

**Law of Men and Laws of Nature:
Science, Technology and Law**
CAT 2B - Winter 2020
Center 101– TuTh 11.00-12.20

Professor: Tal Golan
Office: H&SS 4012
Email: tgolan@ucsd.edu
Office Hours: Th 10-11 a.m., and by appointment

Course Description

CAT 2 is a 6-unit course and is the first part of Sixth's writing intensive sequence. While the topics of CAT 2 range, all generally explore an intersection of culture, art, and technology that has occurred in the contemporary moment. The overarching purpose of CAT 2 is to build on those skills developed in CAT 1 (critical reading and writing as process) and teach students argumentative writing and critical analysis.

Course Theme

For this track of CAT 2, we will examine various case studies at the intersections of science, technology, policy, and law that will help us to better understand how these institutions interact and cooperate with each other to maintain truth, authority and social order. A few of the questions that will guide this writing and communication course are: What are the relation between truth and justice? How does one make a scientific argument? How does one make a legal argument? How do law and science cooperate?

Course Objectives

By the end of CAT 2, you should be able to:

- Identify, analyze, and respond to explicit and implicit arguments, and understand why some parts of an argument might not be visible or open to debate.
- Acknowledge, react, and effectively integrate counter arguments and other points of view (i.e. from readings) into arguments.
- Craft a compelling argument and support it with relevant and carefully evaluated evidence.
- Develop an ability to read, critique, and create arguments in diverse genres, including, when appropriate, multi-media texts.
- Choose a tone that is appropriate to one's subject and audience.
- Practice proper citation and documentation of sources, including multi-modal assignments.

Course Schedule*

Week 1 – Intro

TSIS chapters for this week: ch. 15 “Writing as Inquiry”

Tuesday January 7 The American legal system

Thursday January 9 The scientific method

Week 2 – Science and Law

TSIS chapters for this week: ch. 12 “I Take Your Point: Entering Class Discussions”

Tuesday January 14 Scientific Experts

Wednesday January 15 Commentary 1

Thursday January 16 Differentiating between good and bad science

Week 3 – Scientific Evidence

TSIS chapters for this week: ch. 4 “Yes/No/Okay But”

Tuesday January 21 What Makes Evidence Scientific?

Wednesday January 22 Commentary 2

Thursday January 23 What Makes Evidence Unscientific?
Due - Draft of Major Assignment 1 (Turnitin)

Week 4

TSIS chapters for this week: ch. 14 “What’s Motivating this Writer?”

Tuesday January 28 Visual Evidence

Wednesday January 29 Commentary 3

Thursday January 30 Abortion and Euthanasia

Week 5 –

TSIS chapters for this week: ch. 9 “Academic Writing Doesn’t Mean Setting Aside Your

Tuesday February 4 Insanity
Returned - Draft of Major Assignment 1 with comments from TA

Wednesday February 5 Commentary 4

Thursday February 6 Regulation

Week 6 –

TSIS chapters for this week: Instructor Choice (ch.13,32,33,34 on multimodal assignments)}

Tuesday February 11 Tort
Due – Final Major Assignment 1 (Turnitin)

Wednesday February 12 Commentary 5

Thursday February 13 Eugenics

Week 7 – Policy

TSIS chapters for this week: ch. 6 “Skeptics may Object”

Tuesday February 18 Intelligent Design
Returned: Graded final draft of Major Assignment 1

Wednesday February 19 Commentary 6

Thursday February 20 Patents

Week 8 – Economy

TSIS chapters for this week: ch. 10 “The Art of Metacommentary”

Tuesday February 25 Pharmaceutical society

Wednesday February 26 Commentary 7

Thursday February 27 21st century University
Due - Draft of Major Assignment 2 (Turnitin)

Week 9 – Internet

TSIS chapters for this week: ch. 11 “Using the Templates to Revise”

Tuesday March 3 Net neutrality

Wednesday March 4 Commentary 8

Thursday March 5 Privacy
Returned: Draft of Major Assignment 2 with TA comments

Week 10 – Global Warming

Tuesday March 10 Policy

Wednesday March 11 Commentary 9

Thursday March 12 Litigation
Due – Final Major Assignment 2 (Turnitin)

Finals Week – Tuesday March 17

Evaluation & Revision Portfolio due to TA in CAT offices by ?

