Course Meetings:

Wednesday and Friday (9:00am to 10:15)—Room 101

Course Purpose

This course interrogates both theories of justice and justice in practice. At the semester’s outset we will examine a number of historical and contemporary interpretations of justice and social responsibility. We will then study how broader historical/cultural context often shapes traditions of equity and obligation. A sizeable portion of the reading material is dedicated to examining how Americans, especially in the not-so-distant past, have met the challenges of addressing vulnerable communities. To this end, expect to not merely read and discuss how historical actors often deployed contemporary theories of justice to perpetuate what we now consider intolerable anachronisms, but also the ways people devised strategies (be they political, economic, or social) to meet the challenges of marginalization. I have designed the course’s community-based and reading components in accordance with the Jepson School’s mission: to educate students about meanings of leadership and ‘draw upon the liberal arts’ as a vehicle to advance understandings of ‘ethical and effective engagement in society’. Lectures are often discussion based. Please come to class having not only seriously grappled with the reading material, but also prepared to speak intelligently about the information at hand.

Course Objectives

This course is designed to make the liberal arts (e.g., the study of various social theories and history) relevant to our lives as local and global citizens. Success in this course is contingent upon your ability to make real connections between classrooms and communities (i.e., students must apply reading material and class discussion to our community-based component). Below you’ll find a list of readings that beg you to question how historical actors organized various strategies to meet the demands of their respective eras. How did leaders and so-called ‘everyday people’ confront heightened urbanization in the late-19th century, in what ways did Americans challenge longstanding beliefs about race/ethnicity, has the relationship between
the federal government and the American people changed the nature of representative democracy, in what ways did the Sexual Revolution empower women, and how might poverty undermine what we think about the American democratic experiment? Answering questions of this nature will drive at the heart of what leadership (and following) is and is not. Principally, we will use the past as a vehicle to interrogate ideas of leadership, civility, and justice.

**Specific Learning Objectives**

1. You will analyze various social issues and problems within the context of American justice and Democracy
2. You should learn to understand social need within the context of contemporary Richmond
3. Provide service (without being paternalistic or patronizing) to persons in need through an approved site

LDST 205: Justice & Civil Society
Community-Based Learning TO DO Checklist for Fall 2013

In order to make certain that you have submitted the appropriate paperwork for your service, please follow the dates below and check off each item as you complete it:

___ Attend a mandatory course orientation session (Wednesday, August 28 from 6-7:30 p.m. in Jepson 120 OR Friday, August 30 from 4-5:30 p.m. in Jepson 120)

___ Police Ride-Along Application – **DUE by end of first week of class (August 30)**
   Dr. Soderlund will e-mail you with further information to coordinate scheduling.

___ ENRICHmond Community Engagement Fair – **September 4 (Wednesday), 3:00-5:00 p.m., University Forum**
   Rain location: Alice Haynes Room, Tyler Haynes Commons. *Attendance is optional but strongly encouraged.*

___ Arranging Alternative to Police Ride-Along – **DUE by end of second week of class (September 6)**
   *If you are under 18 years of age, not a U.S. citizen, or simply not comfortable participating in a ride-along, please contact Dr. Soderlund by the end of the second week of class so that a court observation can be scheduled.*

___ Community-based Learning Contract – **DUE by end of third week of class (September 13)**

___ **If Selecting Build It Site** (Boaz & Ruth, Henderson Middle School, Overby-Sheppard Elementary School, Youth Life Foundation of Richmond) - **DUE by end of fourth week of class (September 20)**
   *YOU MUST ATTEND a site-specific orientation session if you have not previously volunteered at the site:*
Boaz & Ruth – Friday, 9/13, 3:00-5:30 p.m. on van ride to Boaz and Ruth (transportation provided) and at site
Henderson Middle School – Wednesday, 9/11, 6-8 p.m., THC 321
Overby-Sheppard Elementary School – Wednesday, 9/11, 6-7 p.m., THC 348
Youth Life Foundation of Richmond – Thursday, 9/12, 6-8 p.m., Westhampton Center Living Room

