**SOCIOLOGY & LEGAL STUDIES 128I – RACE & LAW**

**FALL 2015**

Instructor:

Hiroshi Fukurai

337 College Eight, x 9-2971 (office)

Office Hours - Tuesday 2:00-5:00, or by appointment

TA: |

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Class:

Tuesday and Thursday, 8:00 - 9: 45 a.m., Stevenson 150

Course descriptions:

Spanish bishop and scholar Antonio de Nebrija once declared in the prologue of his 1492 Castilian Spanish dictionary, *Gramatica de la lengua castellana*, that “language is the perfect instrument of empire.”  The colonial imposition of Spanish as a mono-lingual imperial language in the New World helped eradicate indigenous languages, identity, and culture, while newly introduced legal codes imposed predatory forms of institutional practices and human relations throughout Americas. Institutionalized discrimination and inequity was also introduced and maintained through the mobilization of new socio-legal concepts and their narrative influence, including race, ethnicity, patriarchy (gender-based hierarchy), civilization (civilized v. “savages”), among other new socio-cognitive concepts. This class then specifically sheds critical light on the intertwined relationship between *race-related social hierarchy, its legal meanings,* and *the function of “law and order,”* and how these practices facilitate and enforce the unequal distribution and allocation of social privileges, legal freedom, and rights to property.

We first begin by de-constructing the concept of the geo-political entity called “Europe,” followed by the critical analysis of racial & linguistic/institutional policies imposed by European powers on North America, Mesoamerica, and Caribbean.  We then move on to analyze how race emerged as a powerful colonial instrument to define power relations. Critical race and feminist legal theories first help dissect the intertwined relation between race and law, followed by the Fourth world perspective and Nietzsche’s historical genealogy in order to further examine and deconstruct today’s reality from critical perspectives. Specific topics of class discussion then include:

Colonial race relations and policies; a historical origin of “the state” and its distinction from “the nation”; the emergence of a police state and the function of “national” or federal law-enforcement agencies (including Pinkertons, FBI, CIA, and today's mercenary & privatized military forces); the creation of military and prison industrial complex; the role and impact of corporate media and state-sponsored propaganda; judicial and electoral discrimination against people of color; domestic and international state-corporate crimes; genocide, war crimes, and crimes against humanities, including extra-ordinary rendition and a strategic use of torture as methods of interrogation; warrantless wiretaps, secret surveillance and “anti-terrorist” state-led campaigns including COINTELPRO, JTTF, & a passage of the National Defense Authorization Act (NDAA), Military Commissions Act, Cyber Intelligence Sharing & Protection Act (CISPA), among many others.

The course also focuses simultaneously on race-specific issues and conflicts in different parts of the world, as the U.S. and European states continue to project colonial/predatory corporate policies to the rest of the world, thereby requiring critical analyses of Western foreign policies and corporate behaviors around the globe (i.e., UN, WTO, WB, & IMF, plus activities of trans-national corporations).

Requirements:

Attendance at both lectures and discussion sections is mandatory.   I would like to emphasize that your attendance at a TA section is very crucial because the section will become your primary intellectual site to engage in critical discussions about race, examining how race is closely tied to the ways in which socio-legal resources, social opportunities, and legal rights for property and freedom are being allocated and distributed in our society.

Each student is also required to take two exams and write both a concept paper and a complete essay at the end of the course. Successful completion of two exams and two papers is required to pass the course.   The four basic requirements are the following:

              Two Tests: two in-class exams **October 29,** Thursday and **December 8,** Tuesday

                            NO MAKE-UP EXAM.

              Two Papers: The first concept paper (typed, double-spaced three pages in length or less) is due

                           on **October 22** Tuesday **(by 8:00 a.m**. to your TA or any other arranged deadline set by your TA).

