Justice and Civil Society: 205

Fall, 2014

INSTRUCTOR: Dr. Kim Gower
OFFICE HOURS: 10:00-10:30 AM AND BY APPOINTMENT
EMAIL: kgower@richmond.edu
OFFICE LOCATION: TBA
COURSE TIME AND LOCATION: 10:30 AM M/W, Room 101

Course Description

Welcome to the class that will change your life…or I am not doing my job☺.

This course is community-based learning course, http://engage.richmond.edu/cbl/, designed to introduce you to the study of leadership through the lens of social justice. In fact, you will be introduced and IMMERSED! By the end of the semester, you will learn:

• Why social justice is a critical part of your leadership education and practice
• Who needs people to care about social justice initiatives
• The truth about what is going on in the world, who is impacted, and why

And, most importantly, and our Goal:

Why and how you can make a difference in the world!

Special Course Requirements:

Let’s start with special, important, required dates☺.

• Wednesday, September 3, 10:30 AM – Duron Chavis, Renew Richmond, and Dr. Soderlund take over class to discuss your project and entertain your questions.
• Monday
• Tuesday, September 30th, 7 PM – Conflict Between and Within: A Buddhist Perspective, Jepson Alumni Center
• Monday, October 13th – Fall Break, no class
• Tuesday, October 21st 7 PM – Guantanamo: When Command and the Constitution Collide, Jepson Alumni Center
• Wednesday, October 29th 6-8 PM – Poverty Simulation, Alice Haynes Room
• Thursday, November 13th, 7 PM – The Rival Leadership Strategies of W. E. B. DuBois and Booker T. Washington Jepson Alumni Center
• Others TBD, including:

Our Class Project!

RenewRichmond.org, a great local not for profit organization that has been working hard to improve the urban food landscape in Richmond. Duron Chavis and John Lewis, and their team, will become an important part of your semester, so I suggest getting to know Renew Richmond ASAP! You will be spending about 24 hours of your semester volunteering and working with
Duron and John.

https://www.facebook.com/pages/Renew-Richmond/194322143919656

https://twitter.com/RenewRichmond

https://www.youtube.com/watch?v=fuXosarlTF4

**Other Important UR Forms and Information:**

1. Police Ride-Along Application (for background check) – Dr. Soderlund will have you complete 9/3.
2. Police Ride-Along Appointment Request (on-line form) - DUE by the end of the second week of classes (September 5th)
3. Community Based Learning Contract – DUE by the third week of class (September 12th)
4. Community Based Site Evaluation – DUE by the last day of classes (December 5th)
5. Volunteer Service Log – DUE by the last day of class (December 5th)

**Semester Required Books (plus what I assign/post on Blackboard):**

The Stop

http://www.amazon.com/The-Stop-Transformed-Community-Inspired/dp/1612193498

A Different Mirror

http://www.amazon.com/Different-Mirror-Ronald-Takaki-ebook/dp/B0051X0W6/ref=sr_1_1?keywords=a+different+mirror

The New Jim Crow

http://www.amazon.com/New-Jim-Crow-Incarceration-Colorblindness/dp/1595586431/ref=sr_1_1?keywords=the+new+jim+crow

**Assignment Descriptions and Course Grading:**

Your grade in the course will be determined by your energy, enthusiasm, and performance!

1. **WRITTEN ASSIGNMENTS:**

   - One final “written” team project, a Leadership and Social Justice iBook, will be completed and presented as your final exam during regularly scheduled final exam time. 20% of your grade will be based on the quality of your iBook – how well does it depict what you and your team members learned about social justice and leadership, what areas of social justice and leadership did you find most compelling, what message do you want your iBook to leave with its...
readers (whether they are peers, supervisors, direct reports, interested leadership scholars, the world at large), and how well do you incorporate a variety of supportive resources (your writings and evaluations, supporting article and/or blog links, videos, etc.) to get all of your information across to your audiences? Another **10%** of your grade will be based on the quality of the presentation you and your TEAM make to present your iBook to the class. **30% total**

- One team formation project will be completed via a blog format and presented in class during Week 3. See form on Blackboard. **10%**

**2. EXAM (1):**

There will be an electronic essay exam in this course exam the last regular week of class. The exam will cover information from both in-class discussions and reading assignments and be completely electronically delivered via Blackboard. **10%**.

