

**LDST 205**  
**Justice and Civil Society**  
Jepson School of Leadership Studies  
Fall 2008

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**Justice Website**

<http://jepson.richmond.edu/justice/index.htm>

**Course Description:**

A “just society” is commonly defined as one in which the benefits and burdens of that society are fairly distributed. But what constitutes a “fair distribution” of these benefits and burdens? And what are the benefits or burdens of a society anyway? According to whom? As we will see throughout the semester, answers to these questions, and thus a vision of a just society, differ radically. Not everyone agrees about what a just society looks like or even about what counts as an instance of injustice. Such disagreements often turn on unexamined but entrenched ways of thinking about and seeing the world. Justice and Civil Society offers students an opportunity to explore their own and others’ visions of justice. At the heart of the course are three dominant paradigms of justice: Rights, Redistribution, and Recognition. Is a just society one that grants all individuals certain rights, one that distributes resources in a particular manner, or one that recognizes and celebrates individual and group difference? Or does a just society require some combination of the three? Students will investigate these competing paradigms of justice, paying particular attention to their distinctive understandings of human nature and human flourishing while examining their relationship to policy issues involving class, race, and gender equality.

Justice and injustice are, of course, not simply theoretical or policy issues; they are fundamental aspects of people’s lived experience. Justice and Civil Society gives students a unique opportunity to explore notions of justice and injustice beyond the walls of the classroom and the pages of the texts through engagement with members of a community in need. This “service-learning” experience allows students to learn about justice and injustice on a face-to-face level while becoming more familiar with pressing problems in Richmond. It also provides students with an opportunity to witness and engage in various forms of leadership in the community.

**Required Books:**

Barbara Ehrenreich, *Nickel and Dimed*  
Karl Marx, *The Communist Manifesto*  
John Stuart Mill, *On Liberty and Other Essays*  
Robert Pratt, *The Color of Their Skin*  
Susan Okin, *Justice, Gender, and the Family*  
John Rawls, *Justice as Fairness: A Restatement*

\*Additional Required Readings will be available on E-Reserve (R), as Handouts (H), on Blackboard (B), or via the internet (URL). The number of additional readings is significant and keeping them in a binder is recommended.

**Learning Objectives:**

- To introduce students to key theories of justice;
- To develop an appreciation of the ways in which social context enables and constrains human flourishing and freedom;
- To develop an awareness of contemporary problems of injustice related to class, race, and gender;
- To become familiar with some of the social problems facing the Richmond community;
- To reflect on the meaning of and motivations for engagement in community service;
- To cultivate “generous” and careful reading of texts;
- To improve academic writing skills by learning to craft logical arguments that engage the readings.

**Assignments:**

1. Class Participation	10%
2. Reading Quizzes (2)	5%, 10% respectively
3. Class Debate	10%
4. Papers (2)	15%, 20% respectively
5. Take-home Final Exam	30%
5. Community Service	30 hours and 2 ungraded reflection papers

1. Class Participation: 10%

This class combines seminar-style discussions with group projects and periodic lectures. In order for the class to work, your attendance, participation, and preparedness is required. Keep in mind that participation grades will be based on the quality of contributions made in discussion, not simply quantity or attendance.

2. Reading Quizzes: 5%, 10% respectively

Two reading quizzes will be given during the semester. These quizzes will focus on basic comprehension of the assigned readings and consist of multiple choice, short answer, and/or analysis of quotes. No additional preparation beyond having done the reading will be necessary.

3. Class Debate 10%

Students will sign up for one of four groups representing a particular position in one of two debates. The first debate will be on the racial inequality in education and will occur on **November 6th**. The second will be on gender inequality in contemporary society and will take place on **December 2nd**.

4. Papers 15%, 20% respectively

Paper #1 (3-5 pages) will ask you to reflect on your understanding of and motivations for engaging in community service. All students will turn in the first paper on **September 4<sup>th</sup>**. For Paper #2 (5-7 pages) students will write about the topic of debate on which they are NOT presenting. Those writing on race and education will turn their papers in on **November 6<sup>th</sup>** and those writing on gender inequality will turn their papers in on **December 2nd**.

5. Take-Home Final Exam: 30%

This take-home exam will consist of two essay questions and it will be cumulative. It will be due by noon on **December 16<sup>th</sup>**. More details to come later in the semester.

6. Community Service:

Justice and Civil Society is a service-learning course that provides students with education about justice and injustice through active participation with members of a population in need. All students must complete THIRTY (30) hours of service prior to the end of the semester. Twenty-seven (27) of the 30 hours must be completed at a single service site while up to 3 hours can be completed by participating in certain events on campus or in the community. Students are strongly encouraged to complete their hours by **Friday December 5<sup>th</sup>** and should be **aware that failure to complete service hours by the last day of the semester, will result in failure for the course, no exceptions or excuses.**

THREE (3) service hours can be completed by participating in events on campus or in the community. An individual event will count as 1 service hour regardless of the actual length of the event. For an event to count towards your service requirement it must be related to a course theme, and to receive credit you must attach a ticket stub, flyer, or some other kind of handout to the log that is submitted at the end of the semester. See last page of the syllabus for Important Dates and Suggested Events.

