

DOC 2: Arguing Justice

Lecture	Instructor	Location	Day/Time
DOC 2-A	Dr. Amanda Solomon Amorao	PETER 110	MWF 9-9:50
DOC 2-B	Dr. Megan Strom	SOLIS 107	MWF 11-11:50
DOC 2-C	Dr. Lisa Ho	SOLIS 107	MWF 2-2:50

Course Description

In DOC 2: “Arguing Justice,” we will build on our critical reading and thinking skills and explore further the concepts we were introduced to in DOC 1. We will focus on honing our argumentative writing by explicitly exploring the question of justice in US society, particularly in the era just before and after the end of the Civil Rights Movement. We will continue to read a variety of texts from social and political theories to legal case studies to historical and primary documents. In analyzing the arguments in these texts, we will try to answer these questions: What does justice look like in the United States? More specifically, what does justice look like for different groups in society? Can we ever achieve a common understanding of justice? In other words, how do we argue for justice in comprehensive and ethical ways?

By the end of this class, students will be able to:

- Analyze arguments (both explicit and implicit) and identify the parts of an argument that might not be visible or open to debate
- Present a logically convincing argument (i.e. thesis statement) and support it with carefully analyzed evidence.
- Effectively respond to counterarguments and/or other points of view (i.e. from readings) when developing thesis statements
- Organize papers to support thesis statements and guide reader through logical progression of argument
- Practice proper citation and documentation of sources

Course Requirements

- Lecture Comment/Question Cards (10%)

At the end of lectures, students will submit a question or comment concerning the readings and lectures of that week on a 3x5 index card with their names, PIDs, TA/Section, and the date in the top right corner. Instructor will use these cards to guide lectures and engage with students. Comment cards will be graded for completion.

- Section Attendance & Participation (15%)

This grade is determined by a student's consistent attendance and lack of tardiness at section as well as participation in small and large group discussions, completion of any work or activities assigned by teaching assistant, and/or visits to office hours. For the full rubric determining your participation grade, see TritonED.

- Analytical Journal Entries (20%)

Students will complete six journal entries at 250 words each throughout the quarter. Journals will be graded holistically at the end of the quarter for completion - meaning as long as all six entries meet the word requirement, make a good faith attempt to answer the prompt, and are submitted before the deadline then students will receive full credit (or an A at 95%) at the end of the quarter for this 20% of the course grade. Each missing, late or short post will drop the overall journal grade by 10%. Missing three or more posts or submitting three or more posts which are late or too short will result in an automatic F for 20% of the course grade. See TritonED for the prompts and turnitin submission links to use for each journal entry.

- Midterm Paper: Synthesizing Sources (25%)

Students will submit the rough draft in week 5 and then a final draft in week 7 for a 1200-1500 word thesis-based essay that synthesizes Martin Luther King's argument from "Letter from a Birmingham Jail" with the analysis of the prison industrial complex offered in one of the assigned texts from week 4. See TritonED for paper prompt, submission instructions, and grading rubric.

- Final Paper: Making an Original Claim (30%)

Students will submit the rough draft in week 9 and the final draft of the last 1750 word essay in the course during finals week. Students will make an original claim defining the concept of justice as it operates in the realms of disability, education, gender/sexuality, and/or labor. See TritonED for paper prompt, submission instructions, and grading rubric.

Program Policies

- Academic Integrity

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at: <http://academicintegrity.ucsd.edu>. Students must submit their coursework through the TritonEd website to turnitin.com to screen for plagiarism. Violation of academic integrity may result in failure of assignment, failure of course, and/or further disciplinary action. STUDENTS MUST COMPLETE ACADEMIC INTEGRITY TRAINING MODULE ON TRITONED BY END OF WEEK 2 IN ORDER TO RECEIVE A GRADE IN DOC 2.

- Assignment Submission

If a student does not submit a rough draft, an assignment may receive an F. If a student does not participate in every phase of the development of the project (i.e. peer review), the final grade for the assignment will be lowered by at least $\frac{1}{3}$, i.e. from an A to an A-.

FAILURE TO COMPLETE ALL OF THE COURSE REQUIREMENTS IS GROUNDS FOR FAILURE OF THE ENTIRE COURSE.

If a final draft, plus required addenda, is not submitted in class on the date due, it will be considered late and will lose $\frac{1}{3}$ of a letter grade for each day or part of a day past due (A to A-, etc.). Assignments are due in hardcopy and via turnitin.com. You must submit your assignments directly to your TA. Any late submissions must be approved by your TA and/or instructor well in advance of the due date.

Rough and final drafts of major written assignments must be submitted to turnitin.com via TritonED by 11:59 p.m. on the day it is submitted in class. A grade will not be assigned to an assignment until it is submitted to turnitin via TritonED. Failure to submit an assignment to turnitin via TritonED is grounds for failure of the assignment.

- Attendance

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive absences (i.e. missing more than 3 sections) may be grounds for failing. Excessive tardiness will also impact your grade and may be grounds for failure.

