

LDST 205: Justice and Civil Society Sections 1 & 2

Fall 2008

MWF 09:20-10:10 (section 1), Jepson 107

10:25-11:15 (section 2), Jepson 107

Instructor: Dr. Sungmoon Kim

Office: Jepson Hall, Rm. 245

Email: skim23@richmond.edu

Office hours: Mondays, 2-4 p.m. and by appointment

Course Description

The purpose of this course is to enable students to think critically about what it means to live justly as a person *and* as a member of community and what is required of us to fulfill the ideal of justice by introducing to them the theoretical, empirical, and experiential dimensions of justice in *our* democratic civil society. The course starts with some Socratic questions like “Why do I *as a person* have to be just?” and “Why should I act justly even if I probably won’t be caught?”—this is the view that understands justice in terms of “soulcraft” (the government of soul). Over the course, however, students will wrestle with a more far-reaching question of whether I as an individual can live justly in an unjust *society*—this leads to the government of society, or statecraft. They will learn (1) that a just “I” (individual) and a just “We” (society) are not only inextricably intertwined but also mutually enhancing and therefore (2) that it is critical for us both as a person *and* as a member of society to investigate what problems (social, economic, political, and even cultural) we collectively suffer and how they can be dealt with effectively.

More specifically, after tackling the Socratic concept of justice (as soulcraft), students will explore what it means to live “together” and “democratically” and what kinds of injustice are posed to our common democratic living and what should be done collectively to rectify those problems of injustice. Over the semester, students will make a theoretical exploration of the foundation of the modern/contemporary civil society from different perspectives (ethical, economic, and gender/sexual) and investigate whether or not the concept of “civility” on which the modern civil society is predicated is politically, economically, or sexually neutral and fair to individuals and groups comprising *our* democratic civil society. Toward the end of the course, then, students will read various contemporary, more empirically oriented, readings that directly address issues of social injustice and (attempt to) offer some practical solutions for them. In doing so, students will invite themselves to apply theories of justice and civil society they have learned to the betterment of our society and at the same time to critically reevaluate them against the backdrop of the empirical problems that we are actually confronted with. In short, this course is committed to inculcate the democratic values of (1) the mutual enhancement of soulcraft and statecraft and (2) the dialectical interplay between theory and practice.

Justice and Civil Society 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: As a service-learning course, Justice and Civil Society requires the students to

engage in service with members of communities in need. Students will sign up for a specific task that allows them to apply what they have learned in class through an active engagement – e.g., tutoring children, assisting refugees, visiting the elderly, or working with the incarcerated – in local communities in Richmond area under the supervision and auspices of a non-profit or public organization. In class, students are strongly encouraged to share their service experiences with other students and discuss what impacts their direct involvement in local communities has brought to their understanding of justice and of the social systems of justice. Therefore, this course aims not only to foster active citizenship to commit oneself to the democratic justice but also reflective leadership to critically reexamine the established norms of justice and its underlying systems.

Required Readings (Available for purchase at the UR bookstore)

- Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting by in America*. New York: Owl Book, 2002.
- Mill, J. S. *The Basic Writings of John Stuart Mill*. New York: Modern Liberty, 2002.
- Mitchell, Don. *The Right to the City: Social Justice and the Fight for Public Space*. New York: Guilford, 2003.
- Plato. *The Last Days of Socrates*. New York: Penguin, 2003.
- Rawls, John. *Justice as Fairness: A Restatement*, ed. Erin Kelly. Cambridge, MA: Belknap Press, 2001.
- Shipler, David K. *The Working Poor: Invisible in America*. New York: Vintage Books, 2005.

® Readings available online via the library reserve system, on both e-reserve and paper reserves.

Course Requirements

1. Class Participation: 15%

The success of this “seminar-like” class hinges on the active participation of each member of the class. By “active participation,” I mean that students are not only to attend all class meetings but also to engage fully in them: reading the required reading materials in advance and carefully; thinking reflectively about the readings in relation to the key issues of the week; raising thoughtful and interesting questions regarding the readings and/or the service experiences; critically and yet respectfully arguing with another student or the instructor. If you attend every class and pay attention to what is going on but rarely say anything during the class, your participation grade will be roughly C+/B- (11-12). Note that one unexcused absence is understandable, but your final grade will be lowered by two percentage points for each additional unexcused absence. If you need to miss a class, please let me know in advance (via email). More than five absences (without permission) will amount to the failing grade.

