Justice and Civil Society-Fall 2013

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Office Hours: Monday 1pm-4:30pm.

Course Description:
The Jepson School’s Justice and Civil Society course explores the meaning and practice of justice in contemporary society and gives students an opportunity to apply what they have learned. Students read about and debate theories of justice and study poverty and other socio-economic problems, and then serve populations in need by volunteering in nonprofit organizations throughout Greater Richmond. Some students complete social observations and do a police ride-along with officers in one of the four precincts in the Richmond Police Department, go on field trips, or attend a court session at the Richmond Juvenile and Domestic Relations Court. Organizations that students work with during the course include homeless shelters, health care organizations, local schools and community-development organizations.

This particular section of the course will focus on philosophical approaches to understanding social justice. We will focus on evaluating and constructing moral arguments that bear on the following subjects: the distribution of educational resources, economic justice, gender, sexual violence, gay rights, race and justice, the war on drugs, and immigration.

General Course Requirements/Expectations

1. This class has a service requirement. To satisfy this requirement, you need to do the following:
   a. Complete 26 hours of community service at an approved site and attend the Justice Course Orientation Session.
   b. Complete 4 hours of riding along with the Richmond Police Department.

2. Do not use your laptop, ipad, or phone during class. I will make an exception for e-readers—for instance, you can use a kindle, but I ask that you refrain from using it to surf the web or read non-class materials when class is in session.

3. You should attend every class session and come prepared to discuss the readings. Students will be penalized by three percentage points from their final grade for each unexcused absence beyond one absence.

4. I can only offer make up exams in cases of extreme duress like documented medical/personal emergencies and/or religious observance.

5. The readings for this class will sometimes be very difficult. It is not enough to skim the readings. You must read them carefully and take notes on them in order to understand them.
Email Policy: I will respond to all emails within 24 hours of receiving them, but I will generally not respond to emails sent to me after 5pm until the following day. I am happy to give you feedback on your rough drafts, but I will not read and comment on draft papers if you send them to me right before they are due. If you want me to give you feedback on your work, you need to send me your rough drafts at least 48 hours (and preferably earlier) before the deadline.

Course Requirements:

1. Class Participation and Attendance: 15% of final grade.
   a. You are expected to come to class prepared to participate. This means you will have done the reading and you will have thought critically about the material. Your participation grade will depend on whether (1) you participate in the discussion and on (2) the quality of your participation.
   b. You should attend every class session. Students will be penalized by three percentage points from their final grade for each unexcused absence beyond one absence. Illness or deaths in the family are excused absences whereas job interviews and leaving early for holidays are not.
   c. In this class we will discuss several sensitive topics, and you may feel uncomfortable participating in those discussions. If you find that you did not participate in a particular discussion you can send me an email up to 24 hours after class. In the email, write 300 words about your thoughts on the discussion and you can receive participation credit for that day. You do not need to explain to me why you did not participate in the discussion.
   d. Everyone is expected to be respectful and polite, bearing in mind that other students may have different backgrounds and experiences. Personal attacks on particular students will not be tolerated.

2. Service Learning Component: 20%
   a. Service-Learning Contract. Turn in the contract to Associate Dean Kerstin Soderlund (ksoderlu@richmond.edu).
   b. Field Supervisor Evaluation. I will use this evaluation to assess the quality of service hours, responsibility, and initiative shown at the site of service.
   c. Attendance. You will also be graded on whether you completed your service hours and attended all of the required events.
   d. Three Journal Entries. You must complete three journals that reflect critically on your community service. Journal entries should be about 300-500 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. You can find the deadlines for the journal entries in the main syllabus. These journal entries will be graded on a pass-fail basis.

3. Response Papers: 5%
There are five response papers for this class. The response paper briefly summarizes a central argument, position, or theme in one of the readings and offers some critical comments on this argument, position, or theme. The purpose of this assignment is to get you thinking critically about the readings. I will not give you extensive comments on your response papers unless you explicitly ask for them.

Turn in a copy of your response paper in-class on due dates. I will not accept emailed copies.

The maximum length of your response papers is 500 words.

4. Optional: Jail Visit
   a. In November, you will have the option of participating in a field trip to the city jail. If you participate, I will cut 2 hours off of your community service requirement and waive 1 response paper.

5. Two Exams: 30% (15% each)
   a. You will take a midterm and a final exam. These exams will involve several short answer questions about the readings. The midterm exam will take place in class on Tuesday, October 8th. The final exam will take place in class on Thursday, December 5th.

6. Short Essay: 10%
   a. There will be one short paper that is approximately 1200-1700 words long. I will give you suggested prompts for this paper several weeks before it is due. But you are free to develop your own prompt as long as you consult with me first.
   b. Please email me your essay at hidalgoj@gmail.com by 5pm on the day that the essay is due.
   c. Chicago style citations required.
   d. If you turn in your paper late, I will immediately drop it by 1/3 of a grade. I will then continue to drop your grade by 1/3 for every two days that pass.

