SOCI 274.001

**Social and Economic Justice**

Department of Sociology

Fall 2018

Tuesday-Thursday 11-12:15

Peabody 218

**Instructor:**

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Hours: Wednesday, 1:30-3:30pm

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Hours: By appointment

This course covers the theory and practice of social and economic justice, including analyses of racial-gender-sexual-class-national and other forms of justice, the history of influential movements for justice, and strategies of struggles for justice. We will primarily accomplish this by looking at two cases: Greenwich Village in 1913 and India in 1945. We will conclude by examining issues of justice in the contemporary US.

**The Basic Concept—Reacting to the Past[[1]](#footnote-1)**

In most classes students learn by receiving ideas and information from instructors and texts, or they discuss such materials in seminars. This course employs a different pedagogy. Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; students learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations. That is because Reacting roles, unlike those in a play, do not have a fixed script and outcome. While students will be obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches or other public presentations; and students must also pursue a course of action they think will help them win the game.

Both of our games consist of three components:

a) a student game book;

b) historical texts;

c) a role description, which will be provided to you by me.

The first two components (a and b) are available to everyone. The role description is unique to you. Your mission is to understand your role and advocate on its point of view, with the goal of convincing the rest of class that you have a clear and compelling vision of social and economic justice. Critically, you may not agree with the position you advocate. There are competing theories about what a just society is and how we can achieve it, and we, as a class, learn through the debate between these varying viewpoints.

During the first few sessions of a game, known as the *set-up phase,* I will provide general guidance on the historical context, major texts, and intellectual issues of the game. These sessions will be much like a “normal” class. You might find the complexity of the game to be confusing, so you should ask questions! During or after the second or third set-up class, I will distribute the roles. Later in that class, or sometime in the next, the class will break into factions, allowing students in the same factions, or with similar roles, to determine how to work together to accomplish their objectives. Students may also want to meet regularly with their faction outside of class meetings.

By the fourth or fifth session, the *game phase* will commence. Students whose characters function in a supervisory capacity—for example, the Governor General of the Simla Conference in India—will preside over the proceedings. I will likely sit in the back of the room, intruding only to resolve disputes, issue rulings and quietly work to provoke meaningful discussion of the relevant issues. After the game is resolved, a *“post-mortem” phase* follows*,* in which winners are announced, students relinquish their roles, and the entire class freely discusses the game and attendant issues from (their own) contemporary perspective.

**Course Requirements:**

### Reading

The central premise of “Reacting” is that ideas and life are interwoven. A less obvious corollary is that the study of ideas cannot be undertaken without consideration of the social context in which they emerged, and that the study of people requires an awareness of the intellectual constructs that have shaped their societies and cultures.

This is important to the game because you will be obliged, in a very short period of time, to acquire a solid understanding of complex ideas and difficult texts, and also to navigate through a historical situation that is equally complicated.

The readings, consequently, tend to be of two types: 1) the works of important thinkers (*i.e.* primary sources); and 2) books and articles that establish the social or historical context (*e.g.* secondary sources). Students must engage with these texts fully and in the light of the historical moment that brought them to the fore. You may be tempted to take a point that makes sense to your classmates without bothering to figure out how the argument was originally framed. (“We all know that democracy is good, right?”) This lazy strategy almost surely will not work: the superficiality of the engagement with the material will be evident to all. More important, easy arguments, though perhaps attuned to one’s classmates, will be hard to defend when sharply examined by those whose roles contradict one’s own role. If students have failed to scrutinize the entire train of these ideas, they will be hard-pressed to make persuasive arguments.

Your task as reader is simplified by the fact that your *position* is determined early in the game. If you are assigned to be a Hindu radical in India, 1945, you will be inclined to criticize the literature of the Islamic nationalism. You will look for weaknesses of evidence or argument.

### Class Participation

You—or, rather, your game *persona—*will be speaking a lot in class. Class participation will constitute roughly a third of your grade.

