Purpose

This course is shaped by the following three foundational questions:

1) What is justice?
2) What is justice in society?
3) What does justice mean for me?

Together we will explore ancient and modern theories of justice as they relate to society. Readings will focus on the nature of civil society, theories of personal and communal expressions of justice, and social and moral analysis of significant challenges facing contemporary society.

This course includes a service component in which students engage with the lived experience of social deprivation within an approved site in the city of Richmond or the immediate surrounding area. The service component is designed to help students integrate what they are learning in class with the practical, hands-on experience of working in the midst of social inequality while seeking to advance the mission of a particular non-profit institution. The service-learning component gives students an opportunity to develop relationships with people of difference beyond the University; integrate their classroom experience with life beyond; reflect on the intentions, risks, and possibilities of service; develop practical skills; and further their own values, interests, and career aspirations.

Thus, the course offers a purposely broad and diverse set of learning experiences, putting students into conversation with the readings, one another, the instructor, and their service activity in seeking to discern the answers to the three foundational questions of the course.

The course is divided between 45 hours of class time, 26 hours of community-based learning, and 4 hours of social observation. The 26 hours of service component should:

- Immerse students in a significant area of social need in a manner that permits them to learn from those in need and those working to support them.
• 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 guidance, counsel, support, and evaluation.

The recommended activity for social observation is participation in the Richmond police department’s citizen ride-along program. To sign up, please notify Dr. Kerstin Soderlund (ksoderlu@richmond.edu). You will be required to sign a consent form prior to your ride-along.

Note: During the police ride-along there is a possibility you may be exposed to volatile and potentially dangerous situations. Students in previous classes have described the ride-along as one of the most intense and interesting experiences of the time at UR. However, if you are uncomfortable with this, you can participate in an alternative social observation activity, attendance at a session of juvenile court. Dr. Soderlund can help make these arrangements.

Learning Objectives

In seeking to answer the three foundational questions, the course shall enable the students to meet these objectives:

• learn about the relationship between justice, contemporary society, and hands-on engagement;
• analyze social challenges in light of different theories of justice;
• understand the experience of others in the context of social structures;
• develop relationships across lines of difference within a community-based non-profit;
• explore and develop personal values and goals;
• reflect on career and personal opportunities to advance justice in society.

Course Requirements

1. Attendance and active participation in each class session.
2. Completion of 26 hours of service in an approved site within the city of Richmond or the immediate surroundings.
3. Four additional hours of social observation.
4. Attendance at the following out of class justice learning opportunities:
   a. Center for Civic Engagement and Chaplaincy Poverty Simulation, September 21, 6-8pm, Alice Haynes Room.
c. One of the One Book, One Campus conversations on *Blood Done Sign My Name*. Schedule of conversations can be found at:
http://chaplaincy.richmond.edu/programs/one-book.html

**Note:** In exchange for attending these sessions, there will be no class on September 22, October 25, and November 3. The October 6 class will meet at 11am in the Jepson Alumni Center.

**Required Texts** (available for purchase in the UR book store)


**Graded work**

- Class participation (15%)
- Three response papers (15%)
- Community-based learning component and two journal entries (20%)
- Mid-term paper (20%)
- Final paper (30%)

**Graded work defined**

- **Class participation:** This means attending class prepared and alert. High marks will be given to students who engage thoughtfully and regularly with the readings, the content of the lectures, and the reflections of their peers. *Students are allowed one unexcused absence and then will be penalized by three percentage points from their final grade for each additional absence.*

- **Response papers:** You will write 2-3 page response papers. They will be written in response to the three out of class justice learning opportunities you attend (poverty simulation, Weinstein-Rosenthal lecture, and One Book discussion). A strong response paper will integrate material in the readings, lectures, and the particular experience to which you are responding.
• **Community-based learning component and journal**: The community-based learning experience is a significant component of the class. All 26 hours are required. Two journal entries are also required. The journal entries should integrate the lived experience of service, some element of the readings and lectures, and personal introspection. Each journal entry should be 2-3 pages. The specific topics and due dates are incorporated below.

• **Mid-term paper**: A 7-8 page paper following the format below will be due on November 3.

• **Final paper**: A 9-10 page paper following the format below will be due on December 10.

The mid-term paper and final paper should be organized as follows. The organization below may serve as a useful pattern for the response papers, though word limitation will necessitate significant focus from the author. The response papers should be formatted the same way.

1. **Format.** Please type the paper double-spaced, in Times New Roman font size 12, on one side of the paper only, with one inch margins all the way around. Page numbers should be at the bottom center.

2. **Title.** Think carefully about how your title communicates the argument of the paper in an attractive way, and whether you want to use a subtitle. The title, name of course, and your name should be on a cover sheet.

3. **Introduction.** Write this after you have written your paper, so that it genuinely introduces:
   - the argument that follows
   - the specific ways in which you are narrowing your subject down to a manageable size
   - the specific terms you are using that need some definition
   - the introduction should not take up more than 5% of a paper of this kind. One or two paragraphs should do it.

4. **Main body of the paper.** A sequence of subheadings that divide the paper into logical, roughly even-length sections reassures the professor that the argument has been planned and reasoned carefully before being written.

