

Justice and Civil Society
LDSP 205
Section 1

Fall 2007
Course Syllabus

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Office hours: Tuesday, Thursday 2:00 – 3:00 p.m. and by appointment

Class meeting time Tuesday, Thursday 12:45 – 2:00 p.m.
and location: Jepson Hall, Room 107

Course website:
<http://oncampus.richmond.edu/academics/leadership/utilities/justice/jcsindex.htm>

Purpose

This course explores ancient and modern understandings of justice as they relate to contemporary society. Students will tackle readings on the nature of civil society, theories of justice, and analyses of poverty and related socioeconomic problems. Combining an intellectual focus on social needs and justice with a community-based learning component, the course encourages students to develop their understanding of “leadership as service to society.” Courses that incorporate community service have become increasingly common in higher education. Yet, the requirement that students complete a course integrating service and critical, academically grounded reflection upon justice and injustice in society is a unique feature of the Jepson School of Leadership Studies. This course reflects the goals that the University faculty members have for the Jepson School: to educate students *for* and *about* leadership and to “motivate students to seek positions of leadership as a vehicle for service.”

Justice and Civil Society includes a service component in which students complete a concrete, specific task that permits them to apply what they have learned in class; to learn what competencies they have yet to acquire; to explore career interests; and to develop their competencies by applying and testing them. The experience is necessarily face-to-face service with persons in need—e.g., tutoring children, assisting refugees, visiting the elderly, or working with the incarcerated—under the supervision and auspices of a non-profit or public organization. As defined by the Commission on National and Community Service, service learning is “a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community.”

The course includes readings and discussion on conceptions and meanings of social justice and how service inhibits, furthers, or remains independent from the establishment of fuller justice in contemporary society. Concepts such as service, justice, charity, philanthropy,

equality, and community will be explored in relation to contemporary social issues. As part of this reflection, students will develop their own normative account of a good and just society within which their service should be evaluated.

This course aims to foster reflective practice—by which persons do something and reflect upon it to learn from it, in turn transforming themselves and their actions. This requires that students apply critical thinking skills while at the service site and in class and that they consider their efforts in light of careful social and moral analysis.

This three-credit course is divided between 45 hours of class time and 30 hours of community-based learning, including 4 hours of social observation (see below) and 26 hours of service. This service should:

- immerse students in a significant area of social need in a manner that permits them to learn from those in need and those doing something about it.
- involve students in direct, face-to-face contact with the person, people, or group being served.
- take students off campus and, preferably, among people new and unfamiliar.
- take place under the auspices of an organization with a supervisor committed and able to provide the student with professional orientation, guidance, counsel, support, and evaluation.

Students may complete up to 4 of their service hours for the course by undertaking a team project of assistance to a community agency or by participating in an agency's project, e.g., a service project during fall break, repair of a community facility, etc. Direct, face-to-face contact is preferable for this work as well, though there are benefits from simply becoming involved in and learning about different organizations in the community.

Learning Objectives

To achieve its purpose, this course shall enable students to meet these objectives:

- to learn about leadership as service;
- to analyze questions of social justice;
- to understand the needs of others in the context of social systems and problems;
- to provide a service to persons in need through a specific and tangible task;
- to explore and develop personal values and goals; and
- to reflect on career and personal opportunities to serve society and work for justice.

Leadership, Newspapers, and Contemporary Society

Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership, service, and justice. Students can receive educational discounts on *The New York Times*, *The Washington Post*, or *The Richmond Times-Dispatch*, or they can be accessed online. These newspapers are also available to read in the Heilig Meyers Lounge of the Jepson School as well as in the reading area of Boatwright Library and the Bonner Center for Civic Engagement in the Tyler Haynes Commons. Students will be invited to discuss in class current issues that relate to service, justice, or leadership that addresses social needs.

Required Texts (Available for purchase at the UR bookstore)

Morse, Suzanne W. *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future*. San Francisco: Jossey-Bass, 2004.

Pratt, Robert A. *The Color of Their Skin: Education and Race in Richmond, Virginia 1954-89*. Charlottesville, VA: The University Press of Virginia, 1992.

Shipler, David K. *The Working Poor: Invisible in America*. New York: Alfred A. Knopf, 2004.

Sterba, James P. *Justice: Alternative Political Perspectives*. Fourth edition. Belmont, CA: Wadsworth/Thomson, 2003. [cited below as *JAPP*]

Other required readings will be made available to students during the course of the semester.