Class participation complements the writing assignments; both are tools you must use to the best of your ability to win the game. Students will sometimes speak as a member of a particular team, or faction; sometimes alone; and sometimes they will have an indeterminate role and have the freedom to write some of their own game objectives in response to what they have read and heard. But in most roles, students must sooner or later seek to persuade others so as to achieve their objectives and win the game.

There is one constraint on your oral performance: although your may refer to notes, reading aloud is unnecessary (the full and precise text of major presentations may be posted on a web site) and often dull. *You may not read your presentation, and may bring only index cards to assist you.*

Unless you are “dead” or have somehow been silenced, you can participate freely in all oral discussions. Students whose roles make them responsible for running the class may determine who speaks and when. This may prove frustrating. As a means of ensuring that everyone has an opportunity to speak, the classroom may be provided with a podium or some other privileged space, at which anyone may stand. Anyone who approaches the podium asserts the right to give a speech, to pose questions, or to address the class. If someone is already at the podium, students may take a place in line behind him or her.

### Writing

The purpose of written work is to complement class presentations: students write in order to win the game. Usually this means that a student’s writing will be an attempt to persuade people of his or her views.

For *each* game, students are to complete about 8-12 pages of writing. Usually, there will be two separate assignments, although the nature of the writing assignment depends on your particular role. Writing will constitute the bulk of the grade for each game. “Introduction to Reacting,” which is on Sakai, includes an appendix on “Writing for Reacting, including four “writing advisories”. *You must master these advisories; you should read them all before you write every paper for this course.* Grading will be basic on the rubrics posted to Sakai.

Because the purpose of written work is to persuade other students, it should be posted on the online class discussion board. A beautifully crafted call to attend a labor rally does not good if the rally is over. The requirements of the game—particularly the mechanism for posting all papers on the web site—further necessitate timely submission of written work.

*Game Notebook*

After each game, you will hand in a binder that contains:

* Speech notes: During game sessions, you will be required to take structured notes. These will assist you in keeping tracking of the multiple advocacy positions.
* Reading sharing notes: An additional part of your game notebook is your notes from the Primary Reading Sharing. On these days, you will be required to summarize one historical document of your choosing in writing. During class, you will find a person who you think would find this reading interesting, and discuss it with them. Your notes on this conservation should go in your game notebook.
* Participation sheet: This is a page where you are provided an opportunity to describe the ways that you participated in class.
* Papers 1 and 2: Include copies of both your papers. You will have previously submitted these on Sakai, but include copies in your binder.
* Any other written work: Provide originals or copies of any additional materials your produced during the game, such as a petition or poster.

*Attendance*

Attendance is mandatory. *You do not get any points for coming to class; you only lose points by not coming to class.* After you second absence, you will lose one point from your final grade for each unexcused absence. In order to count as “excused” absences generally require a hospital stay or official notice from an administrator. Additionally, you must email the instructor in advance to be excused.

*The least you need to know:*

* 45% of your grade will be based on your writing and participation in the Greenwich Village 1913 game.
* 45% of your grade will be based on your writing and participation in the India 1945 game.
* 10% of your grade will be based on your writing and participation in the final.
* For each game:
  + 66% of your grade will be based on your written work. Each game requires two papers. The first paper is worth twice as much as the second paper.
  + 22% of your grade will be based on formal and informal class participation.
  + 11% of your grade will be based on your notebook.
* Some roles are more active than others. You will not gain or lose participation points because of the prominence of your role.
* Readings and due dates for assignments and presentations vary depending on what role you have. *It is your responsible to know when your deadlines are and what you have to do.* If you have any questions, ask the TA or me.
* Written assignments are due at or *before* the beginning of class. Late assignments lose a full letter grade for each calendar day late. Most assignments will be posted to Sakai where other students will be able to see them. If you would like to make alternate arraignments, please let me know in advance.
* If you are uncomfortable with your role, let me know. The course is designed to challenge students, but not inflict emotional damage.
* Formal presentations must be made on the assigned day. If you know of a conflict, please consult with me in advance.
* I will sometimes modify the directions or assignments that are in the game book. You will be informed in advanced about these.

**Course Resources:**

There are three required books for this class. All are available at the Student Store.

