



from *Eduard von Hofmann, Atlas of Legal Medicine (1898)*

University of Wisconsin–Madison

LEGAL STUDIES & HISTORY 477:

HISTORY OF FORENSIC SCIENCE

Prof. Mitra Sharafi • Spring 2022

Course information: TTh 11am-12.15 • Soc. Sci. 6112 •
Canvas course webpage: <https://canvas.wisc.edu/> (You must be registered for access.)

Instructional mode: in person (unless circumstances change)

Instructor's contact information: mitra.sharafi@wisc.edu • Office phone: (608) 265-8428 (e-mail is the best way to reach me)

Office Hours: T 3.30-5pm via Zoom.

Please sign up for a 15-minute slot by 1pm on the day of our meeting:

<https://docs.google.com/spreadsheets/d/1hwjxNZk5wniryYgPi6yfqXfBlIqJHP6xruiZvRNk8/edt?usp=sharing> or by appointment (by e-mail)

Zoom link for office hours: <https://uwmadison.zoom.us/j/6082658428>

Office: Law 6112 (directions: enter the Law School from Bascom Mall and go up to the sixth floor *on the right side of the building*, not on the Law Library side of the building)

Course Description: This 3-credit course examines the intersection between the history of law, on the one hand, and the history of science and medicine, on the other. It focuses on the diverse and disturbing paths followed by forensic science (including forensic medicine or medical jurisprudence) in various times and places. The concept of evidence is central to both legal and scientific endeavors. This course investigates the many ways that these fields have worked together—or at cross-purposes—to generate and assess evidence at the crime scene, in the lab, in the courtroom, and beyond. Examining methods as diverse as autopsies, toxicological and DNA testing, we will follow the ways that criminal guilt or civil liability have been determined, noting tensions between the search for truth and the quest for justice. The course covers key institutions, personnel, and conflicts over expertise involving courts, lawyers, judges, juries, coroners,

Version of 31 March 2022

Please note that this syllabus may change in response to shifting pandemic-related conditions. All announcements on changes to the course will be posted on our course website. Announcements from Canvas should be automatically e-mailed to you, too. It is your responsibility to stay updated on all changes by checking our course website and your inbox. Please check Announcements on our course website before e-mailing me with questions about any changes to the course format.

physicians and other scientific experts, forensic labs, detectives, police, and insurance. Next, it moves through a series of themes in the history of forensics, including the history of poisoning and intoxicating substances; sex and reproduction; and forensic psychology and psychiatry. The course ends by considering contemporary issues, including wrongful convictions based on flawed forensic analysis and corporate responsibility for toxic torts. It takes a global view, focusing on the English-speaking world (including the British Empire) from the nineteenth century until the present.

Learning Outcomes: By the end of this course, you should:

- be familiar with the history of legal institutions that involve scientific analysis and expertise;
- recognize the social, political, and cultural determinants and effects of forensic systems historically;
- appreciate the place and relevance of law, science and medicine within the humanities and social sciences;
- be aware of the cross-cultural and global aspects of forensic systems in history;
- be able to identify the main argument of a scholarly reading;
- be skilled at writing essays that make an argument in relation to secondary-source readings;
- be able to give an oral presentation based on independent research; and
- be able to productively contribute to in-class discussion.

If you are taking the graduate version of this course, you should additionally:

- be able to describe and critically assess historiographical developments in the secondary literature; and
- be able to advance an argument grounded in primary-source evidence in an extended research paper.

How this course meets credit-hour policy standards: This course meets as a group for two 75-minute sessions per week and carries the expectation that you will spend an average of 3 hours outside of class for each class period. In other words, in addition to class time, you should plan to allot an average of 6 hours per week for reading, writing, preparing for discussions, working on your research paper, and preparing for exams.