                           The final paper is due on **December 3**, 8 a.m. in class

              The final research paper (15 pages MAX. excluding a title page and bibliography or appendix) is due on **December 3 (Thursday, by 8 a.m**. to your TA or in my mailbox).  The final paper can be one of two types: (1) a **REVIEW PAPER** (that describes, summarizes, and reviews existing knowledge about a major question or topic, e.g., topics described in course content above and below.  Potential topics may also include detailed analyses of racial profiling, critical race theory, police brutality, media and crime, global warming and corporate crimes, use of mercenary soldiers in wars, U.S. intelligence operations, COINTELPRO, GM crops & their impact on humans, extraordinary rendition, jury nullification, various kinds/forms of white collar crimes, use of depleted uranium ammunitions in Yugoslavia, Iraq, and Libya, NSA surveillance of US citizens, prison industrial complex, drug legalization, clandestine CIA oversea operations, including Obama’s “drone assassination program.“

 OR (2) a **RESEARCH PAPER** (e.g., surveys or interviews with judges, prosecutors, public defenders, jury commissioners, probation officers, police officers, jail guards, former jurors, or any other managers of our criminal justice system, field observations at the juvenile court, “ride along” participation with SC police, interviews with jailers, those on jail furlough programs, counselors and/or victims of domestic violence, analysis of archival data on death penalty, handgun violence, police brutality, prosecutorial misconduct, etc).    The final paper must cite at least five primary sources including articles and/or books.

(1) One-page statement regarding division of responsibility

Each student in a group must submit a typed statement describing the division of responsibility among group members for the paper. The statement must include the individual student's name, the topic of the paper, and a description of the contribution of each group member. If a group member did not make an adequate contribution, that student may receive a lower score for the assignment. The statement must be attached to the paper.

**Selection of Research Topic**

There are many ways to choose and decide a specific topic or theme for your paper.  You can come up with your own method or strategy. Some of you may have already selected the topic. For those who may need some assistance, I may suggest the following methodology to select your topic and structure the theoretical formulation of your paper.  First,

(1) identify the specific victim(s) of the oppression (e.g., yourself or your loved ones), (2) examine the nature of the oppression and intent of the oppressors, and (3) generate a set of emancipatory strategies and/or social programs to resist and overcome the oppression.

For example, for those who may be interested in examining so called white collar crimes, first, try to identify victims of certain form(s) or kind(s) of white collar crimes (i.e., WCC refers to unethical and egregious actions or policies, including outright crimes committed by trans-national firms or even governmental institutions -- privacy violation & warrantless state-surveillance, and/or joint state-corporate crimes such torture & drone killing of civilians in foreign soils – please read materials assigned in Week 4 to have clear understandings of WCC). This means that victims may include a particular segment of consumers, workers, gender-designated population, racial minorities, or other groups that have been harmed, injured, or even killed by egregious practices and/or policy decisions of corporations and/or governmental institutions through intimate state-corporate alliance. Then try to spell out who the specific oppressors are (e.g., specific corporate entities and/or governmental agencies, or both) and examine the nature of their oppression, i.e., specific practices, political/economic policies, business practices, or laws/regulations promulgated and supported by oppressors.  Then come up with ways to resist and overcome such oppressive policies and practices and try to formulate policy suggestions that may help you and others like you to secure a new vision of desirable realities you want to see in the future.

Students may be asked to discuss their topic in the TA section so that other students and the TA can contribute suggestions.  Late in the quarter, as these research projects near completion, students may present their papers (and show their materials) to other members of the section or class. **The requirements for the final paper (in a required format) are described in detail at the end of this syllabus.**

**Two-Student Team Collaboration & Cooperation for All Paper-Related Projects:**

All students are required to form **a two-person team** to work on all required and/or extra-credit research papers (i.e., concept and final papers, plus all other extra-credit works including *Democracy Now* weekly reports, as indicated below). The team project promotes student collaborations and cooperations. You need to find a partner from students in the same TA section and notify your TA about the partner **by the end of the second week**. Those students who failed to form a team will not be allowed to turn in their papers.