Course Components and Requirements

- **Class Contribution (20% of course grade)**

The first mark of a successful course is the active participation of each member of the class. Students are expected to attend all class meetings and to engage fully in them. Class contribution will be evaluated on attendance, engaged participation based on careful reading of texts, and thoughtful reflection on the service work. Note that the course includes two required events outside of class time. *Students are allowed one unexcused absence and then will be penalized by three percentage points from their final grade for each additional absence.*

- **Papers (40% of course grade)**

Paper #1 on a Social Issue in Richmond (15%) **Due Monday, October 8, 5:00 p.m.**

A fuller description of this assignment will be provided two weeks prior to the due date.

Paper #2 on Morality, Justice, and Leadership (25%) **Due Monday, December 3, 5:00 p.m.**

A fuller description of this assignment will be provided at least two weeks prior to the due date.

- **Midterm Examination, to be written in class, October 18, 2007 (20% of course grade)**

- **Community-Based Learning Component (20% of course grade)**

Site Approval Form and Brief Synopsis **Due Friday, September 14, 5:00 p.m.**

On Friday, September 14, you should turn in to the instructor and Dr. Teresa Williams (twillia8@richmond.edu), Associate Dean in the Jepson School, a brief (200-250 words) synopsis describing your site location, your supervisor, what your role will be, and any initial impressions. This is an important check-in as if there are substantial problems or obstacles we would like to identify them as soon as possible. In addition, your site supervisor should submit the site approval form to Dr. Teresa Williams.

Two Journal Entries **Due Friday, September 21 and Wednesday, November 28**

Journal entries are an excellent medium by which to reflect critically on the practice of service. Two journal entries of 400 to 600 words each are assigned. The specific topics and deadlines are listed in the topics and assignments section, below. Ordinarily, journal entries combine some element of the experience at the service setting; some element of reading and class discussion from this course or another one (within or outside Leadership Studies); and some element of personal introspection.

Field Supervisor Evaluation (sent to Jepson School by Supervisor by **Friday, December 7**)

The field supervisor's evaluation will be used to assess the quality of service hours, responsibility, and initiative shown at the site of service.

Four Additional Hours of Social Observation. The recommended activity is participation in the Richmond police department's citizen ride-along program. To sign up, please notify Dr. Teresa Williams (twillia8@richmond.edu) of your intention to participate by **Friday September 7**, along with a list of times during the week you will be available. We will discuss the experience in class once the ride-alongs are completed. You will be required to sign a consent form prior to your ride-along. **Important note: Students in previous classes who have been on a ride-along often describe the experience as one of the most intense and interesting they have had since being in college, but during the police ride-along there is a possibility you may be exposed to volatile and potentially dangerous situations.** If you are uncomfortable with this, you can participate in the alternative social observation activity, attendance at a session of juvenile court. If you choose this option, you should notify Dr. Williams by email, also by **September 7**, so that we can work on making arrangements for you. Whether you go on the police ride-along or to juvenile court, you should submit a brief write-up of your experience (a required but not graded exercise).

It is *highly* recommended that you complete your service by Tuesday, December 4. Additionally, at least 8 hours of service should be completed by Tuesday, October 2, and 16 hours completed by Tuesday, November 6, so plan accordingly. Periodically throughout the semester we will set aside time in class to discuss your experiences at the sites.

Notes on Grading Procedures and the Honor System

The deadlines for assignments are designed to create a framework in which students are treated fairly and equally and in which they are able to complete all assignments during the course of the semester. Requests for extensions will be granted only under dire circumstances. Assignments will be penalized by one full letter grade (e.g., from B to C) for each day they are late.

The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. Every piece of written work, including journal entries as well as papers, in this course must have the word, "**Pledged,**" along with the student's signature, signifying the following: "I pledge that I have neither given nor received unauthorized assistance during the completion of this work." In the context of this course, the pledge also signifies that you are accurately reporting your experiences and hours worked at the service site.

Topics and Assignments (Subject to change as the course progresses)

Tuesday, August 28 Introduction to the course
No reading assignment

Thursday, August 30 Getting started in class and in community service settings
Read syllabus in its entirety
Jon Gertner, “What is a Living Wage?” (on reserve)

Tuesday, September 4 Poverty in America, day 1
Shipler, *The Working Poor*, ix-xi, 3-38.

*****Required Event, Tuesday, September 4, 5:30-8:00 p.m., Alice Haynes Room, Tyler Haynes Commons: Community Action Poverty Simulation**

Thursday, September 6 Poverty in America, day 2
Shipler, *The Working Poor*, 39-76, 121-141

Friday, September 7 Notify Dr. Williams of your choice of social observation activity

Tuesday, September 11 Justice: Plato and Aristotle
Plato, *The Republic*, Book I, chapter 3 (on reserve)
Aristotle, “The Nature of Justice,” in *JAPP*, 188-197

Thursday, September 13 Race, Poverty, and Economic Opportunity in Richmond
Dr. John V. Moeser in class. Readings TBA.