Grades & Course Requirements: Your final grade will be based upon the following:

- Reading Quizzes (10%): you are required to take a short online multiple-choice quiz for any ten of the classes marked with an asterisk (*) below. These quizzes will be available by the end of the day one week before the class date, so you will have just under a week to take each quiz. It is your duty to ensure that you do your ten quizzes. I will not monitor this. If you do less than ten, you will receive a zero (0) for each missed quiz. You are free to take more than ten quizzes. If you do, I will use your best ten scores.

- Feedback on classmates' first drafts of research paper (5%): you are required to provide written feedback on the first drafts of several classmates' research papers. These assignments will be made closer to the date of the presentations based on these first drafts. I will assess and grade your feedback, before sharing it with the author. Your classmate will then use this feedback to revise their paper before submission. To boost your participation grade, you may also submit feedback on classmates' drafts for a session not assigned to you.

Your draft paper feedback will be due electronically (submitted via our course website) **Mondays by 5pm for a Tuesday class or Wednesdays by 5pm for a Thursday class.**

There will be a penalty for lateness (=work submitted after 5pm and before 8pm on the day before class). I will not accept submissions received after 8pm on the day before class. I will also not notify you when your response or feedback is late or missing. **It is your responsibility to know when your submissions are due.**

- Midterm exam (25%): Our open-book midterm exam will take place during **Class 13 (T, March 8).**

- Research paper (20%): In this short research paper, you will analyze one forensics-related controversy or topic (2,500-3,000 words, plus bibliography). Please identify your topic via the sign-up list linked to our Canvas course page (max. one student per topic). I will provide a list of potential topics on the website, but you may also choose a topic that is not on the list if you obtain my prior approval. I highly recommend that you come to see me during office hours about your paper at least once.

You may sign up via our Canvas course page any time during the week after the opening of the list at 5pm on T, Feb.8, 2022. You must have signed up for a topic by **5pm on T, Feb.15, 2022.** A penalty will be applied to your overall paper grade if you sign up late.

You must submit the first draft of your paper by 5pm one week before your in-class presentation (presentations will take place during Classes 22-25). For example, if your presentation is scheduled for Thursday, April 14, then your first draft will be due by 12 noon on Thursday, April 7. Your short oral **presentation** will summarize your paper. Your classmates assigned to your presentation class will read your first draft and provide you with written comments, which I will read first. The whole class will also have the chance to ask you questions on your work following your presentation. Using your classmates' comments, you will revise your first draft and submit your final version of your paper by 5pm one week after your in-class presentation. Continuing with the example above, this means that if you give your presentation on Thursday, April 14, your first draft will be due by 5pm on Thursday, April 7 and your final version will be due by 5pm on

Thursday, April 21. You must include with your final submission a cover note explaining changes made in response to your classmates' comments. Up to 48 hours after the final paper deadline, late papers will be accepted with a 5-point penalty (the paper will be graded out of 100 points) for every 12 hours that the paper is late. Late papers submitted more than 48 hours after the deadline will not be accepted. **It is your responsibility to keep track of the scheduling deadlines associated with all stages of your paper.**

