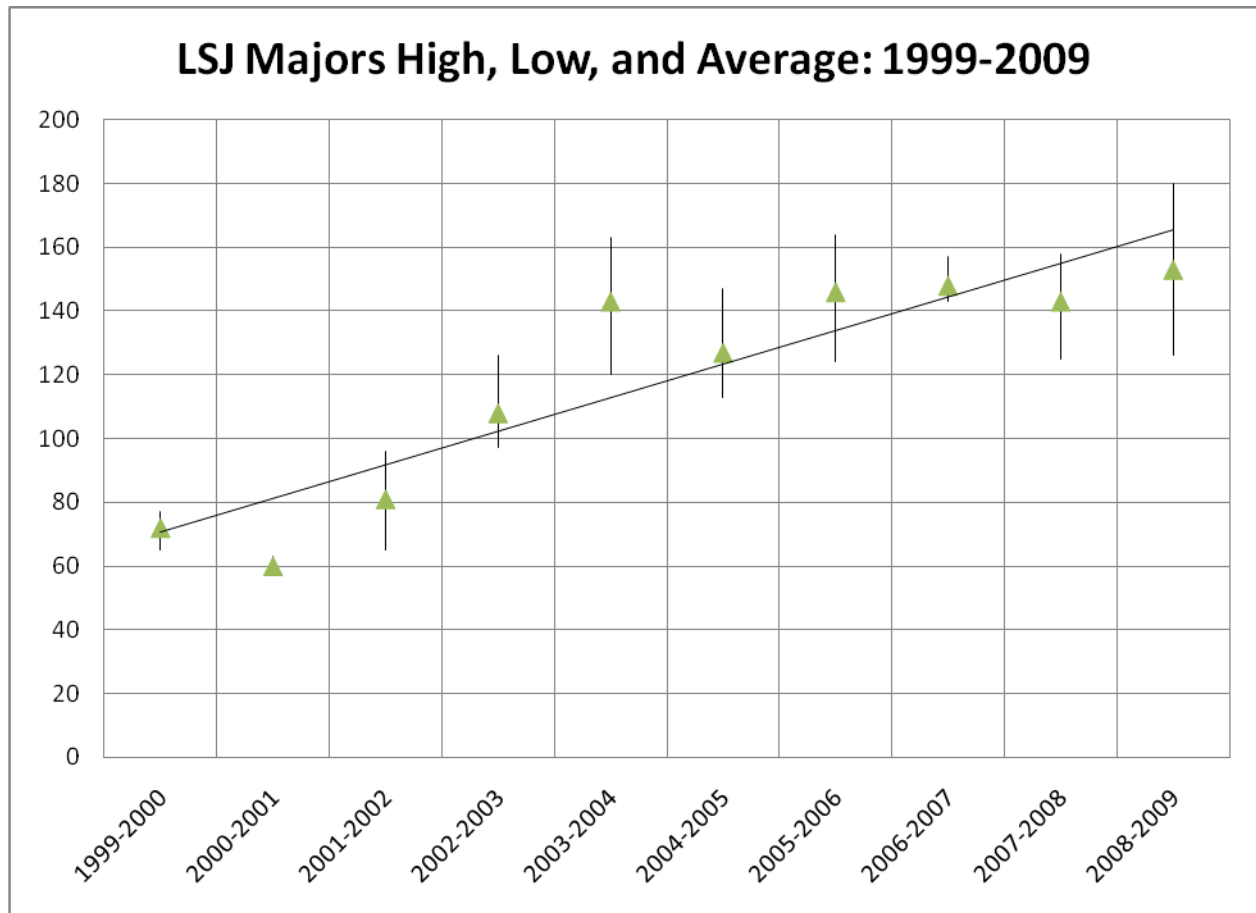
Average Number of Students, yearly basis 1999-2009.

