ANTHROPOLOGY 01:070:360:01 AND CRIMINAL JUSTICE 1:202:388
LAW, JUSTICE, RIGHTS (SPRING 2017)

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CLASS MEETINGS: Monday/ Thursday 12-1:20, Tillet 116, Livingston Campus

COURSE DESCRIPTION: This seminar explores how law and legalities are socially constructed and deployed and the varied meanings and practices of justice and rights, both within and beyond the law. Readings will review foundational social scientific theories that provide tools for understanding how societies construct social rules and norms, define and administer justice and rights, and maintain social order and cohesion, as well as key texts in the anthropology of law, politics, and governance, and contemporary ethnographic studies focused on topics such as crime, health, immigration, power and inequality, national identity and personhood, social movements, policing, punishment, and security. Course materials present ethnographic examples from communities and social groups in the United States and around the world. Finally, we will consider the role critical engaged anthropology can play in influencing rights claims and ameliorating injustices. This seminar is ideally suited for upper-level students who have already taken an introductory anthropology or other social science course and are comfortable participating in class discussions.

FULFILLMENTS FOR THE MAJOR: This course fulfills a 300-level Cultural Anthropology requirement and a Criminal Justice "law and ethics" thematic requirement.

COURSE SPECIFIC LEARNING GOALS: By the end of the semester, students should be able to:

- Describe anthropological approaches to the study of law, justice, and rights;
- Explain the concept of the social construction of law, justice, and rights and the challenges with universal definitions of these concepts;
- Describe the multiplicity of approaches people employ as they make claims about justice and rights, giving specific case examples from varied cultural contexts;
- Summarize how ethnographic data and anthropological knowledge can enhance justice and rights, and the ethical considerations that accompany critical engaged anthropology;
- Define key concepts and methodologies developed and employed by political and legal anthropologists;
- Apply anthropological approaches to law, justice, and rights to analysis of other situations and contexts outside of the classroom.

COURSE DETAILS

- **Attendance and participation** are required for success. Students should plan to be in class at the time class starts. Students will be marked absent if they arrive after attendance has been taken, and will forfeit the opportunity to quizzes if they arrive after the quiz's start. Students who miss more than 1/3 of class meetings will automatically fail the course even if they complete all assignments. Students will be marked absent or asked to leave if they use cell phones or use laptops for purposes other than taking class notes. Please note, this policy will be strictly enforced. Students are not permitted to text, use social media, surf the web, or engage in other electronically-mediated distracting behavior during class.
- **Course communications** will be posted on Sakai well in advance of each class meeting. Students

must have active email accounts and check their email for periodic communications. Please note: if you need to reach the professor urgently, send an email to nina.siulc@rutgers.edu.

- **Readings** are posted on Sakai or hyperlinked from the syllabus on Sakai. Students are required to complete all readings before class and should come to class prepared to participate and engage with assigned discussion questions. There are no books to purchase. Students should budget funds to print some readings and writing assignments. We will read two required books in their entirety.
  - Ewick, Patricia, and Susan S. Silbey. 1998. The Common Place of Law: Stories from Everyday Life. University of Chicago Press. Paperback ISBN: 978-0226227443.
  - Vine, David. 2011 [2009] Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia. Princeton University Press. Paperback ISBN: 978-0691149837.
- **Assignments** include a series of short assignments, quizzes, two essays, and a final exam. Students should expect to submit short assignments every few weeks through Sakai. Please note: late assignments will be penalized and may not be accepted. Additional style guidelines are listed at the back of this syllabus. Students will lose points for failing to follow appropriate paper style and citation guidelines. Citations must follow the style of the American Anthropological Association, which follows Chicago Style, and is summarized here: http://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044
- **Grades** will be based on a 105-point system that enables students to track their own progress. Assignments and quizzes = 55 points; two essays = 30 points; final exam = 20 points. Points correspond to the standard Rutgers grading scheme.
- **Academic integrity** is governed by the university's code of conduct, which prohibits cheating, fabrication, plagiarizing, and facilitating dishonesty. Students should familiarize themselves with the university's standards as well as the required sanctions attached to violations of these standards: http://academicintegrity.rutgers.edu/academic-integrity-policy/
- **Requests for accommodations** must be made well in advance of assignment due dates and arranged through the Office of Disability Services, https://ods.rutgers.edu
- **Classroom etiquette:** Students can expect to attend class in an environment that is free of disturbances, distractions, and any form of discrimination, and in which all class members are respectful of each other's points of view. All students should feel comfortable asking questions and should be prepared to answer questions and engage in group discussions in a respectful manner. Students who do not abide classroom etiquette may be asked to leave the class.