Materials

- Tal Golan, *Law of men and Laws of Nature* (Harvard UP, 2004)
 - All other materials will be available online.
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Course Policies

Communication

Outside of class, your TA and I will communicate with you through email and Canvas. It is your responsibility to check your email regularly (once a day) to be sure that you are up-to-date with any notifications your TA or I may post. I generally respond to emails within 24 hours and TAs will provide you with their own communication specifics. Additionally, since you are now a part of a writing community, I expect for you to develop productive working relationships with your peers. If you are sick and miss class, please contact one of your classmates first about information you missed before contacting your TA or me.

Etiquette and Conduct

We are a diverse academic community, representing different faiths, lifestyles, ethnicities, sexualities, and cultures. It is expected that you will participate appropriately and as adults in class and online discussions. Please note that in this class, we may discuss issues of race and gender, among other intersections of identity, such as class and sexuality. These conversations can be difficult; thus, I expect you to practice respect, listening, patience, and kindness with and towards each other. This includes how you speak to both me (your professor), your TA, and your fellow classmates. In the event that you find material or concepts challenging, I ask that you approach such difficulty with curiosity and tolerance.

Discrimination and Harassment

UCSD does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, sexual orientation, disability, or status as a U.S. veteran. This class adheres to those guidelines. A variety of viewpoints are welcome in this classroom. However, statements that are racist, sexist, classist, ableist, homophobic, or otherwise discriminatory towards others take away from a productive educational environment and will lead to a student's dismissal from class. I will not tolerate harassment of any kind in my classroom.

Please see Canvas for [UCSD's Principles of Community](#) for a description of your campus's commitments.

In addition to basic respect, our classrooms require certain forms of professional etiquette:

Technology

Because you are expected to be fully present, mentally as well as physically, in each class, you must store all electronics away for the entire lecture period. This means that having cell phones, tablets, laptops, etc. out will affect your participation grade. If you need access to readings from Canvas during lecture, I ask that you make paper copies or keep tech-free notes. If you have special need for technological assistance in the classroom, please contact me, your TA, and the Office for Students with Disabilities to facilitate that support.

Office for Students with Disabilities: <https://disabilities.ucsd.edu/>- 858-534-4382

TAs will have their own separate technology policy for discussion sections, but cell phones are always prohibited.

Attendance

Your presence in class is important for your success. It is important that you attend all classes and arrive on time to every class so as to not disrupt our classwork or discussions. Attendance will be taken daily, and absences, late arrivals, and early departures will be documented and affect your participation grade.

- You will sit with your discussion section during lectures
- On-time attendance in lecture and section is required. Regular attendance will be taken in both lecture and section.
- Please notify your TA if you must be absent for illness or family emergency.
- You may miss up to three classes in a term without penalty. Absences from both lecture and section count towards this allowable total.
- Missing more than two class sessions, either lectures or sections, will result in the loss of 1/3 a letter grade on your final course grade; missing more than three classes results in the loss of a whole letter grade; missing more than four classes results in the loss of two whole letter grades. Missing more than five classes is grounds for failure, regardless of grade.
- Excessive tardiness will also impact your grade and may be grounds for failure. Being tardy—defined as no more than 15 minutes late—on two occasions is the same as missing one class. Arriving more than 15 minutes late will be considered the same as an absence.
- TAs reserve the right to dismiss students from section who arrive later than 15 minutes late.
- If you miss class, you forfeit participation points for the day. Work done during class cannot be made up. This means that any quizzes cannot be made up.

Participation

There are different ways to participate in the class and I understand that students participate in various ways. Participation includes speaking up in class; taking notes; asking questions; leading group discussions; attending office hours; attending writing tutoring sessions; and being awake and alert in lecture and section. Be mindful of your own strengths and weaknesses in participation. Contributions to class discussion and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. See the participation evaluation rubric for more description of assessment.

Academic Integrity

Presumably, you have a very good reason for coming to college. You want to learn, become an educated citizen, or develop expertise or training that will lead to a successful job. Plagiarism and academic misconduct are choices you make that work against your own educational and professional goals. We will discuss these issues in greater detail throughout the course, but essentially, do your own work. If you are tempted to be academically dishonest, or feel confused about what might count as being academically dishonest, please seek me out.

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online <https://academicintegrity.ucsd.edu/>. All students must read and

be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. If you plagiarize on an assignment/in a class, you will receive a 0 on the assignment and will be reported to the AI office.