- **Final exam (30%):** Our open-book final exam will take place on **Tuesday, May 10, 2022 at 12.25-2.25pm** (location TBA).
- **Class attendance (10%):** Coming to class is essential. This means arriving punctually and staying until the end of class. We will be using a daily attendance app (set up as a Canvas quiz). Please bring a device (laptop, phone, or other) that will allow you to check in by taking this "quiz" at the start of each class session.
 - **Lateness:** Arriving more than 15 minutes late or leaving more than 15 minutes early counts as an absence from that day's class. Arriving late (=up to 15 minutes after attendance has been taken) **three or more times** constitutes chronic lateness and will be factored into your attendance grade.
 - **Absences: You may miss up to two classes unexcused during the semester.** There will be no deductions for these two absences, and there is no need to let me know that you will be missing these classes. Beyond these two absences, however, missing a class will count as an unexcused absence. Excused absences include missing class for medical, military, or athletics-related reasons (all with documentation), or for religious reasons (with prior notice). Missing class for a family vacation (beyond your two permitted absences) will count as an unexcused absence. If you have an ongoing medical condition that may cause periodic absences, please let me know (with documentation) as soon as possible during the semester. In such cases, we can set up alternative arrangements pertaining to attendance policy. If you have to miss class beyond two "freebie" absences, please fill out the Excused Absence form [here](#) (also linked to our course page), if possible in advance of your absence.
- **Class participation:** You are expected to contribute regularly to the conversation in class, both in whole-class and small-group discussion. If you are uncomfortable speaking in class, you should come to see me during office hours in order to express your thoughts on course materials in an alternative setting. Office hour visits also count toward class participation, in other words. Participation is particularly important during our jigsaw discussion days. You should be aware that absences may have an adverse effect not only on your attendance but also on your participation, as you cannot participate if you are not present. While participation

will not count for a set % of your overall grade, exceptionally strong or poor participation may push your final grade up or down by one letter grade increment.

- Graduate version of this course: If you are taking this course as a graduate student, your grade will be based on the reading quizzes (10%) and an extended research paper (5,000-6,000 words, plus bibliography) due toward the end of the semester (date to be agreed upon with instructor) (80%), along with attendance (10%). Participation may act as a discretionary factor in pushing your overall grade up or down by one letter grade increment (as above). You will not take the midterm or final exam, nor will you be required to give a presentation or attend Classes 22-25 (Presentations of groups 1-4). You should prepare your research paper in consultation with instructor, and you should read broadly in the field of forensic history so that you can situation your topic within it.
- Grading scale:
 - A: 90% and above
 - AB: 85-89%
 - B: 80-84%
 - BC: 75-79%
 - C: 65-74%
 - D: 55-64%
 - F: below 55%

See the grading rubric posted on our course website.

Disabilities or other medical issues:

- If you have a **disability, learning difficulty or other medical condition** that you feel may affect your work, attendance or participation in our course, please let me know (with documentation) as early as possible during the semester. Any such discussions will remain confidential. The McBurney Disability Resource Center offers special facilities through which students may take exams (for instance, with time and a half), so it is important that you let me know of any special support you may require: <http://www.mcburney.wisc.edu/> Where appropriate, we may also set up alternative arrangements pertaining to attendance.

Diversity and inclusion:

- Diversity is a source of strength, creativity, and innovation in this course and at UW-Madison. I value the contributions of each person and respect the profound ways your identity, culture, background, experience, status, abilities, and opinion enrich the university community. I also see the pursuit of excellence in teaching and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Format for written work (research paper):

- Your research paper should be typed in 12-point font with 1-inch margins, double-spaced, and submitted electronically via our Canvas course page. If in doubt about whether your submission has been properly submitted using Canvas, please also e-mail your paper to me. However, our Canvas dropboxes are my preferred method of submission.

Course materials:

- All **readings** for the course are available **electronically** through our Canvas course website. Your summary notes should enable you to answer the reading questions for the day's readings (posted on the syllabus for each class). The reading questions are meant to help you prepare for the quiz. I also recommend that after taking notes on a reading, you fill in the following headings in one sentence each: 1. summary of the main argument, 2. most important contribution, 3. most serious criticism, 4. how this reading fits with our other course readings and themes.