COURSE OUTLINE

INTRODUCTION TO THE COURSE CONTENT AND CONCEPTS

THURSDAY 1/19 AND MONDAY 1/23

Objectives: discussion of class goals and expectations, introduction to key concepts.

Do after class:

- Students should log onto Sakai and ensure they can access the class website and know where to find the readings. Students who do not have access to Sakai should check in with the registrar and/or find a friend in class to provide them with readings.

HOW SOCIAL SCIENTISTS STUDY LAW AND LEGALITIES

THURSDAY 1/26: WHAT IS LAW?

Objectives: Today's readings introduce key concepts that will inform our discussions throughout the semester. Readings review how legal systems are organized in the United States and anthropological approaches to the study of the relationship between law and culture. Students should be able to summarize definitions of "law" and "culture" provided by Bracey and the key features of "law in America"

explained by Friedman.

Read on Sakai before class:

- Excerpts from Bracey, Dorothy H. 2006. Exploring Law and Culture. Waveland Press. Pages 1-11, 13-27.
- Friedman, Lawrence 2004. Chapter 1: Law in America. Law in America: A Short History. New York: Random House.

Additional reading (suggested, not required):

- Merry, Sally Engle. 1992. Anthropology, Law, and Transnational Processes. Annual Review of Anthropology 21:357-79.

MONDAY 1/30: DIFFERENCES BETWEEN ANTHROPOLOGISTS AND LAWYERS

Objectives: Students should come to class able to summarize the differences between anthropological and legal approaches according to this week's readings. Students should practice reading the articles with the general reading questions at the back of the syllabus and should come to class prepared to engage in discussion and to use insights from today's readings to build on last week's discussion.

Read on Sakai before class:

- Kandel, Randy Frances. 1992. Six Differences in Assumptions and Outlook between Anthropologists and Attorneys. NAPA Bulletin: Double Vision: Anthropologists at Law (11): 1-4.
- Rigby, Peter and Peter Sevareid. 1992. Lawyers, Anthropologists, and the Knowledge of Facts. NAPA Bulletin: Double Vision: Anthropologists at Law (11): 5-21.

Additional reading (suggested, not required):

- Davidson, Michael. 1992. Law, Science, Causality, and Proof. NAPA Bulletin: Double Vision: Anthropologists at Law (11): 21-28.

Due/ Do in Class:

- Reading assessment #1: In-class quiz covering material from this week's readings

LEGAL CONSCIOUSNESS AND THE COMMONPLACE OF LAW

Objectives: Over the next two weeks we will read one of our two course books, Ewick and Silbey's The Commonplace of Law: Stories from Everyday Life. This book focuses on law in the United States, but we will use the theories Ewick and Silbey introduce and develop in our analysis of law, justice, and rights throughout the semester as we study these themes cross-culturally. Students should take note of key terms introduced here, particularly "legal consciousness" and should be able to explain what we mean by the social construction of legality and the commonplace of law. By the end of the two-week section, students should be able to explain and give examples of the theoretical framework Ewick and Silbey offer for how social actors understand and interact before, with, and against formal legal systems.

THURSDAY 2/2: INTRODUCTION TO THE COMMONPLACE OF LAW AND LEGAL CONSCIOUSNESS

Read before class:

- *From Ewick and Silbey*: beginning, Chapter 1: Millie Simpson, Chapter 2: The Commonplace of Law, and Chapter 3: The Social Construction of Legality (introduction through page 57).

Additional background reading on Sakai (suggested, not required):

- Merry, Sally. 1990. Chapter 3: Legal Consciousness and Types of Problems. Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans. University of Chicago Press

MONDAY 2/6: BEFORE THE LAW (EWICK AND SILBEY)

Read before class:

- Ewick and Silbey: Chapter 4: Before the Law, pp. 57-107.

Due/ Do in Class:

- Reading assessment #2 due by 12pm: Students should post to Sakai a typed reading response that answers in their own words: (1) what is legal consciousness; (2) what is the commonplace of law as Ewick and Silbey define it; (3) what is a legal fact; (4) how do Ewick and Silbey illustrate the social construction of legality; (5) what is it to be before the law?