* Treacy, Mary Jane. 2015. *Greenwich Village, 1913: Suffrage, Labor and the New Woman*. W.W. Norton.
* Embree, Ainslie and Mark Carnes. 2015. *Defining a Nation: India on the Eve of Independence, 1945*. W.W. Norton.
* Barbara D. Metcalf and Thomas R. Metcalf. 2012. *A Concise History of Modern India, 3rd Edition*. Cambridge University Press.

Additionally, you much purchase two three-hole binders for your game notebooks.

**Honor Code:**

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

All academic work in this course, including papers, quizzes, and exams, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

**Final exam:**

The final exam will be given in compliance with UNC final exam regulations and according to the UNC Final Exam calendar.

**Syllabus Changes:**

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**Time Table:**

*Really Important Note:*Each of the two game books has important information about what you need to do and when it needs to be done by. When this is in conflict with the syllabus, the syllabus is usually correct. If you have any questions, please ask the TA or me.

August 21 – Introductions

August 23 - GV1913 – Day 1

*Readings*

* “Part 1. Introduction” and “Part 3. The Game” in *GV Gamebook*. This gives an overview of the first game.
* “Part 2. Historical Background: Woman’s Rights and Suffrage” in *GV Gamebook.*
* Women’s Movement Primary Source

*Watch*

* [American Experience: One Woman, One Vote](mailto:http://search.lib.unc.edu/search%3FR=NCLIVE2043558) and complete video response note. Only watch first 60 minutes. You can follow the link or look it in the UNC catalogue.

*Due*

* Online Role Survey

August 28 - GV1913 – Day 2

*Readings*

* “Part 2. Historical Background: Labor and Labor Movements” in *GV Gamebook*
* IWW (last name A-L) or SP (last name M-Z) reading (on Sakai)

*Watch*

* [American Experience: Triangle Fire](mailto:http://www.pbs.org/wgbh/americanexperience/films/triangle/player/). Video is available online at PBS website. Follow link or Google it.

August 30 - GV1913 – Day 3

*Readings*

* “The Village” on Sakai
* “Part 2. Historical Background: The Spirit of the New” in *GV Gamebook*
* Something from the *Masses* relevant to your role. Please print out and bring to class.

September 4 - GV1913 – Day 4

*Readings*

* Elizabeth Cady Stanton. “Solitude of Self.” in *GV Gamebook.*
* Rheta Childe Dorr. “American Women and Common Law.” in *GV Gamebook.*
* Ida M. Tarbell. “On the Ennobling of Woman’s Business.” in *GV Gamebook.*

*Due*

* Suffrage faction presentations
* Primary Reading Sharing

September 6 - GV1913 – Day 5

*Readings*

* Jane Addams. “Industrial Amelioration.” in *GV Gamebook.*
* William Haywood. “The General Strike.” in *GV Gamebook.*
* Elizabeth Gurley Flynn. “The IWW Call to Women.” in *GV Gamebook.*

*Due*

* Labor faction presentation
* Primary Reading Sharing

September 11 - GV1913 – Day 6

*Readings*

* Floyd Dell. “The Feminist Movement” in *GV Gamebook.*
* Floyd Dell. “Charlotte Perkins Gilman” in *GV Gamebook.*

*Due*

* Villager presentations begin.
* All faction - writing assignment #1

September 13 - GV1913 – Day 6

*Readings*

* Elsie Clews Parsons. “Ethical Considerations,” in *GV Gamebook.*
* Margaret Sanger. “No Gods. No Masters,” in *GV Gamebook.*

*Due*

* Primary Reading Sharing

September 18 - GV1913 – Day 6

*Readings*

* Emma Goldman. “Woman Suffrage.” In *GV Gamebook.*
* Emma Goldman. “The Tragedy of Woman’s Emancipation.” in *GV Gamebook.*

*Due*

* Primary Reading Sharing

September 20 - GV1913 – Day 7

*Readings*

* Hutchins Hapgood. “The Bohemian, the American, and the Foreigner.” in *GV Gamebook.*
* Randolph Bourne. “Youth” in *GV Gamebook.*
* Walter Lippman. “Introduction” in *GV Gamebook.*

*Due*

* Writings for the Masses must be electronically submitted to Max Eastman.
* Primary Reading Sharing

September 25 - GV1913 – Day 7

*Readings*

* TBA

*Due*

* Writing assignment #2.