Friday, September 14, 5:00 p.m. Site approval form due to Dr. Teresa Williams
Brief synopsis of site due to Dr. Hicks and Dr. Williams (via email)—This should be a brief (200-250 words) synopsis describing your site location, your supervisor, what your role will be, and any initial impressions.

Tuesday, September 18 Justice: Libertarian conceptions
John Hospers, “The Libertarian Manifesto,” in *JAPP*, 22-32
Robert Nozick, “How Liberty Upsets Patterns,” in *JAPP*, 97-99

Thursday, September 20 Equality and socialist justice
Karl Marx and Friedrich Engels, “The Socialist Ideal,” in *JAPP*, 68-76
Kai Nelson, “Radical Egalitarianism,” in *JAPP*, 86-96

Friday, September 21 **Journal entry #1 due by 5:00 p.m.:** Write a journal entry that describes the agency in which you work through the eyes of one of those whom it serves. Write this entry in the first person. It may reflect the thoughts and feelings of someone you observe or someone you invent based on various persons you have met. Does this person consider himself or herself to be a full member of the community? Does the person believe he or she experiences injustice?

Tuesday, September 25 Race and education in Richmond—day 1
Robert A. Pratt, *The Color of Their Skin*, xi-xiv, 1-55

Thursday, September 27 Race and education in Richmond—day 2
Robert A. Pratt, *The Color of Their Skin*, 56-72, 83-110

Tuesday, October 2 Current debates on justice, race, and education—day 1
U.S. Supreme Court case: *Parents Involved in Community Schools. V. Seattle School District No. 1 et al.* (excerpts on reserve)

Thursday, October 4 Current debates on justice, race, and education—day 2
Mr. Juan Williams, National Public Radio, in class. Reading TBA.

*****Required Event, Thursday, October 4, 7:00 p.m., Modlin Center
Beyond Black and White/ All About Barack and Much More
Juan Williams, National Public Radio's senior correspondent**

Monday, October 8 Paper #1 on a social issue in Richmond due at 5:00 p.m.

Tuesday, October 9 Utilitarian justice
J. S. Mill, "On the Connection Between Justice and Utility," in *JAPP*, 129-139
John Rawls, "Utilitarianism and the Distinction Between Persons," in *JAPP*, 152-155

Thursday, October 11 Rawlsian justice
John Rawls, "Justice as Fairness: A Restatement," in *JAPP*, 107-117

[FALL BREAK Tuesday, October 16]

Thursday, October 18 Midterm examination to be written in class

Tuesday, October 23 Justice: Communitarian perspectives
Michael Sandel, "The Public Philosophy of Contemporary Liberalism," in *JAPP*, 198-210
Robert Coles, "On the Disparity between Intellect and Character" (on reserve)

Thursday, October 25 Justice: Feminist perspectives
Susan Okin, "Justice and Gender," in *JAPP*, 236-250

Tuesday, October 30 Justice: The capability approach
Douglas Hicks, "Gender, Discrimination, and Capability" (on reserve)
Martha Nussbaum, *Women and Human Development*, 70-86 (on reserve)

Thursday, November 1 Justice and service: Helping or hurting?
Ivan Illich, "To Hell with Good Intentions" (on reserve)
Robert Greenleaf, *The Servant as Leader* (excerpts on reserve)

Tuesday, November 6 Global Justice
Peter Singer, “The Singer Solution to World Poverty” (on reserve)

Thursday, November 8 Cosmopolitan Justice
Martha Nussbaum, “Compassion and Terror” (on reserve)

Tuesday, November 13 Global and Local Intersections: Migrant Labor
David Shipler, *The Working Poor*, 96-120, 201-230

Thursday, November 15 Catch-up day

Tuesday, November 20 Community leadership successes
Suzanne Morse, *Smart Communities*, vii-xviii, 1-74

[THANKSGIVING BREAK Thursday, November 22]

Tuesday, November 27 Community leadership successes
Suzanne Morse, *Smart Communities*, 75-179

Wednesday, November 28 Journal entry #2 due at 5:00 p.m.: Write a journal entry that assesses what you have learned from the community-based component of the course. Have you changed from this experience, and if so, in what ways? What have you learned about society? Finally, in what ways do you believe that the person(s) you have served has (have) been affected by the service?

Thursday, November 29 Community leadership successes
Suzanne Morse, *Smart Communities*, 181-217
Dr. Suzanne W. Morse in class.

Monday, December 3 Paper #2 on morality, justice, and leadership due at 5:00 p.m.

Tuesday, December 4 Poverty, Work, and Hope
David Shipler, *The Working Poor*, 254-300

Thursday, December 6 Wrap-up and conclusions
Readings TBA

Friday, December 7 Student’s site evaluation due by 5:00 p.m.