

SYLLABUS DOC 2: *Justice*

Dr. Violeta SÁNCHEZ

Lecture A: MWF 10:00-10:50 in Solís Hall 107

DOC Office: Sequoyah Hall 132
Email: docinfo@ucsd.edu
*Please bring letters from the Athletics Dept. or
the Office for Students with Disabilities to Sue.*

Dr. Sánchez's Office: Sequoyah Hall 128
Office Hours: Friday 11:00-12:00
and by appointment
violeta@ucsd.edu

Course Overview:

What is justice? Each of us confronts this question often in our daily lives. How should we live our own lives? How should we treat other people? Are there certain principles of justice, fundamental values, we can all agree upon? Or is justice simply a matter of individual, subjective opinions? How have conceptions of justice—political, economic, and social—changed over the course of American history?

In building on the concepts and topics introduced during DOC 1, “DOC 2: Justice” is designed to introduce students to more specific features and debates within American politics, law, and society. As with DOC 1, the course focuses on the tensions between the founding American promise of “liberty and justice for all” and its imperfect realization in various historical settings. This course uses both contemporary and historical materials to help you think deeply and critically about some of the central problems of justice in American society.

Central themes are: the ideological conception of law, politics, and justice embedded in the founding principles of the American experiment; the blind spots and contradictions that arose when these ideologies were put into practice; the grassroots social movements and methods through which various groups have contested and demanded justice (and the relative success or failure of these methods); the role of government, the courts, and the people themselves in bringing about political, social and cultural change; and the extent that the American promise of equality is becoming more or less realized in the 21st century.

Required Texts and Readings:

- ♦ **2017 DOC 2 Strom/Sanchez Reader**

This book is a custom text to be purchased exclusively from the publisher's website: <http://universityreaders.com> (click on “Students Buy Here” on the right side of the page). This reader contains different material than what has been assigned in DOC 2 in past years, so students must purchase the 2017 reader for the lecture in which they are enrolled.

- ♦ Additional readings and films will be posted **online**, on **TritonEd** (triton.education.ucsd.edu) and/or **Electronic Reserves** via the UCSD Library (<http://reserves.ucsd.edu>).
- ♦ **University e-mail messages** – Official communications from the DOC office and me will be sent to enrolled students' @ucsd.edu e-mail addresses. Students are responsible for checking their inboxes regularly and reading these messages promptly.

Classroom Etiquette: Because the use of computers and other electronic devices can be disruptive in class, you should bring paper and pens to take notes. Laptops, cell phones, iPods, tablets, etc., may **not** be used in my DOC 2 lecture. These should be turned off and kept in your bag under your seat. Please arrive at class on time, and do not leave before the end of the session.

Writing Assignments: The writing assignments this quarter build on the fundamentals of critical reading and analysis introduced in DOC 1: reading actively; analyzing key points in an argument; analyzing ideological intersections at work in a text; applying key concepts learned in the course; and using relevant course lectures and readings to place primary texts in their historical and cultural contexts.

The purpose of DOC 2 is to enable undergraduate students, through rigorous practice, to critically read and write academic arguments. Students who successfully complete DOC 2 writing assignments will be able to: 1) Practice all aspects of the writing process, including outlining, drafting, editing, and revising; 2) Argue and defend a claim that is informed by multiple sources; 3) Select and use evidence in clear and effective ways; 4) Analyze evidence effectively using key terms and concepts; 5) Explain the significance of an argument; 6) Use various kinds of feedback to revise papers effectively; and 7) Cite sources effectively using MLA format.

