

Spring 2009

LDST--205: Justice and Civil Society

Section 3----- *Poverty, Pluralism, Immigration, and Education*

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We meet on Tuesdays, 4-6:40PM. Complete assignments as scheduled below, and prepare to participate in lively conversations of same. You'll also arrange to complete your placement assignments in one of the three high schools participating in the SLI-VA program--Hermitage, Huguenot, and Manchester. Whether you're working with special needs youngsters, ESL programs, guidance counselors, or AP courses, your challenge on site is to be useful but also to experience at street level, so to speak, the ways our student and faculty colleagues are coping with scarce resources, demographic changes, cultural differences, and the need to increase access to higher education. Finally, you'll be checking *The Economist* regularly (with links to the contents on the class website, although a subscription might be a good idea). The point here is to see how folks, institutions, and territories other than those you'll meet in your assignments and at placement sites are formulating and addressing related problems--cultural assimilation, refugees, racial and ethnic diversity, educational improvements, and the establishment and maintenance of a just and civil society.

Requirements and grading: You'll write five position papers, 2+/- typescript, double-spaced pages each. No fewer than two--though no more than three--will be submitted by Spring Break. Each paper will express and relate your positions on at least **two** of three components of this course, namely, (1) the reading assignments and class discussions of same; (2) experiences and observations at placement sites; (3) current events on topic as reported in *The Economist*. Grades on those papers will count as 40% of the final grade; only hard copy submissions, and, **yes**, you'll be docked points for flawed grammar and problematic syntax. The grade for your final examination will count 40% of your final grade. The remaining 20% will reflect your participation in class and at your placement sites.

The what-and-when of it all:

January 13. We'll get things sorted out, provisionally, and we'll read and discuss Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack."

January 20. CRASH (the film). Your placement sites, responsibilities, and schedules should be finalized by now.

January 27. Read Mae Ngai's *Impossible Subjects: Illegal Aliens and the Making of Modern America*.

February 3. Read Lakoff and Ferguson, "The Framing of Immigration" and Huntington, "The Hispanic Challenge."

February 10. Read Paul Cuadros' *A Home on the Field*; Professor Cuadros will be our guest.

February 17. Read Victoria Hattam's *In the Shadow of Race: Jews, Latinos, and Immigrant Politics in the United States*.

February 24. Read Dennis, "Schooling Across the Color Line."

March 3. Read Beverly Tatum's *Why Are All the Black Kids Sitting Together in the Cafeteria?*

SPRING BREAK

March 17. Read Cicero's *De Re Publica*.

March 24. Read David Hume's *Enquiry Concerning the Principles of Morals*, sections 2 ("Of Benevolence") and 3 ("Of Justice").

March 31. Assignment, TBA; special guest Michael Murphy; topic: philanthropy.

April 7. Read Robert I. Moore's *Formation of a Persecuting Society*, pp.13-27, 67-72, 106-23 and David Day's *Conquest: How Societies Overwhelm Others*, chapters 5 ("By Right of Conquest" and 9 ("The Genocidal Imperative").

April 14. Read Casanova, "Immigration and the New Religious Pluralism: A European Union / United States Comparison," pp. 59-83, in Banchoff's *Democracy and the New Religious Pluralism*.

April 21. Did someone say "party"!!! (oh yes, and "review")