Course content note:

- Please note that some of the course content is graphic and disturbing in nature, including material that relates to violence, blood, sexual assault, and abortion. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.
- Technology: Please bring to class a device that will allow you to check-in for attendance purposes at the start of each class (via the attendance "quiz" on our Canvas page). I will post for each class a Word document "outline" that you may download, as the basis for your notes. I allow laptops in class, but only for the purposes of taking notes and consulting readings for our course. I do not allow wearing headphones during class, except for a McBurney-related accommodation. Please note that spending time on other online activities that are not relevant to class undermines the quality of our learning community's interactions, and may adversely affect your grade via participation. Any recordings made of our class (using the medical/McBurney exception) shall be for students' own study purposes. Such recordings shall only be made with prior permission from me and are not to be made available to anyone outside of our class.
- E-mail etiquette: Please e-mail me with any procedural or logistical questions after you have consulted our syllabus and Canvas page and been unable to find the answer there. (If you notice that something is missing or incorrect on Canvas, I would appreciate an e-mail.) In general, you will get better quality feedback and substantive discussion by coming to office hours. All e-mails should include the appropriate form of greeting and be signed with your name.

Academic Misconduct:

- The stakes: You have a lot to lose if found to have committed academic misconduct. Misconduct during your undergraduate years may be recorded and submitted to future potential employers and institutions for post-graduate study. If you plan to apply to law school or graduate school, you should realize that any academic misconduct could prevent you from being accepted, or from pursuing your desired profession later on (e.g., practicing law). It is therefore critical that you familiarize yourself with UW's policies and procedures governing academic misconduct: <https://conduct.students.wisc.edu/academic-misconduct/>
- Plagiarism: Any intentional attempt to claim the work or efforts of another person without authorization or citation constitutes academic misconduct. This includes cutting and pasting text from the web without quotation marks or proper citation, or paraphrasing from the web (or any other source) without crediting the original. I take such actions seriously, and **regularly do anti-plagiarism checks on student assignments**. If I suspect that you have plagiarized, I may request an in-person meeting and may penalize you in grading your assignment. Failure to meet with me in person to discuss these issues may result in an "incomplete" for the assignment and potentially for the course. In addition, I may pursue disciplinary measures.
- COVID-related policies: As per campus policy, all students, employees and visitors to campus are **required to wear masks** when inside campus buildings. Teaching and learning while wearing a mask can be challenging. Please try to speak up so that your classmates and I can hear you. I may ask you to repeat yourself as necessary. Please let me know if you have any issues hearing me. If you have any symptoms or have had Covid exposure, please stay at home. I will be especially understanding of absences given the circumstances, and I encourage you to err on the side of caution when making decisions about whether to come to class. I will do the same, and if I have to cancel class I will notify you by posting an Announcement as soon as possible. We will then move class online. If a health situation arises that might lead to a long-term absence or otherwise serious disruption with course progress, you should let me know by e-mail.

Course Reading Schedule:

- **T, Jan.25, Class 1: Overview of the course** (no readings)
- **Th, Jan.27, Class 2: Dogs & forensics. Visit with Bureau of Alcohol, Tobacco, Firearms and Explosives Special Agent Canine Handler (SACH) Jason Salerno and Explosives Detection Canine (EDC) Sandi**
 - *People v. Hudson* (Court of Appeals of Michigan, 2016), 1-5

- “Jax, ‘an invaluable asset’ in the fight against violent crime,” *The Detonator* (Nov.-Dec. 2017), 14-15
- Excerpts from full judgments:
 - *People v. Perryman* (Court of Appeals of Michigan, 1979), 1-6
 - *Carr v. the State* (Supreme Court of Georgia, 1997), 1-4

Q: What challenges have arisen in the criminal case law regarding the use of canine detection methods in a variety of forensic contexts?
- **T, Feb.1, Class 3: Introduction to the history of forensic science** through current events round-up readings (from the final class of History of Forensic Science, spring 2020)

Q: What forensic-related issues and themes emerge from the 2020 news stories here? Which ones pose the greatest challenges, to your mind, and why?