Graph 9



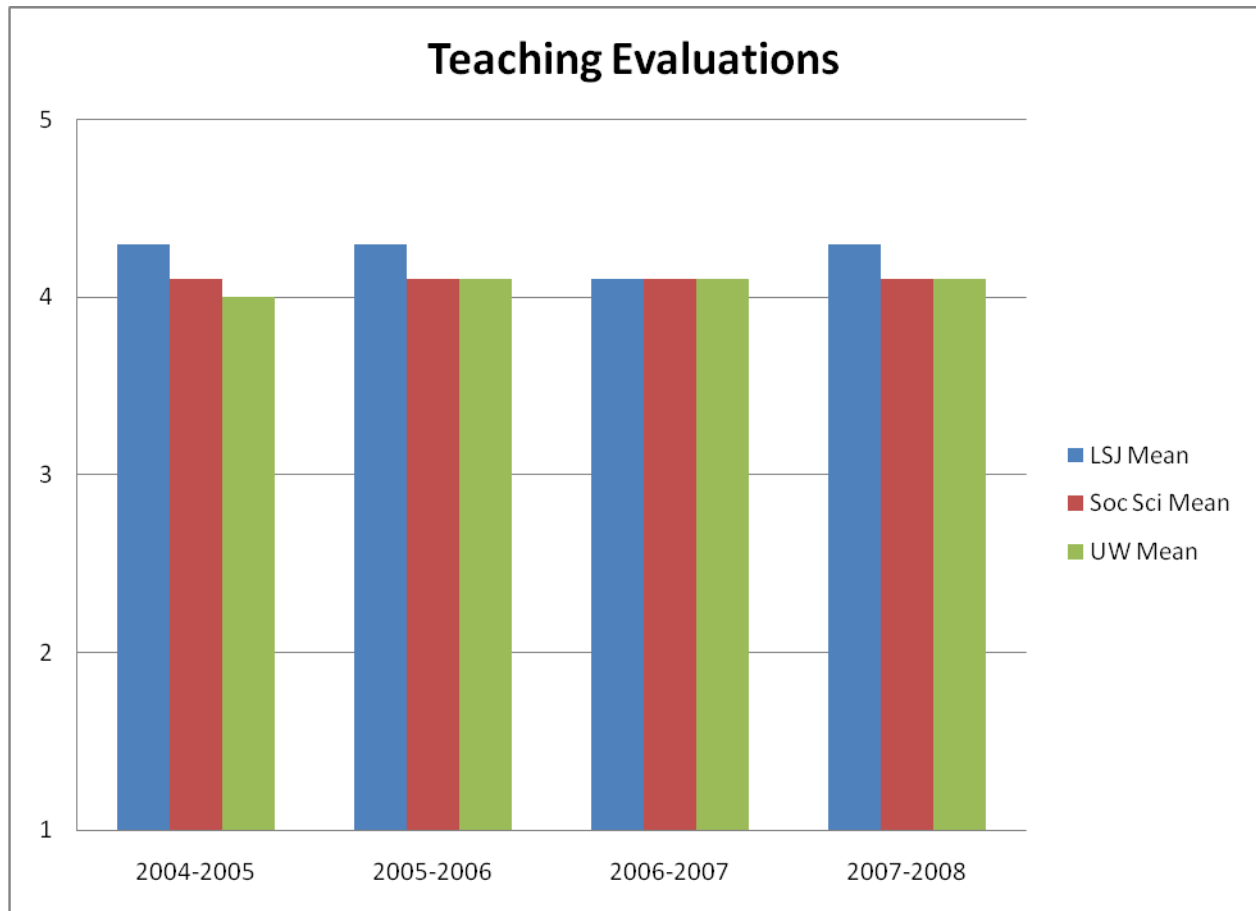
Majors as of Spring quarter, yearly basis 1999-2009

Graph 10



Range of majors, triangle represents average, with trend line added in. 1999-2009.