___ If Selecting Richmond Families Initiative Site (Peter Paul Development Center or William Byrd Community House) – DUE by end of fourth week of class (September 20)
YOU MUST ATTEND a site-specific orientation session if you have not previously volunteered at the site. A portion of the orientation will be covered on the shuttle, so please plan to utilize the provided transportation.
Peter Paul Development Center – Thursday, 9/5, 3-5 p.m. or Tuesday, 9/17, 5-7 p.m. on van ride to Peter Paul (transportation provided) and at site
William Byrd Community House - Tuesday, 9/3, 3-5 p.m. or Thursday, 9/12, 5-7 p.m. on van ride to William Byrd (transportation provided) and at site

___ If Selecting Pathways to a College Experience (“PACE”) Site (Higher Achievement at Henderson Middle School, Higher Achievement at Boushall Middle School, or John Marshall High School) – DUE by end of fourth week of class (September 20)
YOU MUST ATTEND one of the following PACE orientation sessions (regardless of previous volunteer experience):
Thursday, 9/12, 5-6:30 p.m., THC 348
Friday, 9/13, 3:30-5 p.m., THC 305

___ Community-based Learning Site Evaluation – DUE by last day of class (December 6)

___ Volunteer Service Log – DUE by last day of class (December 6)

To access service sites and all forms for Justice and Civil Society, go to: http://jepson.richmond.edu/academics/practice/justice-students.html
If you have further questions or concerns, please contact:
Dr. Kerstin Soderlund
Associate Dean for Student and External Affairs
Phone: (804) 287-6082
Email: ksoderlu@richmond.edu
**General Course Requirements/Expectations**

Success in this course hinges upon your ability to read course material effectively, write about readings and lecture material intelligently, pertinentily discuss various issues during lectures and participate thoroughly in community service components on/off campus. THESE COMPONENTS ARE ESSENTIAL TO YOUR OVERALL PERFORMANCE IN THIS COURSE. To that end, I have several expectations for students during this semester's duration.

1. **Class attendance is absolutely necessary!**
   a. Although I do not take attendance, I have designed papers and tests around not merely readings, but the material we traverse during lectures
   b. You *may* use laptops to take notes during lectures. Please, however, refrain from using these devices for anything other than material relevant to lectures.

2. **This course requires that you engage reading material.**
   a. **THIS COURSE IS READING INTENSTIVE!**
   b. I strongly urge that you not only complete readings prior to class, I require that you bring said readings to lecture (i.e., come to class prepared).
   c. Please be mindful of the reading load and try to stay abreast current readings.

3. **I expect all of you to participate relevantly to course discussion.**
   a. Please come to class prepared to talk extensively about the reading material and/or how the reading material relates to relevant subjects you think might enhance lecture/discussion

4. **The Course is divided between class sessions and 30 hours of community-based learning that YOU MUST COMPLETE:**
   a. You must complete 24 hours of community service at an approved site
   b. You must also complete 4 hours of riding along with Richmond Police Department
   c. **You must also fulfill the remaining 2 hours by attending:**
      i. Off-campus field trips:
         1. In the month of April we will visit the Richmond City Jail

**Contemporary Implications**

As we traverse Richmond’s relatively recent political history, I strongly encourage students to read the *Richmond Times-Dispatch*. Please come to class prepared to incorporate local/national news into lectures.
**Required Reading**

Throughout the semester’s duration I will also post required readings on Blackboard. Required Blackboard reading is delineated in **BOLD PRINT**.


**Assessment & Course Requirements**
Principally, the Jepson School abides by the provision of the Honor System. All
written material, including papers, exams, etc. must have the word, “Pledged”, along
with students’ signatures. Writing “Pledged” signifies—“I pledge that I have neither
given nor received unauthorized assistance during the completion of this work”.