 - readings posted on course website
- **Th, Feb.3, Class 4: Jigsaw discussion #1—Forensic experts.** Do the ONE set of readings below that will be assigned to you by group (groups A-D to be determined before this class). Be prepared to explain this reading to classmates who have not done the same reading. For further details, see exercise description (to be posted in advance):
 - Group A: Thomas T. Noguchi, *Coroner* (New York: Simon and Schuster, 1983), 54-86 (Ch.3: Medical Examiner’s Case No. 81128. Marilyn Monroe)
 - Group B: Zakaria Erzinclioglu (AKA Dr. Zak), *Maggots, Murder, and Men: Memoirs and Reflections of a Forensic Entomologist* (New York: Thomas Dunne Books, 2000), 22-48 (Ch.2: The Nature of Evidence)
 - Group C: Mary H. Manhein, *The Bone Lady: life as a forensic anthropologist* (New York: Penguin Books, 2000), 27-30 (Ch.3: Sis), 63-9 (Ch.12: Lost and Missing Children), 70-81 (Ch.13: Capitol, Ch.14: Indian Woman), 91-3 (Ch.18: Clouds and Horses), 125-37 (Ch.26: Civil War on the Bluff, Ch.27: For Those Who Wait)
 - Group D: Walter Borden, *Wild Justice: Memoir of a Forensic Psychiatrist* (N. Charleston: Independent, 2017), xi-xiii, 33-57 (Ch.5: Eve, Ch.6: Beth, Ch.7: Crystal)
- **T, Feb. 8, Class 5: *Police, detectives, & detection**
 - Ian Burney and Neil Pemberton, *Murder and the Making of English CSI* (Baltimore: Johns Hopkins U. Press, 2016), 153-83 (Ch.7: Interrogating the “House of Murder”)

Q: How did the rise of Crime Scene Investigation change the approach to the detection of crime in 20th-century England, and how did the infamous Christie case make these changes visible?
- **T, Feb.8: Sign-up list for research paper topics opens at 5pm (course website): sign up for a topic (max. one person per topic) during the next week; see posted PDF for list of topics**

- **Th, Feb. 10, Class 6: *Courts & scientific experts**

- Sheila Jasanoff, *Science at the Bar: Law, Science, and Technology in America* (Cambridge, MA: Harvard University Press, 1995), 42-68 (Ch.3: The Law's Construction of Expertise), plus notes
- Rebecca Trager, "[Forensics in Crisis](#)," *Chemistry World* (15 June 2018), PDF version: 1-9

Q: What issues have arisen in relation to forensic experts in the criminal justice system? What are some possible solutions?

- **T, Feb. 15, Class 7: *Insurance**

- Sharon Ann Murphy, *Investing in Life: Insurance in Antebellum America* (Baltimore: Johns Hopkins U. Press, 2010), 77-96 (Ch.3. Lying, Cheating, and Stealing versus The Court of Public Opinion: Preventing Moral Hazard and Insurance Fraud), 232-7 (excerpt from Ch.8. Acting 'in defiance of Providence'? The Public Perception of Life Insurance), plus notes

Q: Why were murder and suicide key challenges for the early American life insurance industry, and how did the industry respond?

- **T, Feb.15: Sign-up list for research paper topics closes at 5pm today (Canvas)**

- **Th, Feb.17, Class 8: Jigsaw discussion #2—Detective fiction worldwide**

Do the ONE set of readings below that will be assigned to you by group (groups E-H to be determined before this class). Be prepared to explain this reading to classmates who have not done this reading. For further details, see exercise description (to be posted in advance):

- Group E: Arthur Conan Doyle, "The 'Gloria Scott,'" 1-9 and "The Adventure of the Speckled Band," 1-12 from *The Adventures of Sherlock Holmes* (from [Project Gutenberg](#))
- Group F: N. R. Gupta, "Blood-faced Dragon" in *Kiriti Omnibus*, vol.2 (Kolkata, 1972); translation from Bengali by Anwesha Maity (2018), 1-34
- Group G: Agatha Christie, "Sanctuary" in *Miss Marple: The Complete Short Stories* (New York: Dodd, Mead and Company, 1985), 324-46
- Group H: Shizuko Natsuki, "Cry from the Cliff" in *Ellery Queen's Japanese Golden Dozen: The Detective Story World in Japan* (Rutland, VT and Tokyo, Japan: Charles E. Tuttle Co., 1978), 123-45