5. **Conclusion.** Should be very short and summarize main findings.

**Grading Standards:**

These standards have been articulated by Jepson faculty members and serve as a helpful guide for students preparing papers.

“A” work is well-written, well-argued, and thoroughly conversant with the source material, containing no major inaccuracies or contradictions, and illustrating subtlety and nuance of argument. “A” papers consist of interesting, substantial thoughts well-packaged in technically proficient writing.

“B” work attempts to forward an argument and shows good familiarity with and understanding of the source material, and is generally well-written. There are generally two genres of “B” work: papers that have some of the qualities of an “A” paper, but also contain serious flaws; and
papers that contain no serious flaws, but also lack originality or depth of perceptiveness, or simply fail to be persuasive.

“C” work makes an attempt to complete an assignment but contains substantial flaws, either of writing quality, inadequate comprehension of the material, unsupported arguments, and/or logically contradictory or implausible arguments.

“D” and “F” work refers to papers that are seriously inadequate and fail to meet the basic requirements of the assignment.

**Late Paper Policy:** Hardcopies of all papers should be turned in at the beginning of the class period listed on the syllabus. In the case of the mid-term paper, it should be turned in to the office of the chaplaincy which is located in the wilton center between the chapel and the commons. The paper is due by 5pm on November 3. The final paper should be turned into the same place by 5pm on December 10.

**The Honor System:** The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. All work should be your own. A violation of the Honor System may result in a failing grade for the course.

**Outline of Study**

**August 23** Course Introduction

**What is Justice?**

**August 25** Review of Service Requirements with Dr. Soderlund.
Texts and Traditions: How then shall we read about justice?
Justice David Souter’s Harvard Commencement Speech
Sandel, Chapter 1

August 30 Theories of Justice: Utilitarianism
Sandel, Chapters 2
Reader, Chapter 2 pps. 9-14

September 1 Theories of Justice: Libertarianism/Individual Rights
Sandel, Chapters 3
Reader, Chapter 3 pps. 60-73

September 6 Theories of Justice: Libertarianism/Individual Rights continued
Sandel, Chapter 4
Reader, Chapter 4 pps. 158-198

September 8 Theories of Justice: Justice as Duty
Sandel, Chapter 5
September 13 Theories of Justice: Justice as Social Contract
Sandel, Chapter 6
Reader, Chapter 7 pps. 203-222

September 15 Theories of Justice: Justice and the Good Life
Sandel, Chapter 8

September 20 Justice, Virtue, and the Good Life Continued
Reader, Chapter 10

**What is justice in society?**

Institutions, Individuals, and Social Change

September 20 *Three Cups of Tea* 1-107

**September 21 Attend Poverty Simulation 6p-8p Alice Haynes Room**

September 22 No Class

September 27 *Three Cups of Tea* pps. 108-224

**Response Paper Due: Poverty Simulation**

September 29 *Three Cups of Tea* pps. 225-331 (end of the book)

October 4 Class reflections on service sites

October 6 **Class will be at 11:00am. Attend Dr. Thad Williamson’s lecture, Sprawl and Social Justice, Jepson Alumni Center**

October 13 Justice, Virtue, and the Common Good
Sandel, Chapter 10

October 18 Justice, Virtue, and the Common Good
Reader, Chapter 12

October 20 Justice and Dilemmas of Loyalty
Sandel, Chapter 9

October 25 **No regular class:** Attend Weinstein-Rosenthal Lecture, 7pm, Camp Concert Hall

October 27 Weinstein-Rosenthal Lecture Discussion
Reader, Chapter 14

**Response Paper Due: Weinstein-Rosenthal Lecture**
November 1 Class reflections on service sites

**Journal Entry #1 Due:** 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 this person believe he or she experiences injustice?

November 3 No Class

**Mid-Term Paper Due:** A full description of this assignment will be given with sufficient time prior to the due date. Hardcopies of papers are due in the office of the chaplaincy by 5p.

November 8 Justice and Education: Richmond as a Case Study
Pratt, *The Color of Their Skin*, pps. 1-55

November 10 Pratt, *The Color of Their Skin*, pps. 56-110
Guest Lecture: Dr. John Moeser, Senior Fellow, Center for Civic Engagement

November 15 Justice and Affirmative Action
Sandel, Chapter 7
Reader, Chapter 9, pps. 237-240, 261-262

November 17
*Blood Done Sign My Name*, pps. 1-81

November 22
*Blood Done Sign My Name*, pps. 82-166

**Response Papers Due:** One Book, One Campus Discussion

November 29
*Blood Done Sign My Name*, pps. 167-322 (end of the book)

**What does justice mean for me?**

December 1 Class reflections on service sites and conclusion

**Journal Entry #2 Due:** Describe how you changed as a result of your service experience. Draw on one of the characters from *Three Cups of Tea* or *Blood Done Sign My Name* to inform your own experience in service to others.

December 10

**Final Paper Due:** A full description of this assignment will be given with sufficient time prior to the due date. Hardcopies of papers are due in the office of the chaplaincy by 5p.