THURSDAY 2/9: WITH THE LAW (EWICK AND SILBEY)

Read before class:

- Ewick and Silbey: Chapter 5: With the Law, pp. 108-164.

Additional reading (suggested, not required):

- See Sakai for additional readings illustrating the concept of "with the law" in other cultural contexts.

MONDAY 2/13: TRUTH, FACT, AND REASON IN LEGAL CLAIMS (NOT IN THE EWICK AND SILBEY)

Objectives: this week's readings explore the social construction of truth and the contextual nature of "facts." Students should come to class able to explain what we mean when we say that facts are socially constructed, to summarize the key points from each reading, and to provide examples from the readings or other contexts of the major points this week's authors make. We will discuss these readings in relation to previous observations about how anthropologists approach the study of law and about how social actors view, construct, and make claims about truth.

Read on Sakai before class:

- Herzfeld, Michael. 1998. Factual Fissures: Claims and Contexts. Annals of the American Academy of Political and Social Science, Special Edition: The Future of Fact, 560:69-82.
- Selections from Gilovich, Thomas. 1991. How We Know What Isn't So: The Fallibility of Human Reason in Everyday Life. Free Press.
- Suggested: Bruner, Jerome. 1998. What is a Narrative Fact? Annals of the American Academy of Political and Social Science 560:17-27.
- Suggested: Henrich, Joseph, Steven J. Heine, and Ara Norenzayan. 2010. The Weirdest People in the World? Behavioral and Brain Sciences 33:61-35.

THURSDAY 2/16: AGAINST THE LAW (EWICK AND SILBEY)

Read before class:

- Ewick and Silbey: Chapter 6: Against the Law, pp. 165-220.

Do/ Due in class:

- Reading assessment #3: Students will complete an in-class quiz on the readings. Details will be provided in class on 2/3.

CRIME, SOCIAL CONTROL, AND PUNITIVE CULTURES

Objectives: This week's readings introduce anthropological approaches to studying crime/ criminalization and social control. Students should come to class able to describe the historical evolution of criminal anthropology, the ways in which anthropologists approach study of crime as a category, and contemporary examples of ethnographic approaches to incarceration and punitive cultures/ punishment.

MONDAY 2/20: CRIMINAL ANTHROPOLOGY AND THE ANTHROPOLOGY OF CRIME

Read on Sakai before class:

- Rafter, Nicole Hahn. 1992. Criminal Anthropology in the United States. Criminology 30(4): 525-546.
- Nader, Laura. Crime as a Category—Domestic and Globalized. In Crime's Power: Anthropologists and the Ethnography of Crime. Philip C. Parnell and Stephanie C. Kane, eds. Pp. 55-76. New York: Palgrave.

THURSDAY 2/23: PRISON ETHNOGRAPHY

Read on Sakai before class:

- Rhodes, Lorna. 2001. Toward an Anthropology of Prisons. Annual Review of Anthropology 30:65-83.
- Wacquant, Loic. 2002. The Curious Eclipse of Prison Ethnography in the Age of Mass Incarceration. Ethnography 3(4): 371-397.

Do/ Due in class:

- Reading assessment #4: At-home assignment to be announced in class the previous meeting

STATE-SPONSORED VIOLENCE AND VIGILANTE JUSTICE

2/27 and 3/2 Special session: Film screening in class of *Justifiable Homicide*

Objectives: In this week's special session we will watch a documentary film, Justifiable Homicide, that examines police violence, the concept of "justifiable homicide," and the ways in which family members fight back when they believe the state has wrongfully murdered their loved ones. Students should come to class having read Chevigny's explanation of police violence and thinking about the concept of vigilante justice in relation to the movie we will watch. Students should be able to explain debates about state-sponsored violence and "morality" in law enforcement.

Read on Sakai before class for 2/27:

- Chevigny, Paul. 1995. Chapter 2: New York City and Its Police. In Edge of the Knife: Police Violence in the Americas. Pp. 203-226. New York: The New Press.
- Look at: "Counted: Citizens Killed by Police in the U.S." on the Guardian: https://www.theguardian.com/us-news/series/counted-us-police-killings

Read on Sakai before class for 3/2:

- Herbert, Steve. 1996. Morality in Law Enforcement: Chasing "Bad Guys" with the Los Angeles Police Department. Law and Society Review 30 (4):799-818.
- TBD on "vigilante justice"
- Selected newspaper articles on Justifiable Homicide.