- **T, Feb.22, Class 9: *Signs of the body 1**

- Mitra Sharafi, "The Imperial Serologist and Punitive Self-Harm: Bloodstains and Legal Pluralism in British India" in Ian Burney and Christopher Hamlin, eds., *Global Forensic Cultures: Making Fact and Justice in the Modern Era* (Baltimore: Johns Hopkins University Press, 2019), 60-85

Q: Why was the precipitin test of special value to colonial authorities in British India? What did its importance, along with the creation of the Imperial Serologist, reveal about the interaction between a non-colonial form of private disputing and the colonial criminal justice system?

• **Th, Feb.24, Class 10: *Signs of the body 2**

- Adam Cohen, *Imbeciles: The Supreme Court, American Eugenics, and the Sterilization of Carrie Buck* (New York: Penguin Books, 2017), 1-14 (Introduction)
- Podcast to listen to in advance (19min.): “Sterilized,” *Life of the Law* (feature episode 79): <http://www.lifeofthelaw.org/2016/03/sterilized/> or read the transcript: <http://www.lifeofthelaw.org/2016/03/sterilized-transcript/>

Q: How and why was Carrie Buck sterilized without her consent, and how did her story resemble those of thousands of other Americans in the mid-20th century?

• **T, March 1, Class 11: *Poisoning**

- David Arnold, *Toxic Histories: Poison and Pollution in Modern India* (Cambridge: Cambridge U. Press, 2016), 1-7 (from Introduction) and 17-40 (Ch.1: The social life of poisons)

Q: What cultural and religious narratives about poison have existed in the history of India, and how does poison fit into the history of gender, poverty, and medicine in India?

• **Th, March 3, Class 12: Jigsaw discussion #3—Intoxicating substances:** Do the ONE set of readings below that will be assigned to you by group (groups I-L to be determined before this class). Be prepared to explain this reading to classmates who have not done the same reading. For further details, see exercise description (to be posted in advance):

- **Group I:** Deborah Blum, *The Poisoner’s Handbook: Murder and the birth of forensic medicine in Jazz Age New York* (New York: Penguin, 2011), 38-41 and 46-9 (from Ch.2: Wood Alcohol 1918-19), 152-64 (from Ch.7: Methyl Alcohol 1927), and 196-207 (from Ch.9: Ethyl Alcohol, 1930-1932)
- **Group J:** Barron H. Lerner, *One for the Road: Drunk Driving since 1900* (Baltimore: Johns Hopkins Press, 2011), 1-3 (from Introduction), 38-63 (Ch.2: Science and Government Enter the Fray)
- **Group K:** (1) Catherine Carstairs, *Jailed for Possession: Illegal Drug Use, Regulation, and Power in Canada, 1920-1961* (Toronto: University of Toronto Press, 2006), 16-34 (Ch.1: The Drug Panic of the 1920s and the Drive for Chinese Exclusion); (2) Shreeya Sinha with Zach Lieberman and Leslye Davis, [“A Visual Journey through Addiction,”](https://www.nytimes.com/interactive/2018/us/addiction-heroin-opioids.html) *New York Times* (18 Dec. 2018), PDF version: 1-6 [online version recommended for full visuals: <https://www.nytimes.com/interactive/2018/us/addiction-heroin-opioids.html>]
- **Group L:** (1) Emily Dufton: *Grass Roots: The Rise and Fall and Rise of Marijuana in America* (New York: Basic Books, 2017), 1-10 (Introduction: A Higher Calling) and 207-24 (Ch.12: The Florence Nightingale of Medical Marijuana); (2) Chris Roberts, “Study: Sure

Looks Like ‘Marijuana Breathalyzers’ Don’t Work—And May Never Work,” *Forbes* (31 Dec. 2021), 1-2.