September 27 - GV1913 – Day 8

*Readings*

* *The Masses*
* *Daniel de Leon*. “Anarchism Versus Socialism.” in *GV Gamebook.*
* Emma Goldman. “Anarchism. What it Really Stands for.” in *GV Gamebook.*

*Due*

* Primary Reading Sharing

October 2 - GV1913 – Day 9

*Readings*

* *The Quill*

*Due*

* Greenwich Village Game Notebook

October 4 - India 1945 – Day 1

*Readings*

* *Defining a Nation,* pages 1-30
* Chapters 2 and 3 in *History of Modern India*

October 9 - India 1945 – Day 2

*Readings*

* Chapters 4 and 5 in *History of Modern India*

October 11 - India 1945 – Day 3

*Readings*

* Chapter 6 in *History of Modern India*
* *Gandhi* and *Gandhi Responses* on Sakai

October 13 - India 1945 – Day 4

*Readings*

* Chapter 7 (only to “From the Simla Conference to the Cabinet Mission”) in *History of Modern India*
* Read at least two primary documents associated with your character.

*Due:*

* Primary Reading Sharing

October 23 - India 1945 –5

*Readings*

* Read at least two primary documents associated with your character.

*Due:*

* In class quiz on readings
* Primary Reading Sharing

October 25 - India 1945 – Day 6

*Readings*

* *Leftist, Sikh,* and *Ambedkar* readings on Sakai.

*Due:*

* Sikh, Nizam, Mahraja, and Untouchables, Communists present and submit paper #1
* Primary Reading Sharing

October 30 - India 1945 – Day 7

*Readings:*

* *Hindu Nationalism* and *Women* readings on Sakai.

*Due:*

* Gandhi adherents, All India Women’s Conference, Hindu Mahasabha, and Bose present and submit paper #1
* Primary Reading Sharing

November 1 - India 1945 – Day 8

*Readings:*

* *INC* readings on Sakai

*Due:*

* National Congress present and submit paper #1

November 6 - India 1945 – Day 9

*Readings:*

* *Muslim League* readings on Sakai

*Due:*

* Muslim League present and submit paper #1

November 8 - India 1945 – Day 10

*Due*:

* Governors General distribute draft recommendations
* Primary Reading Sharing
* Rural Village Leader #1 presents

November 13 - India 1945 – Day 10

*Reading:*

* Governors General draft recommendations

*Due*:

* Primary Reading Sharing
* Rural Village Leader #2 presents

November 15 - India 1945 – Day 11

*Due:*

* Primary Reading Sharing
* Rural Village Leader #3 presents

November 20 - India 1945 – Day 11

*Due:*

* Response to draft recommendations (Paper #2)
* Rural Village Leader #3 presents

November 27 - India 1945 – Day 11

*Due:*

* Governors General distribute final recommendations

November 29 - India 1945 – Day 12

*Reading:*

* *India’s Search for National Identity,* pages 174-181 in *Defining a Nation*

*Watch:*

* *Partition: The Day India Burned*http://www.youtube.com/watch?v=jGiTaQ60Je0

December 4 - Occupy – Day 1

*Reading:*

* Ethan Earl’s “A Brief History of Occupy Wall Street”  
  http://www.rosalux-nyc.org/wp-content/files\_mf/earle\_history\_occupy.pdf
* Consensus Based Decision making (on Sakai)

Watch:

* OWS General Assembly Facilitation   
  <https://www.youtube.com/watch?v=WfTf2db6YfI>

*Due*

* Defining a Nation Notebook

December 13 - Final

* Final at 12pm

1. Much of this section is a modified version of selections from Mark Carnes’s “Reacting to the Past Overview.” You can read the complete document on Sakai. [↑](#footnote-ref-1)