Due/ Do in Class:

- Reading assessment #5: students should submit to Sakai a few paragraphs reflecting on the film in the context of this week's readings and events in the world.

TRANSNATIONAL JUSTICE AND MAKING HUMAN RIGHTS CLAIMS PUBLIC

MONDAY 3/6: TECHNOLOGIES OF TRANSNATIONAL JUSTICE CLAIMS

Objectives: students should be able to explain what role technologies such as video cameras play in witnessing and documenting injustices and in anthropological research on law, justice, and rights; how these technologies have impacted human rights activism; and how human rights activists and anthropologists use technology and media to effectively communicate to their audiences.

***Read on Sakai before class**:*

- McLagan, Meg. 2006. Introduction: Making Human Rights Claims Public. Technologies of Witnessing: The Visual Culture of Human Rights. American Anthropologist 108: 191-195.
- Gregory, Sam. 2006. Transnational Storytelling: Human Rights, WITNESS, and Video Advocacy. American Anthropologist 108: 195-204.

***Look at before class*:** Witness website: http://www.witness.org/

Due/ Do in Class:

- Reading assessment #6: In-class quiz on effective methods for creating transnational human rights campaigns.

THURSDAY 3/9: TRUTH COMMISSIONS

Objectives: students should be able to describe the purposes and limitations of truth commissions and "organized truth telling" as well as the meaning and challenges of reconciliation. Students should be able to summarize the features of truth commissions and how decisions are made about whose stories to include, and to explain the role of the state and state actors versus other social actors in organized/ collective remembering and forgetting.

***Read on Sakai before class*:**

- Stanley, Elizabeth. 2002. "What Next? The Aftermath of Organised Truth Telling." Race and Class 44(1):1-15.
- Greg Grandin. 2005. "The Instruction of Great Catastrophe: Truth Commissions, National History and State Formation in Argentina, Chile and Guatemala." American Historical Review, 46-67.

ESSAY 1 IS DUE ON THE COURSE SAKAI SITE ON 3/10 AT 5PM

SPRING BREAK, NO CLASS

Have fun, and be safe! Come back refreshed, and don't forget to read over break since our class meets on Monday morning!

ISLAND OF SHAME

MONDAY 3/20: INTRODUCTION TO THE ILOIS AND THE STRATEGIC ISLAND CONCEPT

Objectives: Students should begin reading Island of Shame. We will discuss the introduction through the end of chapter 2 in class today, and students should come to class able to make links between the themes in the book's introduction and the topics discussed so far in class.

Read before class from Island of Shame:

- Introduction, Chapter 1: The Ilois, The Islanders, and Chapter 2: The Base of Empire.

THURSDAY 3/23: ISLAND OF SHAME

Read before class from Island of Shame:

- Chapter 3: The Strategic Island Concept and Changing of the Imperial Guard, and Chapter 4: Exclusive Control.

Due/ Do in Class:

- Reading assessment #7: In class quiz on chapters 1- 4 of the Vine book.

SHAME AND SUFFERING

Objectives: This week's readings discuss the various ways social actors experience and respond to shame and suffering. Students should be able to explain the concept of structural violence, multiple definitions of social suffering, and differences between personal and public responses to suffering. These readings should help students link themes from several other readings from throughout the semester.

MONDAY 3/27: SOCIAL SUFFERING

Read before class from Island of Shame:

- Vine: and Chapter 5: Maintaining the Fiction, Chapter 6: Absolutely Must Go, and Chapter 7: On the Rack

THURSDAY 3/30: SOCIAL SUFFERING

Read on Sakai before class:

- Several short chapters in A. Kleinman, V. Das, and M. Lock, eds, 2007. Social Suffering. Berkeley and Los Angeles: University of California Press:

- Farmer, Paul, "On Suffering and Structural Violence: A View from Below."
- Morris, David B. "About Suffering: Voice, Genre, and Moral Community."
- Schwarcz, Vera "The Pane of Sorrow: Public Uses of Personal Grief in Modern China."