- **T, March 8, Class 13: Open-book midterm exam**
- **Th, March 10, Class 14:** screening of film clips from *The Poisoner’s Handbook* (PBD, 2014), based on Deborah Blum’s book by the same title (no reading)

Sat., March 12-Sunday, March 20: spring break

- **T, March 22, Class 15: *Death investigation**
 - Jeffrey M. Jentzen, *Death Investigation in America: Coroners, Medical Examiners, and the Pursuit of Medical Certainty* (Cambridge, MA: Harvard University Press, 2009), 1-30 (Introduction, Ch.1: Good and Lawful Men)

Q: How did the English coroner’s system operate in America, and what criticisms and reform attempts were made?

- **Th, March 24, Class 16: *Sex & reproduction 1**
 - Thomas Pegelow Kaplan, “ ‘In the Interest of the Volk...’: Nazi-German Paternity Suits and Racial Recategorization in the Munich Superior Courts, 1938-1945,” *Law and History Review* 29 (2011), 523-48
 - Q: Why did certain people living in Nazi Germany claim that the men assumed to be their biological fathers were actually not their fathers, and how did they try to prove it?*

- **T, March 29, Class 17: *Sex & reproduction 2**
 - Barbara Baird, “*I had one too...*” *An Oral History of Abortion in South Australia before 1970* (Bedford Park, Australia: Women’s Studies Unit, Flinders University of South Australia, 1990), 35-7 (The Interviewees), 39-45 (Why women wanted abortions), 49-57 (How women procured abortions), 77-90 (Backyard abortions, Self-induced abortion before 1970)
 - Q: What do the oral history interviews in Baird’s study reveal about abortion in South Australia before its decriminalization in 1970?*

- **Th, March 31, Class 18: Jigsaw discussion #4—Forensic science and mass atrocities**

Do the ONE set of readings below that will be assigned to you by group (groups M-P to be determined before this class). Be prepared to explain this reading to classmates who have not done the same reading. For further details, see exercise description (to be posted in advance):

 - Group M: Victoria Sanford, *Buried Secrets: Truth and Human Rights in Guatemala* (New York: Palgrave Macmillan, 2003), 14-20 (from Introduction), 30-48 (Ch.1:

“The Bones Don’t Lie”), 270-1 (from Conclusion: Justice and Democracy after Genocide)

- **Group N:** Adam Rosenblatt, *Digging for the Disappeared: Forensic Science after Atrocity* (Palo Alto: Stanford University Press, 2015), 125-52 (Ch.3: Forensics of the Sacred)
- **Group O:** Eden Medina, “Forensic Identification in the Aftermath of Human Rights Crimes in Chile: A Decentered Computer History,” *Technology and Culture* 59 (2018):4, 100-129
- **Group P:** (1) Physicians for Human Rights, “Darfur: Assault on Survival. A Call for Security, Justice, and Restitution” (2006), 15-17 (IV. Investigation and Techniques), 27-38 (from V. Findings); (2) John Hagan, “Voices of the Darfur Genocide,” *Contexts* 10 (2011):3, 22-28, PDF version: 1-14

- **T, April 5, Class 19: *Law & the mind 1**

- Peter McCandless, “Liberty and Lunacy: The Victorians and Wrongful Confinement,” *Journal of Social History* 11:3 (1978), 366-86

Q: Why did so many people fear being confined to a mental institution in Victorian England, and what factors contributed to wrongful commitment?

- **Th, April 7, Class 20: *Law & the mind 2**

- Alison Winter, “The rise and fall of forensic hypnosis,” *Studies in History and Philosophy of Biological and Biomedical Sciences* 44 (2013), 26-35

Q: What factors contributed to the rise and fall of forensic hypnosis, as a method for the extraction of evidence from the human memory?