**Grading (100% total):**

              This course is designed to be intellectually demanding and rigorous. Final evaluations will be based on two in-class exams (25% each, i.e., 50% of a total evaluation), a concept paper (10%), a final term paper (35%), & attendance/participation in lecture/TA discussions (5%).  Extra points (**8% or more**) are also offered as shown below:

**(1) First Extra Credit Work (extra 2 points, i.e., 2% of total evaluation)**

              Students can earn up to 3 points in extra credit by observing and writing a short summary of **two teen-peer court trials** or **one petit jury trial** (i.e., a 12 person regular jury trial) during the regular quarter.

 Information on teen-peer court trials will be found at the following URL: <http://www.santacruz.k12.ca.us/ed_services/law_related_programs.html#teen_peer_court>. These quasi-jury trials are held at the Santa Cruz Superior Court and Watsonville Superior Court. The date of court trials will be shown in our ecommons. The paper should not exceeds more than 5 pages.

Another option is to observe the real jury trial at the Santa Cruz Superior Court House. The trial can be either civil or criminal.  The trial also can be either at a felony or misdemeanor level.  The written summary should identify the case name (***People of the State of California* v. *defendant’s name*** in a criminal case or ***Claimant’s name v. defendant’s name*** in a civil case), the type of case, jury selection, and the trial outcome.  The summary may include observations on the scope, adequacy, and extent of questioning during jury selection, coherence of trial testimony, general treatment of jurors by the judge and attorneys, and a trial outcome.  Extra credit work must be turned in by the **end of 9th week** of the quarter (unless there is a prior arrangement made with TA or instructor). Maximum of three students may work on a single project, as the trial usually last 2-3 days in most civil and/or misdemeanor and non-felony criminal cases (students may take turns observing a different phase of a trial at downtown courthouse at 701 Ocean Street). The maximum length of your paper is 5 pages, double-spaced, excluding a title page and/or bib/appendix.

**(2) Second Extra Credit Work (extra 4 points, i.e., 4% of total evaluation – 7 one-page weekly reports)**

For this extra credit work, you are required to watch a weekday, one-hour daily news program (M-F), *DemocracyNow!* ([www.democracynow.org](http://www.democracynow.org)) and turn in a one-page report on **every Tuesday morning at 8 a.m.** in class. **The first report should be turned in on October 6th**, examining at least two topics or issues from its main program (**not the news segment of the first 10minutes of the show**) related to race and law (both domestic and international) from the **previous week’s** DemocracyNow! news program. Please include a brief discussion of socio-legal elements involved in the issues. The report should be a one-page, single spaced report.

**(3) Third Extra Credit Work (extra 2 points, i.e., 2% of total evaluation – 3 page report)**

It involves multiple steps of examination and write-up. First, students are required to examine and identify the manufacturing location of your favorite garment (shirt, tie, pants, etc.). Second, find detailed information on how the garment is produced (i.e., work condition, wage, work hours, gender or any ethnic or racial characteristics of workers). Third, summarize your findings in a 3-page report.

**(4) In-Class Student Presentation (in Class and/or TA Section) (extra 1 point per presentation)**

With the consent of the instructor and/or TA, you may present a 5 min summary of special topics you wish to share with other fellow students. In the past, students made presentations on the short history of CIA, torture victims and remedial policies to support them, etc.

**Text (Available at Literary Guillotine at Locust Street, Downtown Santa Cruz, 457-1195):**

* Goodman, Amy, Denis Moynihan, and Michael Moore. 2012. The Silenced Majority: Stories of Uprisings, Occupations, Resistance, and Hope. Chicago: Haymarket Books.
* Fukurai Hiroshi and Richard Krooth 2003. (**R&J**).  Race in the Jury Box: Affirmative Action in Jury Selection. New York: SUNY Press.
* Reader. 2015 (**Reader**). Race and Law.

**Course Contents: The course consists of the schedule as indicated below.   On some days, films and videos directly related to weekly topics will be shown and discussed.** ***Some materials can be directly accessed through clicking the materials below***.

Wk 1-9/24 Introduction to the Course: Racial Formation & Racial State

R&J, chapter 1 & 2 (read Chapter 2 first & pay attention to tables & their implications)

       Reader, Racial formation (Michael Omi & Howard Winant) (select chapter).

