Description
This course considers the question, "How can we fix injustice?" It begins by exploring the nature of injustice through the lens of poverty. It examines a range of descriptive metaphors (for example, poverty as a "trap") and the consequences of each metaphor for social action. It then considers the word "fix," and in doing so introduces several basic understandings of ethics (deontology, utilitarianism, contextual ethics, virtue, etc.) Finally, it considers the word "we" and offers three models for responding to injustice: working for, working with, and being with. Each model explores several examples of practice through readings, followed by critical reflection in class.

Aim
To train the imaginations of undergraduate students to ground such professional and activist enterprises, on which they may later embark, in genuine identification with and understanding of those people generally seen only as objects of mercy, scorn, or redemption.

Objectives
1. To offer an overview of various philosophical, political, and social approaches to ethics.
2. To offer a model for discerning and identifying motivations and assumptions in work addressing injustice.
3. To develop skills in understanding and critiquing the assumptions of various approaches to service work.
4. To enable students to locate their own commitments, callings, and aptitudes within the models presented.

Format
There are three kinds of interaction:
- lectures and assigned materials
- interviews with Duke alumni
- online small-group discussion with course instructor and TAs

Required Course Materials
All course readings and videos are available online on Sakai.

Teaching Staff
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## Classes and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
<td></td>
<td></td>
<td>Tu 1/21</td>
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<tr>
<td></td>
<td></td>
<td>Tuesday, January 21</td>
<td>Thursday, January 21</td>
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<td>What is this class?</td>
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<td>(1) Carmen Giménez Smith, “Origins”</td>
<td>(2) Reginald Dwayne Betts, blackout poems in <em>Felon</em></td>
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<td>Week 2</td>
<td>Poverty Metaphors</td>
<td>Tuesday, January 26</td>
<td>Thursday, January 28</td>
<td>Tu 1/26</td>
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<td>What is poverty?</td>
<td>How do metaphors work?</td>
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<td>(1) “How Cities Make Money by Fining the Poor”</td>
<td>(1) Zavisca, “Metaphorical Imagery in News Reporting on Migrant Deaths”</td>
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<td>(2) Kraus, Rucker, &amp; Richeson, “Americans Misperceive Racial Economic Equality”</td>
<td>(2) May and Ferri, “Fixated on Ability”</td>
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<tr>
<td>Week 3</td>
<td>Universal Ethics</td>
<td>Tuesday, February 2</td>
<td>Thursday, February 4</td>
<td>Tu 2/2</td>
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<td>Deontology and Consequentialism</td>
<td>Divine Command and Evolutionary Ethics</td>
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<td>(1) Either</td>
<td>(1) Charles Mathewes, “God and Morality,” 21-32</td>
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<td>Week 4</td>
<td>Contextual Ethics</td>
<td>Tuesday, February 9</td>
<td>Thursday, February 11</td>
<td>Tu 2/9</td>
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<td>Race and Gender</td>
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<td>(1) Layli Long Soldier, “38”</td>
<td>(1) Katrine Marcal, <em>Who Cooked Adam Smith’s Dinner?</em>, 7-17, 148-156</td>
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<td>(2) “The Groundwater Approach”</td>
<td>(2) Jia Tolentino, “Always Be Optimizing”</td>
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<td>(3) Jennine Capó Crucet, <em>My Time among the Whites</em>, 154-174</td>
<td>(3) Tressie McMillan Cottom, “In the Name of Beauty”</td>
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<td>(4) Jeff Chang, “The In-Betweens”</td>
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<td>Week 5</td>
<td>Global Ethics</td>
<td>Tuesday, February 16</td>
<td>Thursday, February 18</td>
<td>Tu 2/16</td>
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<td>Climate Change Ethics</td>
<td>Capabilities Approach and Virtue Ethics</td>
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<td>(1) Martha Nussbaum, <em>Creating Capabilities</em>, 1-45</td>
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<td>(2) Akeel Bilgrami, “Gandhi, the Philosopher”</td>
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| Week 6 | Tuesday, February 23  
Three Modes of Engaging Poverty  
(1) Samuel Wells and Marcia Owen,  
*Living Without Enemies*, 19-47 | Thursday, February 25  
*Exam* | - Tu 2/23 Card Sort  
*Exam* |
|---|---|---|---|
| Week 7 | Working For  
Tuesday, March 2  
Working For: Journalism  
(1) Nikole Hannah-Jones, “Choosing a School”  
(1) Nikole Hannah-Jones, “Resegregation of Jefferson County”  
(1) Nikole Hannah-Jones with Lester Holt, “On Assignment” podcast | Thursday, March 4  
Working For: TBD | - Tu 3/2 Card Sort  
- Thu 3/4 Card Sort |
| Week 8 | Tuesday, March 9  
Working For: Making Art  
(1) Roxane Gay, excerpts from *Bad Feminist*  
(1) Carmen Maria Machado, excerpts from *The Dream House* | Thursday, March 11  
Working For: Public Servants  
(2) National Bail Toolkit, 1-26, 69-70  
(2) Karen Houppert, *Chasing Gideon*, 103-177 | - Tu 3/9 Card Sort  
- Thu 3/11 Card Sort |
| Week 9 | Working With  
Tuesday, March 16  
Working With: Engaged Citizenship  
(1) Read: Mariame Kaba and Eve Ewing, “Everything Worthwhile is Done with Other People”  
(2) Read: Bryan Stevenson, *Just Mercy*, excerpts | Thursday, March 18  
Working With: Education  
(1) Randy Stoeker, “The Neoliberal Starfish Conspiracy”  
(2) Read: NPR, *Building Teens into Strong Leaders by Letting Them Teach*  
- Thu 3/18 Card Sort |
| Week 10 | Tuesday, March 23  
Working With: TBD  
*Essay 1 Due* | Thursday, March 25  
Working With: Community Empowerment  
- Thu 3/25 Card Sort |
| Week 11 | Being With  
Tuesday, March 30  
Being With: Caring Professions  
(1) Read: Ai-Jen Poo, *Age of Dignity*, excerpts | Thursday, April 1  
Being With: Disability  
(1) Read: John Swinton, *Becoming Friends of Time*, 35-53  
(2) Read: Eli Clare, “Ideology of Cure”  
(3) Read: Alison Kafer, “Time for Disability Studies and a Future for Crips”  
(4) Watch: *Marion Quirici TEDxDuke* | - Tu 3/30 Card Sort  
- Thu 4/1 Card Sort |
| Week 12 | Tuesday, April 6  
Being With: Accompaniment | Thursday, April 8  
Being With: Palliative Care | - Tu 4/6 Card Sort |
Office Hours
(By appointment) We encourage you to set up Zoom office hours meetings at any point throughout the semester ([calendly.com/adam-hollowell](https://calendly.com/adam-hollowell)). These can be to talk through course-related topics (brainstorm ideas for assignment, review a topic, provide feedback on an aspect of the course), or to discuss your interests or whatever is on your mind. It is not an imposition.