- Student Code of Conduct

By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. Please keep in mind, however, that we must engage each other in a respectful and considerate manner. We are all expected to adhere to the UCSD Principles of Community (<https://ucsd.edu/about/principles.html>). Free speech is valued but hate speech will not be tolerated. Abusive and harsh language, intimidation, and personal attacks will not be allowed.

- Students with Disabilities

Students with disabilities should submit their letters of accommodations to the DOC Administrative Coordinator, Sue Hawkinson in Sequoyah 132 by the end of week 2 to make accommodations for the quarter. Please see the Office for Students with Disabilities website (<http://disabilities.ucsd.edu>) for more information on registering for accommodations.

- Technology Policy

All personal electronics should be put away and off or on “silent” mode. Texting, games, schoolwork not pertaining to this class, and social media (Facebook, YouTube, email, etc.) are

not permitted. If your technology use becomes distracting or disruptive, you will be asked to leave the lecture or discussion section.

Required Text (Available for purchase at UCSD Bookstore @ Price Center)

NOTE: The Rothenberg text was required for DOC 1. All other readings available on TritonED.

- Rothenberg, Paula S. *Race, Class, and Gender in the United States: An Integrated Study, Tenth Edition* (2016)

Schedule of Readings

NOTE: Instructors reserve the right to alter schedule as necessary and will always give notice to students in advance

WEEK 1: WHAT IS FREEDOM?

Mon - Introduction

Wed - Intellectual Framework

- Berlin, Isaiah. "Two Concepts of Liberty." p.15-25.
<http://faculty.www.umb.edu/steven.levine/courses/Fall%202015/What%20is%20Freedom%20Writings/Berlin.pdf>
- Miller, Jean Baker. "Domination and Subordination." Rothenberg 91-96

Fri - Campus Case Study

- Healy, Thomas. "Who's afraid of free speech?"
<https://www.theatlantic.com/politics/archive/2017/06/whos-afraid-of-free-speech/530094/>
- <http://freespeech.ucsd.edu/>

WEEKS 2-3: WHAT IS JUSTICE?

Mon - No Class for MLK Holiday

Wed - Review of Structure and Representation

- Michael Omi and Howard Winant, "Racial Formations." PDF on TritonED.
- Baynton, Douglas. "Disability and the Justification of Inequality in American History." Rothenberg 81-91

Fri - (un)just laws

- Chandler Davidson, Excerpts from "The Voting Rights Act: A Brief History" (2000). PDF on TritonED.
- "Birmingham's Racial Segregation Ordinances" (1951).
<http://xroads.virginia.edu/~public/civilrights/ordinances.html>

Mon - MLK's Analysis & Methodology

- Watch *Eyes on the Prize (Part 6): Bridge to Freedom* (1987) before lecture
<https://www.youtube.com/watch?v=IdpeRWj1P4w>
- Eight Alabama Clergymen, "A Call for Unity" (1963). PDF on TritonED.
- Dr. Martin Luther King Jr., Excerpt from "Letter from a Birmingham Jail" (1963). PDF on TritonED.

Wed - Intersectional Alliances for Justice

- Fujino, Diane. Excerpts from *Heartbeat of Struggle: The Revolutionary Life of Yuri Kochiyama*. PDF on TritonED.

Fri - New Struggles in the New Millenia

- Adam Liptak, "Supreme Court Invalidates Voting Rights Act" (June 25, 2013)
<http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html>

WEEK 4: WHY PRISONS?

Mon - From Chattel Slavery to the Prison Industrial Complex

- DuVernay, Ava. *13th*. (2016) - watch before lecture (Netflix or ResLife screening)
- 13th Amendment to the U.S. Constitution (1965)
<https://www.ourdocuments.gov/doc.php?flash=false&doc=40>

Wed & Fri - Prison Abolition

- Alexander, Michelle. "The New Jim Crow: Mass Incarceration in the Age of Colorblindness." Rothenberg 258-265
- Davis, Angela. Excerpts from *Are Prisons Obsolete?* (2003). PDF on TritonED.

WEEK 5: IS EDUCATION A RIGHT OR PRIVILEGE?

MIDTERM PAPER ROUGH DRAFT DUE IN FIRST SECTION

Mon - Prisons/Schools

- Hing, Julianne. "Race, Disability, and the School-to-Prison Pipeline." Rothenberg 296-303.
- Sankin, Aaron. "California Spending More on Prisons Than Colleges, Report Says" (2012). https://www.huffingtonpost.com/2012/09/06/california-prisons-colleges_n_1863101.html

Wed - Educational Access

- Valencia, Richard. "The Mexican American Struggle for Equal Education Opportunity in *Mendez v. Westminster*: Helping Pave the Way for *Brown v. Board of Education*." PDF on TritonED.
- Palos, Art Luis and Eren Isabel McGinnis. *Precious Knowledge*. (2012). Watch before Wed lecture either at ResLife screening or through Geisel Library.