In addition, students are required to turn in TWO (2) short reflection papers (1-2 pages) that make a connection between the service experience or campus event and a course reading. The first is due any time prior to Fall Break and the second is due any time before Thanksgiving.

## **Classroom Policies:**

### **Plagiarism:**

Please make yourself familiar with the University's Honor Code, particularly as it relates to Plagiarism. According to the *University of Richmond Honor Code Statutes*, plagiarism "is the presentation, oral and/or written, of words, facts, or ideas belonging to another source without proper acknowledgment." This usually occurs when students fail to properly acknowledge and cite sources, including websites, in essays and papers. Please note that material that is copied verbatim, near-verbatim, or paraphrased must be cited. See the University's Writing Center (<http://writing.richmond.edu>) and the Library website (<http://library.richmond.edu/help/citing/index.htm>) for more information on plagiarism and citation. Plagiarized work will be considered an Honor Violation and handled accordingly.

### **Late Papers and Make-Ups:**

Late papers will NOT be accepted except in cases of medical or family emergency. Make-ups will be given at the discretion of the instructor and will incur a 1/3 grade deduction penalty. Penalties will not be assessed in cases of emergency.

### **Creating a Respectful Classroom:**

In order to facilitate the learning process and to give due respect to all members of the classroom community, please adhere to the following policies:

1. Turn off all cell phones before entering the class, including the texting function;
2. Please do not get up in the middle of class unless it is an ABSOLUTE EMERGENCY;
3. If you must be late to class, please make a subtle entrance. Repeated tardiness will have an effect on your participation grade.
4. Debate and disagreement is expected and encouraged, but incivility will not be tolerated.

### **Email:**

The best way to reach me if you have a question is, of course, to come to my office hours or to make an appointment to see me. The next best thing to do is send an email to [kzivi@richmond.edu](mailto:kzivi@richmond.edu). Just keep in mind the following: I respond to email only periodically during business hours (approximately 9am - 5pm); I will do my best to respond within a day or two, though an immediate response is unlikely; I do not respond to email during the weekends except under special circumstances; and if you haven't heard from me within a couple of days you're welcome to email me again (email does sometimes get lost).

Please note that when sending email, whether to me or to another member of the university or Richmond community, you should write as you would to a prospective employer. That is, use proper grammar, salutations, and punctuation. It is not appropriate to email as if you were texting a friend.

**Class Schedule:**

**August 26**

**What is Justice? An introduction to Justice and Civil Society**

\*Declaration of Independence (H)

\*Declaration of Sentiments (H)

\*Declaration of the Rights of Man and of the Citizen (H)

**August 28**

**What is Community Service?**

\* Coles, “Kinds of Service” (B)

Discussion of Site Selection and Service Expectations

Dean Teresa Williams

Guest Students

**September 2**

**Serving and Learning**

\* Boyte and Farr, “The Work of Citizenship” (B)

**September 4**

**Justice and Rights: Liberalism**

\* Locke, *Second Treatise*, Chaps. 2, 8-9 (URL)

<http://www.constitution.org/jl/2ndtreat.htm>

*First Paper Due*

**September 9-11**

**Justice and Rights: Liberalism**

\* Locke, *Second Treatise*, Chap. 19 (URL)

<http://www.constitution.org/jl/2ndtreat.htm>

**September 16-18**

**Justice and Rights: Utilitarianism**

Mill, “Utilitarianism” pp. 131-158 in *On Liberty and Other Essays*

Mill, “On Liberty,” Chapter 1 in *On Liberty and Other Writings*

**September 23**

**The Utility of Liberty?**

Mill, “On Liberty,” Chapter 2-3

**September 25**

Mill, “On Liberty,” Chapter 4-5

*Quiz on Mill*

- September 30**      **Are Rights Enough? The Problem of Poverty**  
 Ehrenreich, *Nickel and Dimed*:  
 Intro, Chapter One, Chapter Two, Conclusion  
*Waging a Living Video*
- October 2**                      \* “Shadowy Lines That Still Divide” (R)  
 \* “Family Income Mobility” (R)  
 \* “Making Ends Meet” (R)
- October 7**                      **Justice and Redistribution: Socialism**  
 Marx, *Communist Manifesto*  
 \* Young, “Five Faces of Oppression” on Exploitation, pp. 48-53 (R)
- October 9**                      \* Engels, “Socialism: Scientific and Utopian” (R)  
  