Disability Statement
Students with disabilities who may need accommodations are encouraged to contact, *if you have not done so already*, the Disability Management System—Student Access Office at 919-668-1267 as soon as possible to better ensure that such accommodations can be implemented in a timely fashion.

Assessment
Sakai Quizzes on videos/readings 15%
In-Class Exam 20%
Reflection Paper (1200 – 1500 words) 25%
Final Paper (1600 – 2000 words) 40%

Criteria for Assessment
Grades will be letter grades only, and will be determined on a 100-point scale, as follows:
- 94-100 = A / 90-93 = A-: these grades indicate that exceptional work has consistently been done, showing an unusual degree of effort and grasp of the material, as well as good judgment and some originality.
- 87-89 = B+ / 84-86 = B / 80-83 = B-: these grades indicate that good work has been done, but some problems persist (e.g., lack of clarity or concision, incomplete or inadequate citations, or unfocused discussion).
- 77-79 = C+ / 74-76 = C / 70-73 = C-: these grades indicate that the basic requirements of the class have been met, but no more than minimal competence has been demonstrated. Students who receive this grade will have received careful comments indicating where more work needs to be done.
- 67-69 = D+ / 64-66 = D / 61-64 = D-: these grades indicate that the work submitted does not meet the expectations of graduate level work, nor has competence and commitment sufficient for pastoral ministry been demonstrated. Comments will explain this judgment.
- 60 and below is an F. F indicates that the student has failed either to follow instructions for an assignment or to complete work by the due dates, and no satisfactory excuse has been given. Plagiarism results in an F.
**Integrity**
In accordance with the Duke Community Standard, students are expected to do their own work for each assignment and exam. *Any violation of the Community Standard will result in a failing grade.*