2. Three Short Reaction Papers (5-6 double-spaced pages): 45%

Paper #1-1 on Personal Morality and Leadership for Justice (15%) Due Wednesday, September 10, 5:00 p.m., Or

Paper # 1-2 on a Critique of Modernity: From a Justice Perspective (15%) **Due Friday, September 26, 5:00 p.m.**

[* Note that you have a choice here: you can write *either* Paper 1-1 or Paper 1-2]

Paper # 2 on Liberalism and its Critics (15%) **Due Wednesday, October 22, 5:00 p.m.**

Paper # 3 on the Social Problems in America and What Should Be Done (15%), **Due Friday, November 21, 5:00 p.m.**

Late papers are penalized one-third of a grade for each day they are late. Barring exceptional circumstances, there are no paper extensions.

3. In-Class Midterm Examination: 20% (Wednesday, October 15)

The exam will be comprised of five identification questions (each 10 %), two one-paragraph description questions (each 15%), and one short essay question (20%). Note that this format can be changed.

4. Final Paper (9-11 double-spaced pages): 20% (Due Friday, December 12)

In this final course paper, you will be asked to integrate what you've learned in class into your service experiences, or vice versa. For instance, you might want to apply the contemporary theories on justice and civil society to an understanding and/or a solving of particular problems of the community (or work site) in which you have been engaged. Or, you might want to attempt to criticize, supplement, or ameliorate the theories that you've learned in light of your own site experiences. Either way, you should draw on your own experience (including journals); an interview (when possible) with your site supervisor; the assigned course reading; and at least three additional published sources (either books or periodicals) of direct relevance to your specific topic.

It is highly recommended (but not required) that you submit an outline for this final paper by **December 5**. I will schedule appointments during the study period with those students who've submitted outlines to go over your paper plans.

Again, a late paper is penalized one-third of a grade for each day they are late. Barring exceptional circumstances, there are no paper extensions.

5. Community-Based Learning Component

Site Approval Form and Brief Synopsis (**Due Friday, September 12, 5:00pm**)

On Friday, September 12, 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 roll 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.

Planning Your Community Service

You should complete 24 hours of service in an approved site within the city of Richmond or the immediate surroundings. Failure to complete this service by Tuesday, December 16 will result in a failing grade for the course. It is highly recommended that you complete your service by Friday, December 5. Additionally, at least 8 hours of service should be completed by Friday, October 3 and 16 hours completed by Friday, November 7. Periodically throughout the semester we will set aside time in class to discuss your experiences at the sites.

(* Keeping a journal or diary of your experience in the field is highly recommended for this purpose and for your final course paper.)

Field Supervisor Evaluation (sent to Jepson School by Supervisor by **Friday, December 5**)
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 5**, 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: during the police ride-along there is a possibility you may be exposed to volatile and potentially dangerous situations. Students in previous classes who have been on a ride-along often describe the experience as one the most intense and interesting they have had since being in college, but you should be aware of the possibility that a dangerous situation may emerge. 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 5, 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).

*** Notes on Grading Standards and the Honor System**

A range grades are given for truly outstanding written work that not only meets the basic requirements of the given assignment but also demonstrates exceptional insight, clarity, and depth of thought. For instance, an A-range paper will not simply forward and defend an argument, but also anticipate and attempt to answer likely objections to the argument, and/or acknowledges points at which one's argument might be vulnerable. Such papers will also be very well-organized and well-written, and gracefully presented.

B range grades are given for good and very good written work which amply meets all the basic requirements of the given assignment and reflects substantial effort and engagement with the material. Such work is generally well-written and well-organized, shows good understanding of the course material, and avoids major substantive or logical errors. *B is a good grade for any assignment in this course, and B+ is a very good grade.*

C range grades are given for work which attempts to fulfill the requirements of the assignment but which falls short in some substantial way, with respect to organization, writing quality, understanding of the material, or argumentative logic.

D and F grades are reserved for work which comes nowhere close to meeting the requirements of the assignment.

The Jepson School supports and adheres to the provisions of the Honor Systems as sanctioned by the School of Arts and Sciences. Every piece of written work 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.

* Notes on Disabilities

If you are having any physical or mental disabilities that require a special assistance in class or in fulfilling course assignments (including an in-class examination), please contact the instructor after the end of the first class on August 25.