Class Participation & Attendance: 15% of final grade
Community Service Component: 20% of final grade
Reading Response Papers: 20% of final grade
Mid-Term Exam: 20% of final grade
Final Exam: 25% of final grade

Grading Scale:

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1. Attendance is Required
   a. Please see section on attendance and religious observance,

2. Papers are downgraded a full letter grade for each day late. I will not
   accept papers that are more than 3 days late

3. I only offer make up exams in cases of extreme duress like documented
   medical/personal emergencies (judgment at my discretion) and/or
   religious observance

Major Assignments

1. Papers
   a. Each student will write two four to six page reading response papers.
      These papers will address specific issues about the nature of course
      material, etc. It is your responsibility to not merely answer the question,
      but to answer the question creatively by using primary/secondary
      sources from the course. The reading response paper’s effectiveness
      hinges your ability to clearly answer the questions argumentatively and
      support an argument with relevant source material.
   b. Basic Guidelines
      i. Page Length—5 to 6 pages
ii. 12-point font- Times New Roman or Cambria **ONLY**
iii. Default Margins: Microsoft Word
iv. Double-spaced
v. Page numbers in header/footer
vi. I will mark papers down for excessive typos
vii. Chicago Style citations required
viii. **ALL PAPERS ARE TO BE SUBMITTED VIA EMAIL NO LATER THAN 11:59. ANY PAPER SUBMITTED AFTER 11:59 WILL BE CONSIDERED A DAY LATE.**
   1. Papers are downgraded a letter grade for each day late.

c. **Reading Response Paper Due Dates**
   i. Reading Response Paper One: Monday, September 30, 11:59pm
   ii. Reading Response Paper Two: Monday, November 25, 11:59pm

2. **Weekly Reports**
   a. You are to write weekly reports that encapsulate your experiences at your community service component. You will hand in a compilation of reports at the mid-term and at just before the final exam.
      i. First due date: **AT MIDTERM**
      ii. Second due date: **AT FINAL**
   b. Each report should be no less than 150-175 words (more is acceptable, but not less). These reports should not only reflect on your daily experience at the site in question, but also relate the activity to the course material. In essence, these reports must attempt to wed your experiences in the classroom and greater Richmond community.

3. **Functions**
   a. I have outlined 3 functions below. You must attend at least 2 of the 3 functions as part of your class participation grade. The city jail visit is virtually mandatory. I (or someone else) will take attendance at these functions. I will exceptions for EXTREME cases.
      i. Poverty Simulation
         1. Monday, October 7—6-8pm (Alice Haynes Room: THC)
      ii. Michael Sandel Talk
         1. Thursday, September 25—7pm (Alice Haynes Room: THC)
      iii. City Jail Visit
         1. TBD—early November

4. **Midterm and Final**
   a. Midterm— October 18 during normal class hours
   b. Final—Tuesday, December 10, 9am to 12pm

Staff members from the resources below are available to students for consultations regarding the points delineated below
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask.html](http://library.richmond.edu/help/ask.html) or 289-8669): Assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians in the first floor Research and Collaborative Study area, email, text or IM.

### Course Schedule

**CAUTION**—reading material assigned to a particular date pertain to the corresponding lecture. Reading(s) delineated on a particular day should be completed prior to the day I have slotted the material. For instance, readings designated for August 30 will appear beneath the heading August 28 (i.e., the readings under 8-28-13 pertain to the next lecture).

**Week One: Interrogating Notions of Leadership**

August 28: Course Introduction
Readings (for 8-30-2013):
  * Sandel, *Justice*, Chapters 1 through 3
August 30: Interrogating The Meaning of Leadership
Readings
Sandel, Justice, Chapters 4 and 6
Wren, The Leader's Companion, Part III—49-80 (blackboard)

Week Two: Interrogating Notions of Leadership (Continued)
September 4: Leadership and Morality
Readings
Sandel, Justice, Chapters 8 through 10
September 6: Egalitarianism, Representation and Leadership in America
Readings
Chauncey, Gay New York, Chapters 3 through 6 (blackboard)

Week Three: Meeting the Challenges of the Late-19th Century Ideology
September 11: Sub-cultures and the 19th Century Justice
Readings
Chauncey, Gay New York, Chapter 9
Bogdan, Freak Show, Chapters 2 and 3 (both blackboard)
September 13: Reclaiming and Robbing Humanity
Readings
Bogdan, Freak Show, Chapters 5 through 7
Skloot, The Immortal Life of Henrietta Lacks, 1-41