Grade Breakdown:	Paper 1.....	30%
	Paper 2.....	35%
	Final Exam.....	20%
	Section Assignments and Participation.....	10%
	Section Attendance.....	5%

Maintaining Academic Integrity: While DOC strongly encourages intellectual cooperation and discussion, all material submitted for a grade must represent your **own** work. Proper citation of others’ work is required. The rules for incorporating MLA documentation can be found on the Purdue OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>. Suspicions of academic misconduct and plagiarism will be investigated, and verified cases will be reported to the Academic Integrity Office according to university policy. A finding of plagiarism will result in an “F” grade for that assignment. See <http://academicintegrity.ucsd.edu/> for more information on the UCSD policies regarding academic integrity and plagiarism. *Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the terms of use agreement posted on the Turnitin.com site.*

Additional Reading & Writing Assistance: Your first line of support for writing should be your DOC TA. You may also wish to consult with Dr. Jeff Gagnon, the DOC Writing Director, but only after you have met with your TA first. For students whose first language is not English, the DOC program provides an EFL/ESL tutor named Gwen Fish who can assist with assignments. She will be available for one-on-one and small group tutoring beginning Week 2. More information will be given in section.

Section Attendance and Participation Policy: Attendance and participation are required at all discussion sections, starting January 10 or 11. In order to earn the highest Section Participation score, you must complete the corresponding readings prior to each class and be ready to discuss them and/or ask questions. Listen to others, and show respect for people, ideas, and perspectives with which you may disagree. If you are absent from discussion section **more than three times**, for *any* reason (e.g., an emergency or illness), 5% of your course grade will be a zero. There are no “excused absences,” so if you don’t want to be penalized you should not miss four or more discussion sections. Your Teaching Assistant will explain his/her Section Assignments in class.

– SCHEDULE OF READINGS –

See the Table of Contents at the beginning of your 2017 reader for the page numbers.

WEEK 1: NOTIONS OF JUSTICE & THE CONTRADICTIONS OF PATRIARCHY
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2. Eric Foner, Excerpts from “Founding a Nation, 1783-1791”
3. Excerpt from *Bradwell v. Illinois* (1873)
4. Allan Johnson, Excerpt from “Patriarchy, The System: An It, Not a He, a Them, or an Us” (2014)

5. Title VII of the Civil Rights Act (1964)
6. Margaretta Midura, "John vs. Jennifer: A Battle of the Sexes" (2013)

Related DOC 1 Texts: Jefferson, "Original Rough Draught;" Sojourner Truth, "Speeches;" Judith Lorber, "Night to His Day;" Robin Morgan, "No More Miss America"

WEEK 2: VOTING RIGHTS

MLK Holiday: Monday, January 16, 2017

7. Chandler Davidson, Excerpts from "The Voting Rights Act: A Brief History" (2000)
8. Adam Liptak, "Supreme Court Invalidates Voting Rights Act" (2013)

Related DOC 1 Texts: Takaki, Chapter 15; MLK, "Where Are We?"; Omi and Winant, "Racial Formation"

WEEK 3: CIVIL DISOBEDIENCE & CIVIL RIGHTS ACTIVISM

- ONLINE: "Birmingham's Racial Segregation Ordinances" (1951)
9. Eight Alabama Clergymen, "A Call For Unity" (1963)
 10. Dr. Martin Luther King Jr., Excerpt from "Letter from a Birmingham Jail" (1963)
 11. Laura Pulido, "Yellow Power" (2005)

Related DOC 1 Texts: Takaki, Chapter 15; MLK, "Where Are We?"; MLK, "World House;" Omi and Winant, "Racial Formation;" "The Black Panther Ten Point Platform;" Mariscal, "To Demand that the University..."; "Original Lumumba/Zapata Demands"

WEEK 4: THE PRISON INDUSTRIAL COMPLEX

14. Michelle Alexander, Excerpts from *The New Jim Crow* (2013)
12. 13th Amendment to the U.S. Constitution (1865)
Also: <https://www.ourdocuments.gov/doc.php?flash=false&doc=40>
- FILM: Ava DuVernay's *13th* (2016)
13. Aaron Sankin, "California Spending More on Prisons Than Colleges, Report Says" (2012)

Related DOC 1 Texts: Omi and Winant, "Racial Formation;" The Black Panther Ten Point Platform; Takaki, Chapters 13 and 15