Class Schedule

I. JUSTICE AS SOCIAL PRACTICE

August 25 (M): Introduction to the Course

No readings; review of syllabus and course requirements; signing-up for presentation

August 27 (W): The Condition of Justice

-- Plato, *The Republic*, Book VII, chapter 7 (“The Simile of the Cave”), pp. 255-264 ®

-- Hannah Arendt, *The Human Condition* (“Vita Activa”), pp. 7-17 ®

-- Benjamin Barber, *The Conquest of Politics* (“Political Judgment”), pp. 193-211 ®

August 29 (F): Community-Service Orientation

-- Overview of site selection process with Dr. Teresa Williams.

September 1 (M): Two Concepts of Justice

-- Plato, *Gorgias*, pp. 65-71. ®

-- Plato, *The Republic*, Book I and the early part of Book II, pp. 16-46. ®

September 3 (W): Moral Individualism and Socratic Citizenship

-- Plato, *Apology*, pp. 39-70 (in *The Last Days of Socrates*).

-- Plato, *Crito*, pp. 79-96 (in *The Last Days of Socrates*).

September 5 (F): Socratic Citizenship Applied

-- C. Fred Alford, *Whistleblowers: Broken Lives and Organizational Power* (Ithaca: Cornell University Press, 2001), pp. 37-62. ®

* Recommended: Alford, *Whistleblowers*, pp. 63-81. ®

September 8 (M): Beyond Socratic Citizenship

-- Hannah Arendt, *Responsibility and Judgment* (New York: Schocken Books, 2003), pp. 75-107. ®

II. EXAMINING THE FOUNDATIONS OF CIVIL SOCIETY

Part I: The Politico-Economic Foundation

September 10 (W): Possessive Individualism I—The Purpose of Civil Society

-- John Locke, *Second Treatise of Government*, paragraphs 1-51, 123-131. ®

* *The First (1-1) Short Paper is Due.*

September 12 (F): Possessive Individualism II—Class Distinction and Differentiated Rationality

-- John Locke, *Second Treatise of Government*, paragraphs 211-243. ®

-- C. B. Macpherson, *The Political Theory of Possessive Individualism* (Oxford: Oxford University Press, 1962), pp. 226-238. ®

September 15 (M): The (Un)civil Origin of Inequality

Initial short discussion of service site experiences

-- Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*, Preface and all of part II, pp. 81-85, pp. 113-138. ®

September 17 (W): Estranged Labor and the Alienation of Humanity and of Self

-- Karl Marx, *Economic and Philosophic Manuscripts of 1844*, pp. 70-93. ®

-- Karl Marx, *On the Jewish Question*, pp. 42-46. ®

[All in Robert C. Tucker (ed.), *The Marx-Engels Reader* (New York: W.W. Norton, 1978)]

Part II: The Sexual Foundation

September 19 (F): Sexual Contract

-- Carol Pateman, *Sexual Contract* (Stanford: Stanford University Press, 1986), pp. 1-18, 39-76. ®

September 22 (M): The Subjection of Women I

-- J. S. Mill, *The Subjection of Women*, in *The Basic Writings of John Stuart Mill*, chapters 1-2, pages TBA.

September 24 (W): The Subjection of Women II

-- J. S. Mill, *The Subjection of Women*, chapters 3-4, pages TBA.

September 26 (F): Class Discussion Day 1

No Reading

* *The First (1-2) Short Paper is Due.*

III. CONTEMPORARY DEBATES OF SOCIAL JUSTICE

Part I: Utilitarianism and Rawls' Theory of Justice

September 29 (M): Justice as the Good of the Many

-- J. S. Mill, *Utilitarianism*, chapters 2 & 5, pages TBA.

October 1 (W): The Impartial Spectator

-- Adam Smith, *The Theory of Moral Sentiments* (Cambridge: Cambridge University Press, 2002), pp. 209-226. ®

-- John Rawls, *A Theory of Justice* (Cambridge, MA: Belknap Press, 1999), pp. 160-168. ®

October 3 (F): Justice as Fairness

-- John Rawls, *A Theory of Justice*, pp. 10-19. ®

-- John Rawls, *Justice as Fairness*, pp. 1-32.

October 6 (M): Two Principles of Justice

-- John Rawls, *Justice as Fairness*, pp. 39-79.

