Instructor: Dr. Douglas A. Hicks
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Phone: 287-6891 (office)
Office hours: Wednesday, Friday 2:00 – 3:00 p.m. and by appointment

Class meeting times: Section 2: Wednesday, Friday 9:00 – 10:15 a.m.
Section 3: Wednesday, Friday 10:30 – 11:45 a.m.

Location: Jepson Hall 101

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 community-based 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.

The course is divided between class sessions 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. 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 classic and contemporary accounts of justice;
- 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 clarify personal values and develop goals for future study of and work to promote 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)


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—and arrive promptly for—all class meetings and to engage fully in the discussions and activities. The course also includes required events outside of class time. The key element of class discussion is quality, not quantity, of participation. Each student will be responsible for leading discussions during the course of the semester, drawing upon their weekly essays and other preparations.

  Cell phones, BlackBerrys, etc., must be turned off or to silent mode. Students are permitted to use their laptops to take notes, but they are not permitted to use any electronic device for texting, sending IM, emailing, Web surfing, etc. It is by now counter-cultural to switch our brains to “all distractions off” mode—but this kind of focus is needed in order to accomplish the goals of our course.

  **Students will be penalized by three percentage points from their final grade for each unexcused absence beyond one absence.**

- **Papers (40% of course grade)**

  **Paper #1 on a Social Issue in Richmond (15%)** Due Friday, September 23
  A fuller description of this assignment will be provided with sufficient time prior to the due date.

  **Paper #2 on Moratility, Justice, and Leadership (25%)** Due Tuesday, November 22
  A fuller description of this assignment will be provided with sufficient time prior to the due date.
Midterm Examination, written in class, Wednesday, October 26 (25% of course grade)

Community-Based Learning Component (15% of course grade)

Service-Learning Contract Due Friday, September 9
Turn in the contract to Associate Dean Kerstin Soderlund (ksoderlu@richmond.edu).

Three Journal Entries Due Mon., September 26; Fri., October 7; and Fri., November 18
Journal entries are an excellent medium by which to reflect critically on the practice of community-based learning. The specific topics and deadlines are listed in the topics and assignments section, below. Ordinarily, journal entries are between 400 and 600 words and combine some element of the experience at the service setting; some element of reading and class discussion from the course; and some element of personal introspection.

Field Supervisor Evaluation (sent to Jepson School by Supervisor by Friday, December 2)
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. Kerstin Soderlund ASAP of your intention to participate, 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. Soderlund by email, also ASAP, so that we can work on making arrangements for you. For either the police or court experience, you should submit a brief write-up of your reflections (a required but not graded exercise).

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. Every piece of written work, including journal entries, papers, and exams, 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, August 24**  Introduction to the course
No reading assignment

**Friday, August 26**  Race and education in Richmond—overview
Read syllabus in its entirety
James E. Ryan, *Five Miles Away, A World Apart*, 1-17

**Wednesday, August 31**  Race and education in Richmond—History 1
Ryan, *Five Miles Away, A World Apart*, 21-61

**Friday, September 2**  Race and education in Richmond—History 2
Ryan, *Five Miles Away, A World Apart*, 63-117

**Wednesday, September 7**  Poverty in America—day 1
David Shipler, *The Working Poor*, ix-xi, 3-38
Additional reading TBA

**Friday, September 9**  Poverty in America—day 2
Service-Learning Contract due to Dr. Kerstin Soderlund

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

**Friday, September 16**  Utilitarian justice—day 2
J. S. Mill, “Utilitarianism,” in *Justice*, 31-47
John Rawls, “Utilitarianism and the Distinction between Persons” (on reserve)

***Required Event: Monday, September 19, 6:00-8:00 p.m., Alice Haynes Room, Poverty Simulation***

**Wednesday, September 21**  Libertarian justice: Freedom and Property
Milton and Rose Friedman, “Free to Choose,” in *Justice*, 49-60
John Locke, “Of Property,” in *Justice*, 90-96

**Friday, September 23**  Paper #1 on a social issue in Richmond due—No class session
Professor at Lake Institute Consultation on Faith & Giving Research in Indianapolis

**Monday, September 26**  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 the person believe he or she experiences injustice?
**Wednesday, September 28**  Integrating leadership, justice, and service  
Robert Coles, *The Call of Service*, 1-30

**Friday, September 30**  The nature and forms of service  
Coles, *The Call of Service*, 31-67

**Wednesday, October 5**  Satisfactions and hazards of service  
Coles, *The Call of Service*, 68-94, 115-144

**Friday, October 7**  Service: Helping or hurting?  
Ivan Illich, “To Hell with Good Intentions” (on reserve)  
Coles, *The Call of Service*, 145-173

**Journal entry #2 due in class:** Write a journal entry, drawing on the writings of Illich and Coles and your own experiences, that considers some “cross-cultural issues” encountered in performing your service. Can persons cross borders and divisions to work for common ends? Or are dangers of paternalism or imperialism too great? Have you found your views of “other cultures” changed at all by your service?

[FALL BREAK ]

**Wednesday, October 12**  Rawlsian justice  
John Rawls, “Justice as Fairness,” in *Justice*, 203-221

**Friday, October 14**  Aristotelian justice  

**Wednesday, October 19**  Financing education  
Ryan, *Five Miles Away, A World Apart*, 121-179

**Friday, October 21**  Educational choices  
Ryan, *Five Miles Away, A World Apart*, 181-238

**Wednesday, October 26**  Midterm examination to be written in class

**Friday, October 28**  No class session  
Professor at International Leadership Association meetings in London

**Wednesday, November 2**  Justice: Feminist perspectives  
Susan Okin, “Justice and Gender,” (on reserve)  
David Shipler, *The Working Poor*, 142-173

**Friday, November 4**  Justice: The capability approach  
Douglas Hicks, “Gender, Discrimination, and Capability” (on reserve)  
Martha Nussbaum, *Women and Human Development*, 70-86 (on reserve)
Wednesday, November 9  Women and international injustice—day 1  
Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky*, selections TBA

***Required event: Sheryl WuDunn, author (with Nicholas D. Kristof) of *Half The Sky***

Friday, November 11  Women and international injustice—day 2  
Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky*, selections TBA

Wednesday, November 16  Education revisited: standards and testing 
Ryan, *Five Miles Away, A World Apart*, 239-267

Friday, November 18  The future of education, capability, and community 

Journal entry #3 due in class:  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?

Tuesday, November 22  Paper #2 on morality, justice, and leadership due

[THANKSGIVING BREAK]

Wednesday, November 30  Poverty, Work, and Hope  
David Shipler, *The Working Poor*, 254-300  
Coles, *The Call of Service*, 254-287

Friday, December 2  Wrap-up and conclusions  
Readings TBA  
Student’s evaluation of site due by 5:00 p.m.  
Site Supervisor’s evaluation of student due