       Silenced, Obama’s Wars (pp. 2-21)

Supplement:

'You are Being Watched': Edward Snowden Emerges as Source Behind Explosive Revelations of NSA Syping, Democracy Now! June 10, 2013 (15 min segment)

Wk 2-9/29          Social, Political, & Legal Construction of Race: Racial 'Injuries' & the Case for Reparation

 Coates, Ta-Nehsi, [The Case for Reparation](http://cult320sp15.cwillse.net/wp-content/uploads/2013/01/CoatesExcerpt.pdf) (2013).

Reader, I know you are, but who am I? Arab-American Experiences through critical race

 theory lens

Silenced, Race, Racism, & the Myth of Post-Racial America, pp.124-149

Supplement:

     <http://www.ferris.edu/jimcrow/> (Jim Crow Museum of Racist Memorabilia at Ferris State University)

Egyptian woman passed as man for 40 years to support her family ([here](http://www.nydailynews.com/news/world/egyptian-woman-pretended-man-40-years-work-article-1.2155214))

Wk 2-10/1 Colonial Domination of Racial Minorities-- Lynching, Torture, and Extra-ordinary Rendition

**Documentary, “The Murder of Emmett Till” (60 minutes)**

Reader, Oliver Cox, “Lynching and the status quo” (Journal of Negro Education 14: 577-588)

Reader, Amnesty International: Rendition and secret detention: A global system of human

rights violation

Supplement:

http://www.international.ucla.edu/africa/mgpp/ (The Marcus Garvey & Universal Negro Improvement Association Papers Project at UCLA)

Wk 3-10/6               Invention of Europe, Imperialism, & Internal Colonialism - Black Resistance -- Black Panther Party and Black Muslim

Reader, Rodolfo Acuña “Not just pyramids, explorers, and heroes,” in *Occupied America:*

*A History of Chicanos*, 1-40 (1999)

Reader, C.L.R. James, Revolution and the Negro (**read this first**)

       Reader, Huey Newton: Black Panther- Ten Point Program

Wk 3-10/8              Racial Profiling and Racialized Trial

**Movie, "Mumia Abu-Jamal: A Case for Reasonable Doubt," Movie (58 minutes).**

Reader, Mumia Abu-Jamal, “The beginning of the Black Panther Party and the history it sprang from,”

 in *We Want Freedom*, 1-29, (2004)

       Reader, Affidavit of Arnold Beverly

  Supplement:

<http://www.freemumia.com/> (Mumia Abu-Jamal Website)

<http://www.grandlodgefop.org/> (Anti-Mumia Abu-Jamal Website)

<http://www.fop.net/causes/faulkner/danny.shtml> (Dan Faulkner Information in FOP Website)

Wk 4-10/13              Theories of Crimes:  Critical Race Theory and Critical Feminist Perspective

Reader, conflict & Marxist approaches, critical legal studies, feminism, critical race theory

Reader, Vandana Shiva, Earth Democracy (select chapters)

Russell Means, “For America to Live, Europe Must Die." (**read this first**)

Reader, Andrea Smith, “Native American, Feminism, Sovereignty, and Social Change”

Wk 4-10/15              Street Crimes vs. White Collar Crimes (Government and State-Corporate Crimes)

**Movie, "COINTELPRO 101," Movie (54 minutes).**

Reader, “… and the Poor Get Prison" in *The Rich Get Richer and the Poor Get Prison* (Jeffrey Reiman), pp.103-146.

Silenced, Money in Politics, pp.54-61; When Corporations Rule, pp.236-253.

