

**Justice and Civil Society**  
**LDST 205**  
**Section 4**

**Spring 2009**  
**Course Syllabus**

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Office hours: Wednesday, Friday 2:00 – 3:00 p.m. and by appointment

Class meeting time and location: Wednesday, Friday 10:00 – 11:15 a.m.  
Jepson Hall, Room 102

Course webpage: <http://jepson.richmond.edu/academics/practicing/justice.html>

**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 social issues and problems in light of theories of 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 available to read 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)

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

Sandel, Michael J. *Justice: A Reader*. New York: Oxford University Press, 2007.

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

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 one required event 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, February 16**

A fuller description of this assignment will be provided with sufficient time prior to the due date.

Paper #2 on Morality, Justice, and Leadership (25%) **Due Monday, April 20**

A fuller description of this assignment will be provided with sufficient time prior to the due date.

- **Midterm Examination, to be written in class, March 4 (20% of course grade)**

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

Site Approval Form and Brief Synopsis **Due Friday, January 30**

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, February 6 and Friday, April 17**

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, April 24**)

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 January 23**, 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 **January 23**, 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 Wednesday, April 22. Additionally, at least 8 hours of service should be completed by Wednesday, February 18, and 16 hours completed by Wednesday, March 25, 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. Computer crashes and other technological problems can be frustrating, but they are not a legitimate excuse for exceptions to the deadlines. 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)

**Wednesday, January 14** Introduction to the course  
No reading assignment

**Friday, January 16** Getting started in class and in community service settings  
Read syllabus in its entirety  
Nicholas Johnson, Elizabeth Hudgins, & Jeremy Koulish, “Facing Deficits, Most States Are Imposing Cuts that Hurt Vulnerable Residents,” <http://www.cbpp.org/3-13-08sfp.pdf>  
Tim Kaine, “Governor Kaine Announces Revenue Reforecast, Plan to Address Shortfall,” <http://www.governor.virginia.gov/mediarelations/newsreleases/viewRelease.cfm?id=838>

**Wednesday, January 21** Poverty in America—day 1  
Shipler, *The Working Poor*, ix-xi, 3-38.

**Friday, January 23** Poverty in America—day 2  
Shipler, *The Working Poor*, 39-76, 121-141

**Friday, January 23** Notify Dr. Williams of your choice of social observation activity

**\*\*\*Required Event, Saturday, January 24, UniverCity Day—tour and introduction to the City of Richmond. Meet in Gottwald Science Center Auditorium, time TBA. Registration: [https://spreadsheets.google.com/viewform?key=p7BJxkgpr\\_qt0WzUXHsstYg](https://spreadsheets.google.com/viewform?key=p7BJxkgpr_qt0WzUXHsstYg)**

**Wednesday, January 28** Utilitarian justice—day 1  
J. S. Mill, “Utilitarianism,” in *Justice*, 14-31

**Friday, January 30** Utilitarian justice—day 2  
J. S. Mill, “Utilitarianism,” in *Justice*, 31-47  
John Rawls, “Utilitarianism and the Distinction Between Persons” (on reserve)

**Friday, January 30** 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.

**Wednesday, February 4** Libertarian justice: Freedom  
Milton and Rose Friedman, “Free to Choose,” in *Justice*, 49-60  
Robert Nozick, “How Liberty Upsets Patterns,” in *Justice*, 66-67

**Friday, February 6** Libertarian justice: Locke on property rights  
John Locke, “Of Property,” in *Justice*, 90-96  
Additional reading TBA

**Friday, February 6** **Journal entry #1 due in class:** 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?

**Wednesday, February 11** Race and education in Richmond—day 1  
Robert A. Pratt, *The Color of Their Skin*, xi-xiv, 1-55

**Friday, February 13** Race and education in Richmond—day 2  
Robert A. Pratt, *The Color of Their Skin*, 56-72, 83-110

**Monday, February 16 Paper #1 on a social issue in Richmond due**

**Wednesday, February 18** 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)

**Friday, February 20** Current debates on justice, race, and education—day 2  
Reading TBA.

**Wednesday, February 25** Rawlsian justice  
John Rawls, “Justice as Fairness,” in *Justice*, 203-221

**Friday, February 27** Affirmative action  
Richard Bernstein, “Racial Discrimination or Righting Past Wrongs?” in *Justice*, 237-240  
*Hopwood v. Texas*, in *Justice*, 240-243  
*Grutter v. Bollinger*, in *Justice*, 243-249

**Wednesday, March 4 Midterm examination to be written in class**

**Friday, March 6** Catch-up day  
Readings TBA

**[SPRING BREAK ]**

**Wednesday, March 18** Aristotelian justice  
Aristotle, *The Politics*, Book III, in *Justice*, 278-295

**Friday, March 20** Character and justice  
Robert Coles, “On the Disparity between Intellect and Character” (on reserve)  
Additional reading TBA

**Wednesday, March 25** Justice and service: Helping or hurting?  
Ivan Illich, “To Hell with Good Intentions” (on reserve)  
Robert Greenleaf, *The Servant as Leader* (excerpts on reserve)

**Friday, March 27** Justice: Feminist perspectives  
Susan Okin, “Justice and Gender,” (on reserve)  
David Shipler, *The Working Poor*, 142-173

**Wednesday, April 1** Justice: The capability approach  
Douglas Hicks, “Gender, Discrimination, and Capability” (on reserve)  
Martha Nussbaum, *Women and Human Development*, 70-86 (on reserve)

**Friday, April 3** Catch-up day  
Readings TBA

**Wednesday, April 8** Global utilitarian justice  
Peter Singer, “The Singer Solution to World Poverty” (on reserve)

**Friday, April 10** Cosmopolitan justice  
Martha Nussbaum, “Compassion and Terror” (on reserve)

**Wednesday, April 15** Global and local intersections: Migrant labor  
David Shipler, *The Working Poor*, 96-120

**Friday, April 17** Global and local intersections: Health  
David Shipler, *The Working Poor*, 201-230

**Friday, April 17 Journal entry #2 due:** 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?

**Monday, April 20 Paper #2 on morality, justice, and leadership due**

**Wednesday, April 22** Poverty, Work, and Hope  
David Shipler, *The Working Poor*, 254-300

**Friday, April 24** Wrap-up and conclusions  
Readings TBA

**Friday, April 24 Student’s site evaluation due by 5:00 p.m.**