Th, April 7 (by 5pm): start of rolling submission deadline for first draft of research paper. Your first draft is due by 5pm one week *before* the date of your in-class presentation. Presentations will take place during Class 22-25.

- **T, April 12, Class 21: Jigsaw discussion #5—Forensic science and wrongful convictions.**

Do the ONE set of readings below that will be assigned to you by group (groups Q-T to be determined before this class). Be prepared to explain this reading to classmates who have not done the same reading. For further details, see exercise description (to be posted in advance):

- **Group Q:** (1) Excerpts from *R. v. Sally Clark* (UK, 2003), 1-26; (2) Caroline Gammell, “Alcohol killed freed mother Sally Clark,” *Telegraph* (7 Nov. 2007), PDF version: 1-2
- **Group R:** David Grann, “Trial by Fire: Did Texas execute an innocent man?” *The New Yorker* (7 Sept. 2009), 1-34
- **Group S:** Deborah Tuerkheimer, *Flawed Convictions: “Shaken Baby Syndrome” and the Inertia of Injustice* (New York: Oxford University Press, 2014), xi-xiv, 173-93 (Introduction and chapter 9; scan shared with author’s permission)

- Group T: Robert Lee Stinson v. James Gauger, Lowell T. Johnson, and Raymond Rawon US Court of Appeals for the 7th Circuit (2015), 1-23

PRESENTATIONS

For classes 22-25: For the next four class sessions, you will present findings from your research paper (first draft) in a short presentation (no slides), followed by Q&A from classmates. Another assigned group of students will read presenters' first drafts in advance. They will use "track changes" to provide comments and questions. I will read these annotated versions of each first draft before sending them to the authors shortly before their presentations. After their presentations, authors will revise their papers in light of their classmates' written and in-class feedback. Authors must submit with their final draft a short cover note describing changes made in response to classmates' comments. Students who are not in the group assigned to provide feedback may also read presenters' first draft and submit comments and questions to instructor, who will forward them to the author. Providing feedback on this optional basis will be contribute to your participation.

- **Th, April 14, Class 22: Presentations of Group 1**, with written feedback from **Group 4** (feedback due the day before by 5pm)
- **T, April 19, Class 23: Presentations of Group 2**, with written feedback from **Group 1** (feedback due the day before by 5pm)
- **Th, April 21, Class 24: Presentations of Group 3**, with written feedback from **Group 2** (feedback due the day before by 5pm)

Th, April 21 (by 5pm): start of rolling submission deadline for final version of research papers. Your finished paper is due (with cover note explaining changes made in response to classmates' comments) by 5pm one week *after* the date of your in-class presentation.

- **T, April 26, Class 25: Presentations of Group 4**, with written feedback from **Group 3** (feedback due the day before by 5pm)
- **Th, April 28, Class 26: *Corporate responsibility***
 - Barbara Young Welke, "Owning Hazard, A Tragedy" (a play), *UC Irvine Law Rev.* 1:3 (2011), 696-719, 728-31, 737-43

Q: What is the significance of the Gene Autry cowboy suit in US history, and how did flammable fabrics become a key arena for consumer protection efforts in the 20th century?

- **T, May 3, Class 27: *Q&A with Dr. Jamie Kallan on death investigation** (forensic pathologist and Assistant Professor, Dept. of Pathology and Lab Medicine, School of Medicine and Public Health, UW–Madison)
 - To watch in advance: Frontline documentary (53min.), *Post Mortem: Death Investigation in America* (PBS, 2011)
<http://www.pbs.org/wgbh/pages/frontline/post-mortem/>

Q: What aspects of death investigation in the US today are problematic, and why?

- **Th, May 5, Class 28: *Forensic science in current events**
 - readings TBA (stories in the news during our semester together); to be posted on our course page

Q: In what ways do today's readings reinforce or complicate themes we have explored in this course?

- **Tuesday, May 10, 2022 at 12.25pm-2.25pm: Open-book final exam (location TBA)**