

## LDST 205 JUSTICE AND CIVIL SOCIETY SPRING 2009 - COURSE SYLLABUS

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Office hours: Monday, Wednesday, 3:00 p.m. – 4:00 p.m. and by appointment

Class meeting time and location: *Section 02* Tuesday, Thursday 9:45 a.m. – 11:00 a.m.  
North Court, Room 101

### INTRODUCTION

This course explores justice and civility as they relate to contemporary public education and its impact on a democratic society. Students will tackle readings on the nature of civil society, theories of justice, and analyses of poverty as they relate to our system of public education. Combining an intellectual focus on social needs and justice in education with a community-based learning component, the course encourages students to develop their understanding of “leadership as service to society.” The course reflects the goals 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.” For more information please go to <http://jepson.richmond.edu/academics/practicing/justice.html>.

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. This service should:

- immerse students in a significant area of education 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;
- and, 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.

### COURSE LEARNING PLAN

Course Learning Objectives - The essential, overarching learning objectives of this course are the following

1. The student will learn about educational leadership as service and be able to analyze questions of social justice.
2. The student should have an enhanced understanding of the concepts and practices involved in leadership in a pluralistic society.
3. The student should be familiar with the kinds of questions asked by education and leadership scholars.
4. The student should have enhanced powers of critical analysis and increased capabilities of oral and written communication.

## **COURSE IN ACTION**

This course seeks to **actively engage you** in the class, to challenge you to challenge yourself, your peers...and your instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers.

Employing a variety of teaching techniques, the course requires a high level of student participation in classroom activities and group discussions. You will be challenged to think critically and imaginatively about the course material. It is important to note that this course will be a shared intellectual enterprise engaging instructor and students equally. We will employ a number of different instructional strategies and classroom experiences, many of which are designed to promote active, hands-on learning. Thus, the course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts.

## **COURSE REQUIRED READINGS**

The classroom work in this course will center on the reading assignments. Since the course involves as much experiential activity and discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class.

### **Texts:**

- Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone. ISBN: 978-0684838281
- Freire, P. (1970/2000). *Pedagogy of the oppressed*. New York, NY: Continuum International Publishing Group. ISBN: 978-0826412768
- Kidder, T. (1989). *Among schoolchildren*. New York, NY: Houghton Mifflin Company. ISBN: 978-0380710898
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York, NY: Three Rivers Press. ISBN: 978-1400052455
- Mortensen, G. & Relin, D. (2007). *Three cups of tea: One's man mission to promote peace one school at a time*. New York, NY: Penguin Group. ISBN: 9780143038252
- Pratt, Robert A. (1992). *The color of their skin: Education and race in Richmond, Virginia 1954-89*. Charlottesville, VA: The University Press of Virginia. ISBN: 978-0813914817
- Suskind, R. (1998). *A Hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York, NY: Broadway Books. ISBN: 978-0767901260

### **Articles:**

You can access other readings under the Course Document section on the **Blackboard website**.

### **Newspapers:**

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. Several assignments in the course will require attention to contemporary problems as covered in the press. Each of the following: *The New York Times*, *The Washington Post*, or *The Richmond Times-Dispatch*, can be accessed on line at [www.nytimes.com](http://www.nytimes.com), [www.washingtonpost.com](http://www.washingtonpost.com), or [richmondtimesdispatch.com](http://richmondtimesdispatch.com). *The New York Times* requires a log in, but the other three can be accessed immediately. 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.

## **COURSE POLICIES AND STANDARDS**

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

### **Class and Event Attendance and Participation**

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance **is required** and will be recorded. Attendances at events outside the classroom are also **required**. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After two absences the student's grade will be affected. More than two unexcused absences will result in a half grade reduction for each session missed. For example, if you miss three classes and you were to receive a B, then your grade would be lowered to a B-. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

### **Absence During In-Class Graded Assignments**

Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor's attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

### **Late Papers and Comments on Papers**

Late papers or assignments receive a half grade deduction per day. For example, if a paper was due on a Wednesday and the student handed it in on Thursday morning, then the student's grade on the paper would be dropped from a B to a B-. Papers will not be accepted via e-mail. The instructor will provide comments on papers, but if the student desires more feedback it would be wise to make an appointment.

### **Honor Code**

The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, ***"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*** If the code is not on the assignment, there will be a half grade deduction.

## **COURSE ASSIGNMENTS**

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation. If there is no reference page at the end of each assignment, there will be a half grade deduction.** Please check the library's citing page for guidance <http://library.richmond.edu/help/citing/index.htm> .

The assignments for this class are:

Short Writing Assignments

Each student will write two short essays of two to three pages. These will be reflection pieces on the readings, discussion from class and service sites.

Community Based Learning Component

This includes the site approval form and site synopsis, two journal entries, the field supervisor evaluation and the group discussion questions on specified dates.

Examination

There will be a mid-term examination.

Research Paper

Each student will write a 10 to 15 page research paper on a topic related to an issue from their service site.

Attendance, Class Participation and Tuesday Dialogue Questions

Each student will be expected to attend and participate in class. The student will also be expected to post one question on the readings prior to 9 am on Tuesday.

**COURSE GRADING**

20%	Essays (2 at 10% each)
25%	Midterm examination
25%	Research Paper
5%	Presentation
15%	Community Based Learning Component
10%	Attendance, class participation and questions on readings

## COURSE SCHEDULE

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### Introduction

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#### Week 1

**Tues., Jan. 13**

#### **Introduction**

**Reading:**

There are no readings for the first day. Please review the syllabus.