- Cohen, Stanley, and Bruna Seu. 2002. "Knowing Enough Not to Feel Too Much," in M.P. Bradley and P. Petro, eds., Truth Claims: Representation and Human Rights. New Brunswick, NJ: Rutgers University Press

Due/ Do in Class:

- Reading assessment #8: In-class quiz on social suffering.

EXCLUSION, EXILE, AND SOCIAL DEATH

Objectives: This week's readings explore the concept of "social death" and the ways in which forced exclusion, exile, or separation may facilitate both suffering and experiences of social death. Students should be able to describe justice-seeking actions engendered by forced relocations among Ilois and other groups.

MONDAY 4/3: RESPONSES TO FORCED RELOCATION

Read before class:

- Vine: Chapter 8: Derasine: The Impoverishment of Expulsion and Chapter 9: Death and Double Discrimination
- Excerpts from Patterson, Orlando. 1982. Slavery and Social Death: A Comparative Study. Harvard University Press

THURSDAY 4/6: IS DEPORTATION FORCED MIGRATION?

Read on Sakai before class:

- TBD on forced migration
- TBD on deportation

MONDAY 4/10: WRAP UP OF ISLAND OF SHAME: ILOIS RESPONSES AND LEGAL RESOLUTION

Read before class:

- Vine**:** Chapter 10: Dying of Sagren, Chapter 11: Daring to Challenge, and Chapter 12: The Right to Return and a Humanpolitik

Due/ Do in Class:

- Reading assessment #9: Students will complete a brief assignment at home related to the final Vine chapters.

REGULATING AND COMMODIFYING BODIES

Objectives: this week's readings explore different ways in which bodies and body parts are commodified and valued, and review the "pathologies of power" that lead to inequities. Students should come to class with other examples that illustrate the theoretical concepts introduced in the readings.

THURSDAY 4/13: VALUING BODIES

Read on Sakai before class:

- Ellen Moodie. 2006. Microbus crashes and Coca-Cola cash: The value of death in "free-market" El Salvador. American Ethnologist 33(1).
- Selections from: Farmer, Paul. Pathologies of Power: Health, Human Rights, and the New War on the Poor.
- Huggins, Martha K. 2000. State Violence in Brazil: The Professional Morality of Torturers. In

Citizens of Fear: Urban Violence in Latin America. Pp. 141-151.

ESSAY 2 IS DUE ON THE COURSE SAKAI SITE ON FRIDAY 4/14 AT 5PM

MONDAY 4/17: MIGRATION

Read on Sakai before class:

- TBD related to current affairs

Due/ Do in Class:

- Quiz 10: in-class quiz on readings

THURSDAY 4/20: HUMAN TRAFFICKING

- TBD

MONDAY 4/24: ORGANS TRAFFICKING

- Scheper-Hughes, Nancy. 2001. Commodity Fetishism in Organs Trafficking. Body and Society 7(2-3):1-8.
- Cohen-Lawrence. 2001. The Other Kidney: Biopolitics beyond Recognition. Body and Society 7(2-3): 9-29.

Due/ Do in Class:

- Quiz 11: in-class quiz on readings

ANTHROPOLOGY IN/ OF PUBLIC POLICY

Objectives: This week's readings introduce anthropological approaches to studying public policy. Students should come to class able to describe the methodologies anthropologist use for studying public policy, and the role anthropologists can play in shaping public policy and legal cases. Students should come to class ready to discuss and debate the role these readings map for anthropologists helping to shape public policy and law.

THURSDAY 27

Read on Sakai:

- Wedel, et al. 2005. Toward an Anthropology of Public Policy. Annals of the AAPSS (600): 30 - 51.
- Selections from a special issue of NAPA Bulletin, Volume 11: Section II: Two Case Studies of Effective Anthropological Experts, and Section III. A Legal Field Guide for the Expert Anthropologist.

END OF THE SEMESTER

THURSDAY 5/1

Objectives: Review of course concepts in preparation for final exam;

Due/ Do in Class: Required Final review assignment – not optional

FINAL EXAM: Thursday, May 4, 8 – 11 a.m.

Please note: Rutgers often schedules exams outside of regular class times, and this exam does not occur during the regular course meeting time. If you normally work or have other commitments during the scheduled final exam, please make note of this early in the semester to ensure you have no trouble getting to the exam on time. The exam period will last 3 hours, though most students should not need the whole 3- hour period. In order to be permitted to take the exam, all students must arrive before any other students leave the exam. The final exam will consist of short answer and multiple-choice questions. Students should consult the university's policies on final exam conflicts and make any necessary arrangements far in advance of the final exam. Final course grades will be submitted 1-3 days after the final exam.