WEEK 5: INEQUITIES IN EDUCATION

15. Robert Chao Romero, "Law, Social Policy, and the Latina/o Education Pipeline" (2012)
16. Mitchell J. Chang et al, Introduction from *Compelling Interest: Examining The Evidence On Racial Dynamics In Colleges And Universities* (2003)
17. Bob H. Suzuki, "Revisiting the Model Minority Stereotype: Implications for Student Affairs Practice and Higher Education (2002)

Related DOC 1 Texts: Omi and Winant, "Racial Formation;" Takaki, Chapter 15

WEEK 6: WORKERS' RIGHTS

18. Excerpt from *Lochner v. New York* (1905)
19. Excerpt from *Muller v. Oregon* (1908)
20. 14th Amendment to the U.S. Constitution (1868)
- ONLINE: Howard Zinn, Excerpts from *The Socialist Challenge* (2005)
21. F. Arturo Gonzalez, "The Struggle in the Fields" (1996)
22. Katie Quan, "Memories of the 1982 ILGWU Strike in New York Chinatown" (2009)

Related DOC 1 Texts: Takaki, Chapters 11, 13, 16; Kimberlé Crenshaw, "Intersectionality;" Claire Jean Kim, "Racial Triangulation;" Lewis Powell, "Confidential Memo;" David Harvey, "Neoliberalism"

WEEK 7: SEXUALITY & LAW

Presidents' Day Holiday, Monday, February 20, 2017

23. Excerpt from *Lawrence v. Texas* (2003)
24. D'Emilio, "Politics and Personal Life at the Turn of the Century" (2012)

Related DOC 1 Texts: Siobhan Somerville, "Queer"

WEEK 8: HEALTH & REPRODUCTIVE RIGHTS

- ONLINE: Angela Davis, "Racism, Birth Control and Reproductive Rights" (1983)
25. Renee Tajima-Peña, "*Más Bebés?: An Investigation of the Sterilization of Mexican-American Women at Los Angeles County-USC Medical Center during the 1960s and 70s*" (2015)
- FILM: *No Más Bebés* (2015)
27. Rebecca Skloot, Excerpt from "The Miracle Woman" (2010)
 26. Thomas Bodenheimer and Kevin Grumbach, Excerpts from *Understanding Health Policy, A Clinical Approach* (2012)

Related DOC 1 Texts: Anna Nieto Gomez, "La Femenista;" Kimberlé Crenshaw, "Intersectionality;" Judith Lorber, "Night to His Day"

WEEK 9: SOCIAL JUSTICE & SOCIAL MEDIA

- #HashtagActivism — "Turning Whispers Into Shouts and Fighting Stigma With Story" (2016) http://www.huffingtonpost.com/eric-yaverbaum/hashtagactivism-turning-w_b_8751204.html
- Cindi Leive and Emily Doe, "Stanford Sexual Assault Case Survivor Emily Doe Speaks Out" (2016) <http://www.glamour.com/story/women-of-the-year-emily-doe>
 - SUGGESTED READING: Emily Doe, "Victim Letter Impact Statement" (2016) https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra?utm_term=.clZWNQJMW#.oxqWzYj2W
- Anne Helen Petersen, "The Dakota Access Pipeline Protest Is Unprecedented — And 150 Years In The Making" (2016) https://www.buzzfeed.com/annehelenpetersen/the-dakota-access-pipeline-protest-is-unprecedented-and-150?utm_term=.mvQ6XVJ46#.fvYZeRxJZ

- Sidney Fussell, “How Facebook Live became the tool for live streaming death by police” (2016) http://fusion.net/story/352130/facebook-live-twitter-black-pain-and-protest/?utm_source=facebook&utm_medium=social&utm_campaign=fusion

Related DOC 1 Texts: Takaki, Chapter 4; Mariscal, “To Demand that the University...”; “Original Lumumba/Zapata Demands;” Robin Morgan, “No More Miss America”

WEEK 10: REFLECTIONS ON JUSTICE & PROGRESS

- Zadie Smith, “On Optimism and Despair” (2016) <http://www.nybooks.com/articles/2016/12/22/on-optimism-and-despair/>

FINAL EXAM WEEK

Your DOC 2 Final Exam is Friday, March 24, 8:00-11:00 a.m.