*Quiz on Marx and Engels*
- October 14**                      **No Class – Fall Break**  
*Did you turn in your first service reflection paper?*
- October 16**                      **Justice as Fairness: Rights and Redistribution**  
 Rawls, *Justice as Fairness*, pp. 1-24, 39-79
- October 21-23**                      **Rawls and Recognition**  
 Rawls, *Justice as Fairness*, reread pp. 57-66  
 \* Young, “Five Faces of Oppression” (R)  
 \* Fraser, “From Redistribution to Recognition?” (R)
- October 28-30**                      **Race, Rights, and Recognition**  
 \* *Brown v. Board of Ed.* (R)  
 \* King, “Letter from Birmingham Jail” (R)  
 Pratt, *The Color of Their Skin*, pages TBA
- Nov. 4**                              **Race and Education in Richmond**  
 Guest Speaker: Dr. John Moeser  
 Pratt, *The Color of Their Skin*, pages TBA

- Nov. 6**                    **In Class Debate: Race and Education**  
 \* Kozol, “Still Separate, Still Unequal” (R)  
 \* CQ Researcher, “School Desegregation” (R)  
 \* Cashin, “What to Do About It” (R)  
 \* Tough, “What it Takes to Make a Student” (R)  
 \* Additional Readings TBA
- Second Paper Due for Non-Debaters*
- Nov. 11**                    **Gender and Justice: Some History**  
 Declaration of Sentiments (H)  
 Mill, “Subjection of Women” in *On Liberty*, Sec. 1, 2
- Nov. 13**                    **Class Cancelled**  
 Watch *Iron Jawed Angels* on your own
- Nov. 18**                    **Gender and Justice Today**  
 Okin, *Justice, Gender, and the Family*, pp. 1-23  
 \* Bravo, “Overview” (R)
- Nov. 20**                    Okin, *Justice, Gender, and the Family*, pp. 134-169  
 \* Bravo, “Can You Have a Job *and* a Life?” (R)
- Nov. 25**                    Okin, *Justice, Gender, and the Family*, pp. 170-186  
 Rawls, *Justice as Fairness*, 162-168
- Nov. 27**                    **No Class – Thanksgiving Break**  
*Did you turn in your second service reflection paper?*
- Dec. 2**                    **In-Class Debate: Gender and Justice in Contemporary Society**  
 Readings TBA
- Second Paper Due for Non-Debaters*
- Dec. 4.**                    **Final Day of Class: Reflections on Service**  
 \* Illich, “To Hell with Good Intentions” (R)  
 \* Mosle, “The Vanity of Volunteerism” (R)
- Dec. 16**                    ***Final Exam due by Noon***

### **Important Community Service Dates:**

September 12	Service-learning contract due Police Ride-Along request due Forms available at <a href="http://jepson.richmond.edu/justice/index.htm">http://jepson.richmond.edu/justice/index.htm</a>
October 10	Completion of at least 8 service hours and 1st reflection paper
November 25	Completion of 2 <sup>nd</sup> reflection paper
December 5	Completion of 30 service hours

### **Events that Can Count Toward Service Hours:**

#### **Police Ride-Along**

Sign up by September 12

Forms available at <http://jepson.richmond.edu/justice/index.htm>

#### **Poverty Simulation**

Tues. Sept. 9, 5:30-8:30pm

Alice Haynes Room

Contact Adrienne Piazza ([apiazza@richmond.edu](mailto:apiazza@richmond.edu)) for tickets

#### **Jepson Leadership Forum Events:**

<http://jepson.richmond.edu/events/forum08/index.htm>

See Website for Ticket Information

#### ***Wonderful Self-Reliance: Abraham Lincoln's Leadership***

Friday, Sept. 12, 7pm

Jepson Alumni Center

#### ***What Lincoln Was Up Against: The Context of Leadership***

Tuesday, Oct. 7, 7 pm

Modlin Center for the Arts

#### ***Abraham Lincoln and the Shaping of Public Opinion***

Wednesday, Nov. 5, 7pm

Jepson Alumni Center

#### **WILL Speaker Series Events:**

<http://will.richmond.edu/events/index.html>

#### ***The Veil: A Modern Fetish***

Tuesday, Sept. 23, 2008, 7 p.m.

Brown-Alley Room, Weinstein Hall

***American Apartheid: Race, History and Medical Logic***

Thursday, Oct. 30, 2008, 7 p.m.

Brown-Alley Room, Weinstein Hall

For More Information and Ideas:

Center for Civic Engagement Events

Common Ground Events

One book, One Campus

<http://engage.richmond.edu/news/events.htm>

<http://commonground.richmond.edu/events/>

<http://chaplaincy.richmond.edu/onebook.htm>