READING GUIDE

In addition to any specific reading questions assigned each week, students should be able to answer the following general questions about each week's readings and should come to class prepared to engage with the ideas raised by these general questions.

1. Who is the author?
We will refer to readings by the author's last name in class discussion and written work. Having your syllabus with you at all times will help you keep this information handy. When you take notes, always include the author's name for your reference. *What do you know about the author from the reading? How does this seem to relate to the style and arguments in the reading?*

2. What is the title of the reading and what does it mean?
You should always come to class able to explain what the title means and what concepts it references. This may require looking up the definition of some words. *After having read the piece, why do you think the author chose this title? Does the title adequately reflect the main arguments or key concepts in the piece?*

3. What are the main arguments or key points of the reading?
You should be able to describe in a few sentences what each reading is about and what the author intended to communicate. Most authors state this explicitly. *As you are reading, be on the lookout for statements of the main argument or focus.* Use these as a guide to the rest of the reading.

4. What key terms/ concepts or words emerged in the reading?
Take notes on any key terms. *Are these terms new? Does the definition here differ from other definitions you've encountered? What is confusing about these key terms and concepts?*

5. What questions or points does the reading raise about the week's topic?
How are the various readings from the week related? What links them?

6. How does the reading connect to themes from other readings and class discussion from other weeks?

7. What examples of the concepts and arguments from the reading can you apply to other contexts?
Try to apply the concepts, theories, and arguments to other situations and contexts outside the classroom or from your own experiences, and come to class with examples.

8. What methods or sources support the author's argument?
In other words, how does the author know what she or he knows? Does the reading summarize findings from a research study? Is the study using a particular method the author describes? Or, do the findings come from a legal case or argument? An opinion? *What kinds of sources are being referenced?*

9. What was unclear to you about the reading?
As you are reading keep a list of questions for class discussion. Be sure to read with a dictionary in case you encounter unfamiliar terms.

10. What is your assessment of the reading?
Are the arguments convincing? Why or why not? What would you change about the argument? Does it seem current or outdated? Are the arguments particular to the context or specific case described? How or why? Did the reading inspire you? Irritate you? Teach you something new? *Come to class ready to engage!*

- **GUIDELINES FOR ESSAYS (MUST BE FOLLOWED FOR FULL CREDIT)**
  - Citations in essays should follow the style guide of the American Anthropological Association (http://www.aaanet.org/publications/style_guide.pdf). When the AAA style guide does not provide adequate guidance, refer to the Chicago Manual of Style, 16th edition, available in the university libraries or online;
  - Use 11- or 12-point font, black ink;
  - Use 1-inch margins on all four sides (note—the default in Microsoft Word is 1.25);
  - Double space;
  - Number all pages including the first page;
  - Make sure your name appears at least on the first page of the essay;
  - Indent each paragraph, and do not insert additional spaces between paragraphs;
  - Avoid long quotes, but do use block quotes for quoted text that exceeds three lines;
  - Check spelling and grammar and edit papers for clarity. Students who submit papers that are incomplete, illegible, or containing numerous errors will be asked to re-write the papers before receiving a grade

- **WRITING AND RESEARCH ASSISTANCE:** Rutgers librarians offer research assistance in person, by phone, email, or IM (http://www.libraries.rutgers.edu/rul/ask_a_lib/ask_a_lib.shtml). Writing assistance is also available free of charge at the Rutgers Learning Centers (http://lrc.rutgers.edu/index.shtml). Students should consider consulting style guides for additional assistance with grammar and writing. Some suggestions include:
  - *Chicago Manual of Style* (at the library reference desk, Z253.U69 2003)
  - *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate Turabian (at the library reference desk, LB2369.T8 2007)
  - *The Elements of Style*, by Strunk and White (at the library reference desk, PE1408.S772 2000)
  - *MLA Handbook for Writers of Research Papers,* by Joseph Gibaldi (at the library reference desk, LB2369 .G53 2003)
  - *Woe is I: The Grammarphobe's Guide to Better English in Plain English*, by Patricia O'Connor (a good basic grammar book, available many bookstores)
  - Grammar Girl's Blog: http://grammar.quickanddirtytips.com/