Supplement:

Reader, Ward Churchill & Jim V. Wall, “COINTELPRO: Black liberation movement,” in *the COINTELPRI Papers* 92-164 (2002) (history of FBI's anti-black insurgent programs)

Wk 5-10/20 Ways to Fight Back: Jury Nullification -- Decisions to File Charges vs. Decisions to Nullify Unjust Laws

Reader, Should jury nullification be used? (read this first)

R&J, Chapters 7 and 8 (jury nullification)

Reader, St Patrick’s four protesters offers an explanation (obtain more info. from url below)

Supplement:

Saint Patrick's Four Acquitted of Federal Conspiracy Charges, Democracy Now! Sept. 28, 2005 ([9 min segment](http://www.democracynow.org/2005/9/28/st_patricks_four_acquitted_of_federal))

Wk 5-10/22              State-Corporate Crime in Food Regulation, Ecocide, & Genetically Modified Crops

**Documentary "Patent for a Pig: The Big Business of Genetics (Monsanto)" (42 minutes)**

Reader, Hela cells and unjust enrichment in the human body, by Deleso A. Alford (select chapters)

Silenced, Health Care, pp.282-285, 306-308.

Haley Stein, Intellectual property and genetically modified seeds: The U.S., Trade, and the Developing World, 3 *NW. J. Tech. & Intell. Prop*. 151 (2005) ([link here](http://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=1033&context=njtip))

Supplement: Please read the following article on Monsanto's spending millions to defeat GMO labelling legislation;

 Monsanto Spends Million to Defeat Washington GMO Labeling Inititative, September 16, 2003 ([here](http://truth-out.org/news/item/18801-monsanto-spends-millions-to-defeat-washington-gmo-labeling-initiative))

Also check the following sites before viewing the documentary video

  <http://www.monsanto.com/> (Monsanto Homepage)

  <http://www.organicconsumers.org/monlink.cfm> (Millions Against Monsanto Campaign)

  http://www.corpwatch.org/article.php?id=13590 (*Costa Rican Farmers v. Du Pont*)

Monsanto’s Dumping of Toxic GMO Seeds in Haiti

[http://www.huffingtonpost.com/beverly-bell/haitian-farmers-commit-to\_b\_578807.html](http://www.huffingtonpost.com/beverly-bell/haitian-farmers-commit-to_b_578807.html%22%20%5Ct%20%22_blank)

Medical Industrial Complex (For students who may be interested in the corporate takeover of medical science)

 Harriot Washington. 2011. *Deadly Monopolies: The Shocking Corporate Takeover of Life Itself—And the Consequences for Your Health and Our Medical Future*. Doubleday.

Wk 6-10/27              Hegemonic Culture and Language as the Perfect Instruments of Empire

 Reader, “Decolonising the mind”  (Ngugi wa Thiong’o) & “Moving the Center” (read these two first)

 Reader, Gramsci-Prison Note on Intellectuals (1949)

 Kwesi Kwan Prah, “The burden of English in Africa: From colonialism to neo-colonialism” ([link here](http://www.casas.co.za/FileAssets/NewsCast/misc/file/The%20Burden%20of%20English%20in%20Africa%20University%20of%20Botswana%20June09%20Version2.pdf))

 Silenced, Dirty Energy, pp.98-121.

 [Lierre Keith, The Vegatarian Myth: Food, Justice and Sustainability, Chapter 1: Why This Book? (2009), pp. 1-12](http://library.uniteddiversity.coop/Food/The_Vegetarian_Myth.pdf)

Wk 6-10/29              **First [Mid-term] Exam**

Wk 7-11/3    **Presentation by Professor Eri Osaka (Princeton University & Toyo University in Japan): Fukushima Nuclear Disaster and Civic Compensation**

Wk 7-11/5              Courts, the Jury, and Hate Crimes

**Documentary, "Who killed Vincent Chin?" Movie (83 minutes)**

Supplement: (for additional information, see below)

Why Vincent Chin Matters, NY Times, June 22, 2012 ([link here](http://www.nytimes.com/2012/06/23/opinion/why-vincent-chin-matters.html?_r=0))

Japan's Comfort Women, Huffington Post, June 25, 2014 ([link here](http://www.huffingtonpost.com/news/comfort-women/))

Wk 8-11/10        Political Trials

R&J, chapters 3, 4, and 5

Fukurai, et al., "Chapter 1: Race and the Jury, " in *Race & the Jury: Racial Disenfranchisement and the Search for Justice*, ed. Hiroshi Fukurai, et al. (NY: Plenum Press, 1993).