Week Four: Survival of the Fittest—Leadership, Science, and Bodily Control
September 18: Creating Otherness
Readings
Skloot, The Immortal Life of Henrietta Lacks, 41-178
September 20: Lacks and the Perils of Leadership
Readings
Smith, Managing White Supremacy, Chapters 1 and 2 (blackboard)

Week Five: Southern Leadership and the Problem of Race
September 25: The Problem of Race
Readings
Smith, Managing White Supremacy, Chapters 3 and 6 (blackboard)
September 27: Leadership and the Southern Racial Precedent
Readings
Steinbeck, Grapes of Wrath, First Third

First Reading Response Paper Due by 11:59 pm in my email inbox on Monday September 30!

Week Six: The Politics of Inclusion: A New Deal
October 2: Watch Ken Burns *The Dust Bowl*
Readings
Steinbeck, *The Grapes of Wrath*, Second Third
Lichtenstein, *Who Built America*, 368-401 (blackboard)

October 4: The Federal Government and the American Paradox
Readings
Steinbeck, *The Grapes of Wrath*, Finish

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Week Seven: **The Politics of Inclusion Continued**
October 9: The American Paradox Continued
No Reading
October 11: **NO CLASS**
No Reading—Study for Exam

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Week Eight: **Exam Week!**
October 16: Study Session for Exam
Readings
No Reading—Study for Exam!
October 18: **Mid-Term Exam!**
Readings
King, *My Pilgrimage to Non-Violence*, (blackboard)

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Week Nine: **Reclamation of Humanity**
October 23: The Alternative
Readings
Jackson, *From Civil Rights to Human Rights*, 25-51
(blackboard)
October 25: Interrogating Black Poverty
Readings
Allyn, *Make Love, Not War*, Chapters 1,3, and 5 (blackboard)

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Week Ten: **Feminine Mystique: Women, Leadership, and the Politics of Gender Equality**
October 30: Justice in the Bedroom?
Readings:
Allyn, *Make Love, Not War*, Chapters 7 and 8 (blackboard)
November 1: Justice in the Bedroom Continued
Readings:
Torrey, *The Insanity Offense*, Chapters 1-7 (blackboard)

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Week Eleven: **An Insane Injustice**
November 6: American Justice and the Severely Mentally Ill  
Readings  
Torrey, The Insanity Offense, Chapters 8-12 (blackboard)

November 8: The New Normal  
Readings  
Alexander, The New Jim Crow, Chapters Introduction and  
Chapter 1 (blackboard)  
Williams, Blue Rage, Black Redemption, 1-85

Week Twelve: The New Jim Crow  
November 13: Watch Lecture by Michelle Alexander  
Readings  
Alexander, The New Jim Crow, Chapter 5 (blackboard)  
Williams, Blue Rage, Black Redemption, 86-169

November 15: Arresting Our Way Out of Danger  
Readings  
Williams, Blue Rage, Black Redemption, 168-237  
Shipler, The Working Poor, Introduction and Chapter 1 (BB)

Week Thirteen: Upward Mobility and the Politics of Work  
November 20: The Working Poor  
Readings:  
Shipler, The Working Poor, Chapters 2-5 (blackboard)

November 22: Documentary  
Readings  
Williams, Blue Rage, Black Redemption, Finish

Second Reading Response Paper due in my email inbox by 11:59 on  
Monday, November 25

Week Fourteen:  
November 27: Thanksgiving Break  
November 29: Thanksgiving Break

Week Fifteen: Liberation!  
December 4: STUDY SESSION  
NO READINGS—STUDY FOR EXAM

December 6: NO CLASS—STUDY SESSION IF NECESSARY  
NO READINGS—STUDY FOR EXAM

Week Sixteen: Final Exam Week  
Final Exam: Tuesday, December 10, 9am-12pm
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

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

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/

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