Part 2: Rawls' Critics

October 8 (W): Libertarian Critiques of Rawls

-- Robert Nozick, *Anarchy, State, and Utopia* (New York: Basic Books, 1974), pp. 10-17, 149-164. ®

-- Milton Friedman, *Capitalism and Freedom* (Chicago: University of Chicago Press, 1989), pp. 7-21, 119-136, 177-189. ®

October 10 (F): Communitarian Critiques of Rawls

-- Michael J. Sandel, *Democracy's Discontent: America in Search of a Public Philosophy* (Cambridge, MA: Belknap Press, 1996), pp. 3-24. ®

-- Michael Walzer, *Spheres of Justice: A Defense of Pluralism and Equality* (New York: Basic Books, 1983), pp. 3-30 ®

October 13 (M): No Class (Fall Study Break)

October 15 (W): In-Class Midterm Examination

October 17 (F): Feminist Critiques of Rawls

-- Susan M. Okin, *Justice, Gender, and the Family* (New York: Basic Books, 1989), pp. 3-24, 89-109. ®

October 20 (M): Capabilities Approach

-- Martha C. Nussbaum, *Women and Human Development* (Cambridge: Cambridge University Press, 2000), pp. 56-101. ®

October 22 (W): Class Discussion Day 2

No Reading

* *The Second Short Paper is Due.*

IV. THE CURRENT PROBLEMS IN AMERICA: POVERTY, HOMELESSNESS, AND SHRUNKEN PUBLIC SPACE

Part I: Poverty in America

October 24 (F): Poverty Is Expensive

-- Shipler, *The Working Poor*, pp. 1-38.

-- Ehrenreich, *Nickel and Dimed*, pp. 11-49. (Chapter 1)

October 27 (M): The Degradation of the Self

-- Shipler, *The Working Poor*, pp. 121-141,

-- Ehrenreich, *Nickel and Dimed*, pp. 51-119. (Chapter 2)

October 29 (W): World Being Shrunk

-- Ehrenreich, *Nickel and Dimed*, pp. 121-191. (Chapter 3)

October 31 (F): Inheritance of Poverty

-- Shipler, *The Working Poor*, pp. 39-76, 142-173.

November 3 (M): America, the Other Side I

-- Benjamin R. Barber, *Consumed* (New York: W.W. Norton, 2007), pp. 3-37. ®

November 5 (W): America, the Other Side II

-- Barber, *Consumed*, pp. 116-165. ®

Part II: Struggle for the Public Space

November 7 (F): The Privatization of the Public Space

-- Setha Low, "How Private Interests Take over Public Space," in Setha Low and Neil Smith (eds), *The Politics of Public Space* (London: Routledge, 2006), pp. 81-103. ®

-- Don Mitchell and Lynn A. Staeheli, "Clean and Safe?," in *The Politics of Public Space*, pp. 143-175. ®

November 10 (M): The Right to the Public Space

-- Mitchell, *The Right to the City*, pp. 1-41.

November 12 (W): Rights/Citizenship Being Denied

-- Mitchell, *The Right to the City*, pp. 161-226.

V. INTERSECTION OF SOCIAL AND GLOBAL JUSTICE

November 14 (F): Global Justice

-- Peter Singer, "The Singer Solution to World Poverty," *The New York Times* (September 5, 1999), pp. 60-63. ®

-- Thomas Pogge, "Priorities of Global Justice," *Metaphilosophy*, 32:1 (2001), pp. 6-24. ®

November 17 (M): The Nationalist Challenge

-- David Miller, *National Responsibility and Global Justice* (Oxford: Oxford University Press, 2007), pp. 1-22, 51-80. ®

November 19 (W): Social Policy and Global Justice

-- Shipler, *The Working Poor*, pp. 96-120, 201-230.

November 21 (F): Class Discussion Day 3

Discussion of police ride-around and juvenile court experiences

* *The Third Short Paper is Due.*

VI. PASSION AND ACTION FOR DEMOCRACY AND JUSTICE

November 24 (M): Passion for Justice

-- Robert Solomon, *A Passion for Justice* (Lanham, MD: Rowman and Littlefield), pages TBA ®

November 26 (W) and November 28 (F): No Classes (Thanksgiving Break)

December 1 (M): Democratizing Economy

-- Robert A. Dahl, *A Preface to Economic Democracy* (Berkeley, CA: University of California Press, 1985), pp. 84-135. ®

December 3 (W): Building a Strong Civil Society

-- Benjamin Barber, *A Place for Us* (New York: Hill and Wang, 1998), pp. 69-113. ®

December 5 (F): Conclusion

No reading. Final thoughts and wrap-up

* *Final Paper is due on Friday December 12, 5p.m.* (Turn hard copies of your final paper into my office, Jepson Hall 245.)