Assignments

Major Writing Assignments

- The three major writing assignments for this course are Assignment 1, Assignment 2, and the Evaluation & Revision Portfolio.
- Failure to submit any of the major assignments is grounds for failure of the course.
- If you fail to turn in a major writing assignment, you have until the next class period to turn it in. Your TA will accept late essays one lecture class period after the due date, and you will lose 10 points on the assignment. I am happy to discuss any extenuating circumstances and will consider extensions; however, your TA cannot grant extensions, so please contact me first.
- All physical copies of assignments must be submitted directly to your TA; you are not allowed to leave papers for your TA at the Sixth College Offices.
- Assignments require digital submission to Turnitin by 11:59pm on the day they are due.
- Please include a word count at the end of your assignments.
- Assignments will not be graded until you have submitted them to Turnitin. You will lose 1 point for every day you fail to upload the assignment.
- All major essay assignments and coursework must be typed and formatted according to MLA standards, unless otherwise noted.

Grading Policies

Your grade will be determined by your performance on the major writing assignments, in-class activities, smaller coursework assignments, and class participation. You need to complete all of the major writing assignments in order to pass the class. Failure to turn in one of the three major writing assignments will result in a failure of the course, regardless of numerical grade.

Grades are assigned by letter and correspond to specific numerical percentages. Limitations on possible numerical grades enable more effective holistic grading on essay assignments, as well as discourage arguments over points.

Excellent	Good	Average	Inefficient	Needs Extensive Revision
A+ = 98.5%	B+ = 88.5%	C+ = 78.5%	D = 65%	F = 55%
A = 95%	B = 85%	C = 75%		
A- = 91.5%	B- = 81.5%	C- = 71.5%		

All disputes over grades must be conducted according to the following guidelines:

- Wait 48 hours after receiving a grade before disputing it.
- Contact your TA for an appointment to discuss the grade.

- Attend your appointment having read the TA's comments and the CAT rubric thoroughly.
- Only after you have discussed your essay with your TA may you request a regrade. Any requests for regrading must go through Dr. Golan, who conducts all regrades. Professor Golan's assessment is final, even if he determines that the grade should be lower.

Grade Breakdown

Assignment 1 – 20%

Assignment 2 – 30%

Evaluation & Revision Portfolio – 20%

Commentaries – 10%

Participation – 10%

Quizzes – 10%

Weekly commentaries on the assigned readings – 10%

Students will comment every week on the assigned readings for the week.

Dead line: Wednesdays, 11.59 p.m.

The commentaries:

- Should End with a question
- Length 200-300 words
- Will be checked but not graded.
- Will not be accepted passed the deadline

Quizzes – 10%

These are short written assignments that you will complete periodically during lecture. You will be asked to demonstrate your reading comprehension by providing short analysis of the readings.

These quizzes are graded on the “quick scale” detailed below:

10 – You have demonstrated a unique and insightful analysis of the reading; you have read carefully and actively; you can express your ideas persuasively in writing.

9 – You demonstrate clear, if undeveloped, analysis of the reading; you have read carefully; you can express your ideas effectively in writing.

8 – You have made critical observations of significant details in the reading, without much analysis; you have read; you can express your ideas clearly in writing.

7 – You summarize the reading without critical observation or analysis; you have read, but without thinking much about larger significance.

0 – You have not adequately demonstrated that you, in fact, did the reading.

Assignment 1 – Partisan science in the adversarial courtroom – 20%

In this first major writing assignment, you will analyze the value of partisan scientific expert testimony in the adversarial courtroom.

You will make an argument (thesis claim) and base it on two case studies from class. The case studies should provide your evidence and the analysis should frame that evidence in service of your argument.

Use the following questions as the rubric for your paper:

- **Does partisan expert testimony in the courts good or bad for science? For law? For truth? For justice?**

You are required to submit a draft of this assignment for your TA's commentary. If you fail to submit a draft to your TA, you will lose 10 points on your final submission grade.

Draft Due Date: Thursday, January 23rd, @ section time

- Paper copy to TA
- Digital copy to Turnitin through Canvas

Draft Returned with Commentary: Thursday, January 30st, after lecture @ 11.20 am

Final Due Date: Thursday February 6th, @ section time

- Paper copy to TA
- Digital copy to Turnitin through Canvas

Length Requirement: 800-1000 words

Citation Requirement: At least 2 citations, taken from the course readings (not TSIS) MLA format, include Works Cited Page; NO OUTSIDE RESEARCH

Assignment 2 – How science and law interact – 30%

In this second major writing assignment, you will discuss how science and law interact and affect each other, in the face of technological, social and political change.