Graph 11



Appendix F

LSJ/CLASS Graduate Fellows Program

(Description: From the Website)

CLASS Graduate Fellows Program

CLASS offers an interdisciplinary certificate program that enables qualified students to earn a certificate in socio-legal studies as they pursue their doctorate. PhD students from the social sciences, Evans School, and Law School are eligible to apply to the certificate program. PhD students who are accepted into the certificate program will be designated CLASS Fellows, and will be eligible to receive upon graduation a certificate designating completion of an independent interdisciplinary law and society program.

Acceptance into the CLASS certificate program offers many benefits. The CLASS Center provides a network of faculty, classes, and financial resources to *CLASS Fellows*. The academic work for this program will be coordinated with and integrated into ongoing disciplinary academic work of students. CLASS Fellows will also enjoy:

- Invitations to all CLASS-sponsored events, including workshares, talks and colloquia;
- The opportunity to participate in the graduate student only CLASS Fellows workshare series;
- Opportunities to broaden their academic networks by developing working relationships with and connections to the interdisciplinary CLASS faculty;
- Special consideration for LSJ T.A. and R.A. assignments; and
- The opportunity to apply for funding to participate in Law & Society Association conferences and related events. The deadline for apply for funding for the 2009 LSA has passed.

Application materials are now available -- [click here](#) for graduation requirements, application procedures, and the application. This year, all application materials are to be submitted electronically (instructions are included in the application materials). The deadline is Monday May 18 2009.

Questions? Professor Rachel Cichowski or Seth Greenfest, GSA for CLASS.

**Graduate Certificate in Law, Societies and Justice:
Exit/Completion Requirements for Certificate Students**

1. Exit/completion requirements for Fellows who were in their 1st or 2nd year of a Ph.D. program when admitted to the certificate program in June 2006 or in any subsequent year:

- a. Students must maintain a 3.5 or higher.
- b. Students must complete at least 3 designated LSJ graduate courses (see Appendix A), one of which will be the “core course”⁵ **and another of which must be offered by a faculty member whose primary appointment is outside the applicant’s home department.** Independent study courses cannot be substituted for any of these three courses.
- c. Students must satisfy the “capstone” requirement by developing an analytical paper that engages the law and society tradition. The capstone paper must be judged to be sufficient in quality and scope by two CLASS faculty members (selected by the student); revisions may be required before the paper qualifies as acceptable. This paper must be presented: i.) at an LSJ colloquium or in a dissertation defense, if organized as a public presentation event; and ii) at the annual meetings of the Law and Society Association.⁶ (Every effort will be made to provide financial assistance to help make this possible.)
- d. At least one faculty member identified with CLASS will sit (as a full committee member) on the dissertation committee.
- e. Upon completion of these requirements, students will submit a transcript and statement explaining how the capstone requirements were met and identifying the CLASS-affiliated faculty member(s) on their dissertation committee.

2. Exit/completion requirements for Ph. D. students who are “grandfathered in” (i.e. students in their 3rd year or beyond when admitted to the certificate program in June 2006).
To receive certification, students will need to submit the following:

- a. A recent graduate transcript indicating that at least three LSJ related graduate courses (see Appendix A) have been taken. At least one of these must have been taught by a faculty member outside the applicant’s own discipline. Students may also petition to the Graduate Admissions Committee to have other courses count as one of their three courses. A petition should include the course syllabus and a letter explaining how the course relates to the law and society field. The transcript will also be used to verify that the applicant’s cumulative U.W. GPA is at least 3.5.
- b. A letter of support from a CLASS-affiliated faculty member.
- c. Evidence that the applicant has satisfied the “capstone” requirement of developing an analytical paper that engages the law and society tradition. The capstone paper must be judged to be sufficient in quality and scope by two CLASS faculty members (who are selected by the student); revisions may be required before the

⁵ Beginning in 2006-7, the core course will be taught under the title LSJ 501. Students who completed PS561/Soc590 (Spring 2004) or PS 561 (Spring 2006) will be considered to have satisfied the core course requirement.

⁶ Under some circumstances, presentation at another professional academic conference may satisfy this requirement.

paper qualifies as acceptable. This paper must be: i.) presented at an LSJ colloquium⁷ or in a dissertation defense, if organized as a public presentation event; and ii) submitted to an academic journal and/or presented at an academic conference, preferably but not necessarily at the LSA annual meetings.