Fri - Affirmative Action & the Model Minority

- Poon, Oiyen and Ester Sihite, "Racial Anxieties, Uncertainties, and Misinformation: A Complex Picture of Asian Americans and Selective College Admissions" (2016). PDF on TritonED.
- Fuchs, Chris. "Behind the 'Model Minority Myth.'" (2017).
<https://www.nbcnews.com/news/asian-america/behind-model-minority-myth-why-studiou-s-asian-stereotype-hurts-n792926>

WEEKS 6-7: WHAT IS BEYOND MARRIAGE EQUALITY?

MIDTERM PAPER FINAL DRAFT DUE IN WEEK 7 FIRST SECTION

Mon - Review of Patriarchy

- Riegler-Crumb, Catherine and Barbara King. "Questioning a White Male Advantage in STEM: Examining Disparities in College Major by Gender and Race/Ethnicity." PDF on TritonEd
- Allan Johnson, Excerpt from "Patriarchy, The System: An It, Not a He, a Them, or an Us" (2014). PDF on TritonEd

Tue - Special performance of *Cake* at La Jolla Playhouse for UCSD students

Wed - Heteronormativity

- Kimmel, Michael S. "Masculinity as Homophobia." Rothenberg 59-70.
- StoryCorps. "Remembering Stonewall."
<https://storycorps.org/podcast/storycorps-505-remembering-stonewall/>
- Mogul et al. "The Ghosts of Stonewall." Rothenberg 270-275.

Fri - Queering Sex & Gender

- Somerville, Sioban. "Queer." *Keywords in American Studies*. PDF on TritonEd
- Stryker, Susan. "Transgender Feminism: Queering the Woman Question." Rothenberg 71-77.

Mon - No Class for President's Day

Wed - Redefining the Institution of Marriage

- Excerpt from *Loving v. Virginia* (1967). PDF on TritonED.
- Excerpt from *Lawrence v. Texas* (2003). PDF on TritonED.

Fri - Intersectionality & Resistance

- Hubbard, Jim. *United in Anger: A History of Act Up!* (2012). Watch before lecture at ResLife screening or at <https://www.youtube.com/watch?v=MrAzU79PBVM>
- D'Emilio, "Politics and Personal Life at the Turn of the Century" (2012). PDF on TritonED

WEEK 8: WHO'S/WHOSE LABOR?

Mon - Overview of Labor in U.S.

- Howard Zinn, Excerpts from *The Socialist Challenge* (2005). PDF on TritonEd.

Wed - Policy and Structure

- 14th Amendment to the U.S. Constitution (1868)
<https://www.ourdocuments.gov/doc.php?flash=true&doc=43>
- Excerpt from *Lochner v. New York* (1905). PDF on TritonED.
- Excerpt from *Muller v. Oregon* (1908). PDF on TritonED.
- Title VII of the Civil Rights Act (1964). <https://www.eeoc.gov/laws/statutes/titlevii.cfm>

Fri - Old Challenges in the "New" Economy

- Pao, Ellen. "This is How Sexism Works in Silicon Valley."
<https://www.thecut.com/2017/08/ellen-pao-silicon-valley-sexism-reset-excerpt.html>

WEEK 9: IS MY BODY MY OWN?

ROUGH DRAFT OF FINAL PAPER DUE IN FIRST SECTION

Mon - Reproduction and Race

- Angela Davis, "Racism, Birth Control and Reproductive Rights" (1983). PDF on TritonED.

- Tajima-Pena, Rene. *No Mas Bebés*. (2015), Watch before lecture through Geisel Library or at ResLife screening.
- 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).
<http://sfoonline.barnard.edu/life-un-ltd-feminism-bioscience-race/mas-bebes-an-investigati-on-of-the-sterilization-of-mexican-american-women-at-los-angeles-county-usc-medical-c-eter-during-the-1960s-and-70s/>

Wed - Injustice Kills

- Reuss, Alejandro. “Cause of Death: Inequality.” Rothenberg 393-397.

Fri - Race and Bioethics

- Rebecca Skloot, Excerpt from “The Miracle Woman” (2010) PDF on TritonEd

WEEK 10: WHAT IS (DIS)ABILITY?

- Simi Linton, “Reassigning Meaning” (1998)
<http://www.disabilitymuseum.org/dhm/edu/essay.html?id=21>
- Rosemarie Garland-Thomson, “Becoming Disabled” (2016)
<https://www.nytimes.com/2016/08/21/opinion/sunday/becoming-disabled.html>
- “How Sign Language Innovators Are Bringing Music to the Deaf” (2017)
https://www.youtube.com/watch?v=EuD2iNVMS_4
<http://www.openculture.com/2017/04/how-ingenious-sign-language-interpreters-are-bringing-music-to-life-for-the-deaf.html>

FINALS WEEK

Lecture	Instructor	Location	Final Draft Due
DOC 1-A	Dr. Solomon	Peterson 110	Wed 3/21 10-11am
DOC 1-B	Dr. Strom	Solis 107	Mon 3/19 11:30a-12:30p
DOC 1-C	Dr. Ho	Solis 107	Mon 3/19 3-4pm