- Choose a specific topic—e.g. fingerprints, climate change, abortion, etc.—to focus your discussion on.
- Provide at least one example of a case in which the courts affected science.
- Provide at least one example of a case in which scientific and technological developments affected the law

You are required to submit a draft of this assignment for peer review. If you fail to participate in peer review, you will lose 10 points on your final submission grade. TAs will not comment on drafts unless you visit them during office hours.

Draft Due Date & Peer Review Day: Thursday February 27, @ section time

- Paper copy for peer review
- Digital Copy Uploaded to Turnitin
- TA specific requirements

Final Due Date: Thursday March 12th, @ section time

- Paper copy to TA
- Digital copy to Turnitin through Canvas

Length Requirement: 1000-1200 words.

Citation Requirement: At least 2 of the course readings; MLA format; include Works Cited Page; NO OUTSIDE RESEARCH

Evaluation & Revision Portfolio – 20%

The purpose of this portfolio is to demonstrate your ability to apply reading/writing/thinking skills from the course and reflect on your writing development.

In your final writing project you will include the final draft of one of papers (PDF) with your final reflection on the topic and on how your assumptions about the law and/or science were challenged or strengthened by this course

Due Date: Tuesday, March 12th by noon, to TA in CAT TA offices

- Digital copy to Turnitin through Canvas
- Paper copy to TA, per TA request

Length Requirements: 500-700 words

Citation Requirement: MLA format, internal citation only (no Works Cited page), no secondary sources

Participation – 10%

Showing up to lecture and section are a small portion of what counts as participation. You must earn your participation grade through various forms of engaging with the course. Such forms include, but are not limited to:

- Engaging in section discussion
- Asking questions in lecture
- Working respectfully with others
- Coming to lecture and section ON TIME
- Staying for the ENTIRE TIME during lecture and section
- Taking notes
- Putting away distractions (no cell phones!)
- Attending office hours with either your TA or Dr. Golan

I encourage TAs to assess participation on a weekly basis, but you may not know your participation grade until the end of the quarter. Keep in good contact with your TA to be sure you are aware of ways that your participation could be strengthened. TAs will determine your participation holistically, which means they will assess which of the following characteristics best represents your average participation:

10 – You are well prepared for lecture and section, demonstrated by: having all your materials; consistently contributing to discussion; asking productive questions; listening actively and taking notes; engaging in group work; supporting and respecting other students; respecting TAs, the instructor and course material; attending office hours; coming to lecture and section on time and staying for the entire class time; taking responsibility for any work or material missed if absent; overall proactive.

9 – You are prepared for lecture and section, demonstrated by: contributing often to discussion; asking productive questions; listening actively; engaging in group work; respecting other students; respecting TAs, the instructor and course material; attending office hours; coming to lecture and section on time and staying for the entire class time; taking responsibility for any work or material missed if absent; overall, attentive.

8 – You are somewhat prepared for lecture and section, demonstrated by: occasionally contributing to discussion; listening actively; engaging in group work; respecting other students; respecting TAs, the instructor, and course material; mostly coming to lecture and section on time and staying for the entire class time; overall responsible.

7 – You are inconsistently prepared for lecture and section, demonstrated by: rarely contributing to discussion; missing materials; managing time poorly; working well with others, but unable to contribute fairly; respecting TAs, instructor, and course materials; mostly coming to lecture and section on time and staying for the entire class time; overall inconsistent.

5 – You are physically present but mentally disengaged from the course, demonstrated by: never contributing to discussion in lecture or section; consistently coming to class late or leaving early; working well with others, but unable to contribute fairly; failing to develop any relationships with TAs and/or instructor; overall, disengaged.

0 – You demonstrate through behavior and/or language that you are uninterested in learning; or, you are regularly disrespectful of other students, TAs, the instructor, or course material.