- d. Upon completion of these requirements, students will submit a transcript and statement explaining how the capstone requirements were met and identifying the CLASS-affiliated faculty member(s) on their dissertation committee.

Appendix A. Designated LSJ Courses

LSJ 501	Globalization's Rulebook
LSJ 501	Law and Society Studies
Geog 574	Geography, Law & Social Control
JSIS/Pol S 542	State and Society
Pol S 561	Law, Society and Politics
Pol S 561 B	Rights
Pol S 562	Law and Social Control
Pol S 566	Comparative Law and Politics
Pol S 563	The U.S. Supreme Court
Pol S 564	Law and the Politics of Social Change
Pol S 591	Law, Politics & Society
Soc 590	Police, Order and the Post-Industrial City
Soc 590	Law, Politics & Society
ANTH 533	Law, Liberalism and Modernity

Active Graduate Fellows

About two dozen graduate students from a broad range of social science departments and beyond presently are CLASS Graduate Fellows. These students include the following:

Dena Aufseeser (Geography)

Victoria Babbit (Geography)

Jessica Beyer (Political Science)

Jean Carmalt (Geography)

Dominic Corva (Geography)

Heather Evans (Sociology)

Shauna Fisher (Political Science)

⁷ The expectation is that students will distribute their paper prior to the colloquium, make a 15-20 presentation of their paper, and field questions from the audience.

Jennifer Fredette (Political Science)

Ann Frost (Political Science)

Amanda M. Fulmer (Political Science)

Seth Greenfest (Political Science)

Christopher Heurlin (Political Science)

Peter Hovde (Political Science)

Arda Ibikoglu (Political Science)

Tuna Kuyucu (Sociology)

Milli Lake (Political Science)

Sooenn Park (Political Science)

Heather Pool (Political Science)

Karen Rosenberg (Women Studies)

Bill Vesneski (Social Welfare)

Recent CLASS Fellow Graduates and Placement (selected)

Ceren Belge (2008) <cbelge@wcfia.harvard.edu> Starting her second year of 2 yr post-doc at The Harvard Academy. Winner of two dissertation prizes.

Elizabeth Brown (2007) <eabrown@sfsu.edu> Assistant Professor, San Francisco State, Criminal Justice Studies.

John Carr (2007) <carrj@umn.edu> Acting Assistant Professor, University of New Mexico, Communication and Journalism.

Dudas, Jeff (2004) <jeffrey.dudas@uconn.edu> Assistant Professor, Political Science, U. of Connecticut.

Rose Ernst (2007) <ernstr@seattleu.edu> Assistant Professor, Political Science, Seattle University.

Jennifer Fredette (2010 expected) <jfredette@albany.edu> Ph.C., completing dissertation while in temporary 2 yr Assistant Professor position at SUNY Albany Dept. of Political Science. Was the LSJ Graduate Student Assistant for two years.

Iza Hussin (2008) <hussin@legal.umass.edu> Assistant Professor, Legal Studies, U. of Massachusetts, Amherst. Won post-doctoral fellowship at Harvard Law School for 2009-2010. Winner of two dissertation prizes.

Arda Ibikoglu (2009 expected) <ibikoglu@u.washington.edu> Ph.C., near completion, on fellowship at U Mass Amherst in 2009-2010.

Tuna Kuyucu (2009 expected) <kuyucu@u.washington.edu> Ph.C. in Sociology, defending dissertation in December. Starting as Assistant Professor in Istanbul in January, 2010.

Glenn Mackin (2005) <gmackin@esm.rochester.edu> Assistant Professor, University of Rochester.

Yuksel Sezgin (2007) <ysezgin@u.washington.edu> Assistant Professor, CUNY John Jay College of Criminal Justice. Winner of two dissertation prizes.

Patricia Woods (2003) <pjwoods@ufl.edu> Assistant Professor, Political Science, University of Florida.