Reader, Mumia Abu-Jamal: Angola Three: 30 years in solitary confinement

Wk8-11/12 Nonviolent Civil Disobedience and Intellectuals' Comfort Zone

**Documentary, "The War on Democracy?" (90 minutes)**

Churchill & Ryan, [*Pacifism as Pathology*](http://takku.net/mediagallery/mediaobjects/orig/f/f_ward_churchill_-_pacifism_as_pathology.pdf), Preface by Derrick Jensen, pp.3-30, & “On Ward Churchill’s Pacifism as Pathology” by Mike Ryan, pp.125-151 (read Mike Ryan first, then Derrick Jensen’s preface). The above link does not contain Jensen’s article which you’ll find in eCommons’ Resources

Silenced, War, pp.24-51.

**Short Democracy Now Interview on «Abraham Lincoln Brigade» (28 min)**

Wk 9-11/17              Historical Genealogy of National Political Police (FBI) and the Police State

The History of the Police, Sage Publication (Slave Patrol in Slave States) ([here](http://www.sagepub.com/upm-data/50819_ch_1.pdf)) , 1-11

Reader, The Forgotten Threat: Private Policing and the State (Pinkerton Detective Agency)

Silenced, Uprisings: From the Arab Spring to Occupy Wall Street, pp.202-233.

Supplemental Reading:

FBI on Campus Free-Speech Movement, in Seth Rosenfeld, Subversives: The FBI’s War on Student Radicals and Reagan’s Rise to Power, 2012 (pp.11-27, 172-197)

http://www.soaw.org/ (School of Americas Watch)

Wk 9-11/19              Caging Lists and Racial Oppression by the Government

Reader, Greg Palast, The con: Kerry won. Now get over it…

Reader, Fukurai, et al., Chapter 4 “The U.S. Supreme Court, the Constitutional Background of Jury Selection, and Racial Representation.”

**Short Documentary, "Palast: Caging Lists." (15 min).**

**Short Documentary, “BBC  Banned Documentary – Bush Stole 2004 Elections,”** (**15 min**)

See [http://video.google.com/videoplay?docid=-6164809897767438853&hl=en](http://video.google.com/videoplay?docid=-6164809897767438853&amp;hl=en)

Wk 9-11/24              Life in Prison and Prison Industrial Complex

**Documentary, "The Farm: Life Inside Angola Prison (Louisiana)" (88 min)**

Reader, Allison Boldt, Rhetoric vs. Reality: ALEC's Disguise as a Nonprofit Despite Its Extensive Lobbying, 34 Amline J. Pub. L. & Pol'y 35 (2012)

Reader, Michel Foucault, The Carceral, in Discipline and Punishment: The Birth of the Prison (1977)

Supplement: Please check the ALEC (Americann Legislative Exchange Council) and their work on corporative legislation

Smart ALEC: Dragging the Secretive Conservative Organization out of the Shadows, Mar. 31, 2011, *Truthout* ([check](http://www.truth-out.org/buzzflash/commentary/item/10639-smart-alec-dragging-the-secretive-conservative-organization-out-of-the-shadows))

<http://graphics8.nytimes.com/packages/pdf/national/Cook_County_Jail_Findings_Letter.pdf> (The federal report on the condition of the Chicago prison)

Wk 10-12/1              Death Penalty & the Jury: Could We Revoke the Governmental License to Kill?

**BBC Documentary, "How to Kill a Human Being" (2008) (50 min)**

Reader, Is the death penalty racially discriminatory?

Silenced, Capital Punishment: The Machinery of Death, pp.152-161.

Reader, Lieutenant Jon Stephens, Don’t Tread on Me: Absence of Jurisdiction by the International Criminal Court over the U.S. 52 *Naval L. Rev*. 151 (2005).