MLA Format

- 1” margins on all sides
- 12pt font, Times New Roman
- Double spacing (all line spacing should be set to 0)
- Heading in the top left corner of the first page:
 - Your Name
 - Your TA Name
 - Dr. Golan
 - Course Name
 - Date
- Header in the top right corner of every page:
 - Your Last Name Page # (Smith 2)
- Internal citations
 - Last name of the author followed by page # (Banks 19).
 - Punctuation goes inside any quotation marks
- Works Cited Page

CAT 2 Rubric

Criteria	A Range	B Range	C Range	D-F Range
Writing, rhetoric, and argument	Error-free prose advances writer’s rhetorical purpose. Strong thesis statement that makes a strong argument	Generally, error-free prose that usually advances writer’s rhetorical purpose. Clear thesis statement that makes an argument.	Errors and sentence constructions intermittently impede the writer’s rhetorical purpose. Gestures at a thesis statement but does not make a clear argument.	Errors and sentence constructions impede the writer’s rhetorical purpose. Does not have a thesis, nor implies an argument.
Organization	Organization, including paragraph structure, effectively enhances and develops the main ideas of the essay. Secondary sources are woven into the paper productively, adding to the argument and organization.	Organization, including paragraph structure, is generally logical and supports the development of ideas. Secondary sources are used in a way that makes sense, if not integrated seamlessly.	Organization, including paragraph structure, is somewhat logical, but may also be formulaic or sporadic in helping to develop ideas. Secondary sources are not effectively integrated.	Paper lacks structure; organization, including paragraph structure, does not help develop ideas. Secondary source is not appropriately woven into the paper.

<p>Example, analysis, and citation</p>	<p>Argument supported by clear, detailed, and thoughtful examples. The analysis seamlessly supports the argument. The paper uses correct citations both within the text and in the Works Cited list.</p>	<p>Argument supported by good examples, Examples could be more detailed. The analysis supports the argument but could be more specific or stronger. The paper gestures at correct citation but citations might be incomplete or incorrect.</p>	<p>Argument not supported by clear or appropriate examples. Missing clear analysis or analysis doesn't connect back to the thesis. The paper lacks correct citations, but does possess and attempt at citation in both the Works Cited list and in the text.</p>	<p>Argument lack clear examples and/or any analysis. Examples don't serve a clear purpose towards the author's point. The paper lacks correct citations and does not attempt to correctly cite information (may border on plagiarism).</p>
<p>Revision process</p>	<p>Consistent and significant development of written work from draft to draft and/or assignment to assignment; clear and productive effort to revise.</p>	<p>Generally consistent development of written work from draft to draft and/or assignment to assignment; clear effort to revise.</p>	<p>Superficial development of written work from draft to draft and/or assignment to assignment; attempted but unconvincing effort to revise</p>	<p>Difficult to identify development of written work from draft to draft and/or assignment to assignment; no identifiable effort to revise.</p>

TA Section Information

CAT	2B	TTH	11-12:20	CENTR	101	TAL GOLAN	tgolan@ucsd.edu
B01	991258	TTH	8-8:50AM	CENTR	201	TOWNSEND MONTILLA	tmontill@ucsd.edu
B02	991259	TTH	9-9:50	CENTR	201	TOWNSEND MONTILLA	tmontill@ucsd.edu
B03	991260	TTH	10-10:50	CENTR	201	MANEL PALOS PONS	mapalos@ucsd.edu
B04	991261	TTH	8-8:50AM	CENTR	220	VALERIE SAIAG	vsaiag@ucsd.edu
B05	991262	TTH	9-9:50	CENTR	220	ALEXANDRIA SMITH	ars083@ucsd.edu
B06	991263	TTH	10-10:50	CENTR	220	ALEXANDRIA SMITH	ars083@ucsd.edu
B07	991264	TTH	3-3:50	CENTR	205	VALERIE SAIAG	vsaiag@ucsd.edu
B08	991265	TTH	3-3:50	CENTR	206	MARIANNA HOVHANNISYAN	m1hovhan@ucsd.edu
B09	991266	TTH	4-4:50	CENTR	205	MANEL PALOS PONS	mapalos@ucsd.edu
B10	991267	TTH	4-4:50	CENTR	206	MARIANNA HOVHANNISYAN	m1hovhan@ucsd.edu
B11	991268	TTH	5-5:50	CENTR	201	EVELYN MURDOCK	scmurdoc@ucsd.edu
B12	991269	TTH	5-5:50	CENTR	207	RICHARD VAGNINO	rvagnino@ucsd.edu
B13	991270	TTH	6-6:50	CENTR	201	EVELYN MURDOCK	scmurdoc@ucsd.edu
B14	991271	TTH	6-6:50	CENTR	207	RICHARD VAGNINO	rvagnino@ucsd.edu
FINAL	3/19/2020	TTH	11:30-2:29	TBA	TBA		