7. Long Essay: 20%
   a. There is one long paper. This paper will be about 2500-3000 words long (about 10-12 pages).
   b. You must come up with your own prompt for this paper. You will submit a prompt, thesis statement, an outline of your major argument, and two additional references that you will use, and I will either approve your prompt or return it to you with a request for revision. Your essay must engage with at least one substantive reading in the course.
   c. Chicago style citations required.
   d. Please email me your essay at hidalgoj@gmail.com by 5pm on the day that the essay is due. The same lateness policies regarding the short paper apply to the long paper as well.

All grades are entered as numbers that are equal to the following grades:


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Required Texts and Note on the Readings:
- Michael Sandel, *Justice: What’s The Right Thing To Do?*
- Both of these texts are available at the bookstore. All other readings are available on the blackboard site for this class.
- I will update the syllabus as the semester progresses. I will let you know when I do this, but you should periodically check the syllabus that I have uploaded on blackboard to make sure that you have the latest version.

**Week 1: Introduction**

Tuesday, August 27th: Introduction
- No reading.

Thursday, August 29th: Justice and Moral Reasoning

**Week 2: Equality and Education**

Tuesday, September 3rd: Equality in Education

Thursday, September 5th: Education and Segregation
- Michael Martz, “Segregation by Income, Race Worsening”
- Elizabeth Anderson, “Fair Opportunity in Education,”
• Response Paper Due.

Week 3: Poverty and Economic Justice

Tuesday, September 10th:
• Barbara Ehrenreich, *Nickel and Dimed*, selections.
• Philippe Van Parijs, “A Basic Income For All.”

Thursday, September 12th:
• Listen to: “The Art of Living at the Poverty Line”
• Elizabeth Anderson, “Welfare, Work-Requirements, and Dependent Care”
• Recommended Reading: Alex Gourevitch, “Labor Republicanism and the Transformation of Work”
• Response Paper Due.

Week 4: Justice and the Market

Tuesday, September 17th:

Thursday, September 19th:
• Matt Zwolinski, “The Ethics of Price Gouging.”
• Response Paper Due.

Week 5: Gender Inequality

Tuesday, September 24th:
• Sheryl Sandberg, “The Leadership Ambition Gap”
• Susan Okin, “Justice, Gender, and the Family”

Thursday, September 26th:
• Libby Sander, “Quiet No Longer, Rape Survivors Put Pressure on Colleges”
• Rebecca Whisnat, “Feminist Perspectives on Rape,” read section 2 and sections 3.1 and 3.2.
• Lois Pineau, “Date Rape: A Feminist Analysis”
• First Journal Entry Due.

Week 6: Sexual Violence and Structural Injustice

Tuesday, October 1st:
• Sabrina Erdely, “The Rape of Petty Officer Blumer”
• Larry May and Robert Strikwerda, “Men in Groups”

Wednesday:
• Short paper due at 5pm.

Thursday, October 3rd:
• Iris Marion Young, “The Five Faces of Oppression”
• Review for Midterm

**Week 7: Midterm**

Tuesday, October 8th:
• **Midterm**

Thursday, October 10th: NO CLASS

**Week 8: The New Jim Crow**

Tuesday, October 15th: NO CLASS

Thursday, October 17th:

**Week 9: Race and Justice**

Tuesday, October 22nd:

Thursday, October 24th:
• **Journal Entry Due.**

**Week 10: Racial Profiling**

Tuesday, October 29th: Racial Profiling
• Joseph Goldstein, “Judge Rejects New York’s Stop and Frisk Policy”
• Michael Levin, “Responses to Race Differences in Crime”
• **Response Paper Due.**

Thursday, October 31st: NO CLASS

**Week 11: Race and Criminal Justice**

Tuesday, November 5th: Racial Profiling
• Annabelle Lever, “Treating People As Equals”

Thursday, November 6th: Racial Bias and Criminal Justice
• Stephen Nathanson, “Does It Matter If the Death Penalty Is Arbitrarily Administered?”
• Ernest Van Den Haag, “Refuting Nathanson,”
• Paper Prompt Due.

Week 12: The War On Drugs

Tuesday, November 12th:
• Watch: The House I Live In
• James Q. Wilson, “Against the Legalization of Drugs”

Thursday, November 14th:
• Peter De Marneffe, “Decriminalize, Don’t Legalize”
• Michael Huemer, “America’s Unjust Drug War”
• Response Paper Due.

Week 13: Immigration

Tuesday, November 19th: The History and Politics of U.S. Immigration Policy
• Mae Ngai, “Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s”
• Douglas Massey, “Borderline Madness: America’s Counterproductive Immigration Policy,”

Thursday, November 21st: Immigration, Loyalty, and Social Justice
• Michael Sandel, “What Do We Owe to Each Other? Dilemmas of Loyalty” in Justice, chapter 9.

Week 14: Immigration and Exclusion

Tuesday, November 26th: Rights to Immigrate
• Fernando Santos, “Arizona Desert Swallows Migrants on Riskier Paths”
• Michael Huemer, “Is There A Right to Immigrate?”
• Journal Entry Due.

Thursday, November 28th: NO CLASS

Week 15: Review and Exam

Tuesday, December 3rd:
• Review

Thursday, December 5th: Exam
• Final Exam.
Long Paper Due: December 10th.
Jepson School of Leadership Studies

Common Syllabus Insert

**Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

[http://registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

**Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

**Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

[http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)

**Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)