Supplement:

<http://www.democraticunderground.com/discuss/duboard.php?az=view_all&address=364x1998198> (Bush & Saddam should both stand trial, says Nuremburg Prosecutor)

Wk 10-12/3 A Propaganda Model, Media, and Manufacturing Consent

**Deadline for Term-Paper**

**Video, “Manufacturing Consent“ (50 min)**

Reader, "A Propaganda Model," in Manufacturing Consent (Edward Herman & Noam Chomsky, 2002)

Reader, "Dismantling the Liberal Class, " in Death of Liberal Class (Chris Hedges, 2008).

Reader, War Propaganda, in Mein Kempf (Adolf Hitler) Volume 1. Chapter 6.

Silenced, Stop the Violence, pp.316-323.

**12/8 Final Exam (8-11 a.m.)**

The Final Paper: The paper must be organized like a journal article (see an issue of The Journal of Criminal Justice, Criminology, or Justice Quarterly).  Make **TWO COPIES** of the paper and **hand both in** -- one will be returned with comments and the other will not be returned.    NOTE: **THE FINAL PAPERS WILL NOT BE ACCEPTED UNLESS THEY CONTAIN ALL THE FOLLOWING ELEMENTS**:

**REVIEW ARTICLES: (15 page MAX, excluding a title page, bibliography, and/or appendix):**

(1)                   a brief, one-paragraph ABSTRACT of 300 words or less that clearly
states the research QUESTION, describes briefly the LITERATURE REVIEW,
and the DISCUSSION;

(2)                   a INTRODUCTION section, descriving what you try to accomplish in this paper and why it is significant;

 (3)                   a LITERATURE REVIEW section, reviewing the relevant research from
the most appropriate area and field;

 (4)                  a DISCUSSION section that analyzes major points of the reviews,
interprets the implications, describe limitations and/or make any recommendations for further work;

(5) a CONCLUSION section, i.e., the summary of your paper, plus any concluding remark(s)

(6)                   a REFERENCE list that contains full citations of the books and
articles used in the paper; and

(7)                   an APPENDIX that contains any other information used in the paper
(pictures, maps, etc.)

**RESEARCH PAPER (15** **page MAX, excluding a title page, bibliography, and/or appendix):**

(1)               a brief, one-paragraph ABSTRACT of 200~300 words or less that clearly states the research QUESTION, describes briefly the METHODS used (interview, observation, survey, etc.), and summarizes the major FINDINGS;

(2)               an INTRODUCTION section, decriving what you want to accomplish in the paper and reviewing the relevant research from the most appropriate area and field;

(3)               a METHOD section, describing in detail the procedures used in the study;

(4)               a RESULTS section, analyzing and briefly summaring the results of interviews, surveys, etc.

(5) a DISCUSSION section, interpreting and discussing the implications of results,

(6) a CONCLUSION section, i.e., the summary of your paper, plus any concluding remark(s)

(7)               a REFERENCE list that contains full citations of the books and articles cited in the paper; and

(8)              an APPENDIX that contains any other information used in the paper (pictures, maps, etc.)

**LAST TIP ON THE PAPER**

Some of you may be interested in developing coherent and well-thoughtout arguments in your **DISCUSSION** section.  So here are some suggestions and examples.

Suppose you are working on topics related to Japan’s race or ethnic-specific wartime atrocities (e.g., state-corporate ventures in creating a sexual slave system (aka comfort women networks) in Korea, China, Philippine, Indonesia, and other South-East Asiam regions; Unit 731 and its chemical and biological experiments of Chinese, Koreans, and POWs, including Americans; or war camp treatment (including the use of torture) of prisoners, including Americans, Australians among many others), you may provide your own critical views, perspectives, and/or scholarly angles on your chosen topic in the **DISCUSSION** section, including your analysis of political and legal strategies for securing possible compensations, restitutions, governmental apologies, and/or any other remedial measures for the victim, as well as any future governmental policies or proposals, or a kind of social movements or specific strategies necessary to prevent a recurrence of similar state-sponsored acts of violence.

The **DISCUSSION** section is where you develop and lay out critical suggestions and recommendations, as well as present your own analytical and creative ideas about the topic you are examining, as this section represents the heart and soul of your paper.