**Thurs., Jan. 15**

#### **Education and Leadership**

**Reading:**

Arne Duncan, former superintendent of Chicago Public Schools, President Obama's choice for Secretary of Education, Speech (Bb)

Joe Klein and Al Sharpton, *Charter Schools Can Close the Education Gap* (Bb)

Andrew Rotherham, *Dear President-Elect Obama: Education needs to be on the to-do list* (Bb)

Mike Feinberg and Dave Levin, *What 'Yes, We Can' Should Mean for Our Schools* (Bb)

**Due:**

Ideas on what does education mean to you and to leadership?

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### Why Public Education

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#### Week 2

**Tues., Jan. 20**

**Reading:**

Thomas Jefferson, *The Beginning of Public Education in Virginia*, pp. 17-35 (Bb)

Horace Mann, *Report No. 12 to the Massachusetts Board of Education* (Bb)

William E.B. DuBois, *The Souls of Black Folk*, Chap. 6, pp. 88-109 (Bb)

**Due:**

Questions from reading

(Inauguration day)

**Thurs., Jan. 22**

**Reading:**

Harvard University, *General Education in a Free Society* (Bb)

Lloyd Warner, Robert Havighurst, and Martin Loeb, *Who Shall Be Educated* (Bb)

Other readings TBA

**\*Dr. Teresa Williams comes by class to discuss service component**

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### Notions of Justice and Civility

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#### Week 3

**Tues., Jan. 27**

**Reading:**

Walzer, *Spheres of Justice*, Chap. 1 (Bb)

Rawls, *Justice as Fairness* excerpt (Bb)

**Due:**

Questions from reading

**Thurs., Jan. 29**

**Reading:** Walzer, *Spheres of Justice*, Chap. 8 (Bb)

**DUE – Service Site Description and Agreement**

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### **Education and Experience**

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#### **Week 4**

**Tues., Feb. 3**

**Reading:** Dewey, Chap. 1-4

**Due:** Questions from reading

**Thurs., Feb. 5**

**Reading:** Dewey, Chap. 5-8

**Due:** Group A journal and discussion questions due

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### **Learning Praxis with the Oppressed**

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#### **Week 5**

**Tues., Feb. 10**

**Reading:** Freire, Intro, Chap. 1 & 2

**Due:** Questions from reading

**Thurs., Feb. 12**

**Reading:** Freire, Chap. 3 & 4

**Due:** Group B journal and discussion questions due  
First Essay

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### **Troubled History of Education in Richmond**

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#### **Week 6**

**Tues., Feb. 17**

**Reading:** Pratt, xi-xiv, 1-55

**Due:** Questions from reading

**Thurs., Feb. 19**

**Reading:** Pratt, 56-72, 83-110

**Due:** Group C journal and discussion questions due

Week 7**Tues., Feb. 24****Speaker:** Dr. John Moeser**Reading:** Moeser, *Race, social stratification, and politics: The case of Atlanta, Memphis, and Richmond* (Bb)  
Shields, *The "Tip of the Iceberg" In a Southern Suburban County: The Fight for a Martin Luther King Day* (Bb)**Due:** Questions from reading**Thurs., Feb. 26 NO CLASS****REQUIRED EVENT****"The Promise of the New South: A community conversation on Race, Reconciliation and Richmond"****4:00 pm to 5:30 pm Jepson Alumni Center**Week 8**Tues., Mar. 3 Catch up and review****Due:** Group D journal and discussion questions due**Thurs., Mar. 5 Midterm examination****\*\*\*\*\* Spring Break \*\*\*\*\***Week 9**Tues., Mar. 10 No class****Thurs., Mar. 12 No class**

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**Are We Making Progress**

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Week 10**Tues., Mar. 17****Speaker:** Senator Henry Marsh**Reading:** *Brown v. Board of Education, 347 U.S. 483 (1954)* (USSC+) (Bb)**Due:** Questions from reading**Thurs., Mar. 19****Reading:** *A Nation at Risk: The Imperative for Educational Reform* (Bb)**Movie:** *Eye on the Prize***Due:** Group A journal and discussion questions due

**Week 11****Tues., Mar. 24**

**Speaker:** Dr. Jo Lynne DeMary  
**Reading:** Kozol, Chap. 1-4  
**Due:** Questions from reading

**Thurs., Mar. 26**

**Reading:** Kozol, Chap. 9-12  
**Due:** Group B journal and discussion questions due

**The Perspective of a Teacher****Week 12****Tues., Mar. 31**

**Reading:** Kidder  
**Due:** Questions from reading

**Thurs., Apr. 2**

**Reading:** Kidder  
**Due:** Group C journal and discussion questions due

**The Perspective of a Student****Week 13****Tues., Apr. 7**

**Speaker:** Dr. Robert Nomberg  
**Reading:** Suskind, Chap. 1-8  
**Due:** Questions from reading

**Thurs., Apr. 9**

**Reading:** Suskind, Chap. 9-14  
**Due:** Group D commentary and discussion questions due  
 Second essay due

**Global Justice and Civility – The Use of Education****Week 14****Tues., Apr. 14**

**Reading:** Mortensen & Relin  
**Due:** Questions from reading

**Thurs., Apr. 16**

**Reading:** Mortensen & Relin

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**Leadership as an Application**

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**Week 15****Tues., Apr. 21      Presentations****Thurs., Apr. 23      Presentations****Due:                      Research paper**