**3. Oh SNAP – Read Blackboard folder. 10%**

**4. CLASS Contribution:**

Your overall success in this course is predicated on the active participation and professional contribution of all members, in class, in your group, and as part of the final project initiative. Please attend all classes, arrive on time, and fully engage in discussions and activities. We are not interested in note taking on reading and video homework assignments, we are interested in thought formation, questions, synthesis of concepts from previous class discussions and readings, and critical thinking about the impact of these assignments and critiques on the world at large, while also thinking globally and acting locally. **20%**

**5. Peer Evaluations:**

You will be providing and receiving feedback about your team contributions and performance at the midpoint and end of the semester. Your grade on both of these will be based on the quality of your team membership, as assessed by your team members, and the quality of the CONSTRUCTIVE feedback you provide to your team members. These evaluations are similar to the evaluations you will receive THE REST OF YOUR PROFESSIONAL CAREER, and learning how to give and receive constructive feedback is a critical skill that will set you apart from many of your colleagues in your organization. These evaluations will also allow your team to improve your effectiveness and relationships throughout the semester. **20%** (10% midterm, 10% final)

Final grades in the course will be based on the percentage of total points (1000) that you earn, straight scale.

**Important University of Richmond Things to Know:**

**HONOR CODE:** Every piece of written work presented by individual students must have the honor pledge with the student’s signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.” Additionally, all internet and research work MUST BE PROPERLY CITED VIA APA REQUIREMENTS.

**STUDENTS WITH DISABILITIES:** If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange
reasonable and appropriate accommodations.

**OTHER CAMPUS RESOURCES:** Academic Skills Center ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**CAREER SERVICES:** ([http://careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their 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 peer writing consultants who offer friendly critiques of written work.

**BOATWRIGHT 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 at the library’s main service desk, email, text or IM. We will also spend a class session with a Boatwright research professional to provide you with the tools you need to be a better researcher.

**Doctor Gower’s Ironclad Rules of Engagement:**

I am a firm believer in running a classroom just like an organization, where I am the CEO and you are the managers. As such, all the rules below are similar (and often exactly) like what you will experience in your chosen organizations.

1. **Turn off your cell phone.** Laptops and/or mobile devices are allowed for note taking and reading, but if I call on you or notice you are not fully engaged in the class topic, you will lose the privilege of bringing any electronic note taking devices. Life and class are about paying attention, listening and contributing. If your cell phone rings or vibrates in class, or you are text messaging or reading texts, there will be a 50-point class contribution grade reduction, each time. Notify me PRIOR to class of an emergency situation.

2. **If you miss class, you are responsible for getting the information from a class member.** Please
do not e-mail or call me or ask “Did I miss anything important the other day?” The answer is “Yes.” Most notes come from class discussion, not me, so I am your worst source of information.

3. **Makeup Exams and Paper Extension Policy:** Unless there is prior notification and approval by the instructor, there will be no late exams or late homework accepted.

4. **Be ON TIME and PRESENT** for ALL group presentations, whether you are presenting or not. Late or absent = 50 point class participation grade reduction.

5. **You are responsible for** any and all ELECTRONIC POSTINGS, EMAILS, VERBAL, and SYLLABUS information and changes, including assignment and test due dates.

6. **All assignments are due at the beginning of class** on the required day. Late assignments or make up exams are only accepted with prior instructor approval or by instructor approval within 24 hours in case of a documented emergency. Come prepared!

7. If you have a question about class, please ASK it in class to benefit all the students.

**Tentative Class Schedule (To be updated…regularly!::))**. Please note lots of blank spaces, reserved for guest speakers and project days!

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Discussion Topics</th>
<th>Homework for next time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Class Intro, Project, Assignments</td>
<td>Research Renew Richmond, Blackboard Week 1, Read The Stop</td>
</tr>
<tr>
<td>8/27</td>
<td>Discuss Blackboard Week 1 and Renew Richmond</td>
<td>Blackboard Food Justice Folder Read The Stop</td>
</tr>
<tr>
<td>9/1</td>
<td>Discuss Food Justice Folder and How it Relates to your semester project</td>
<td>Finish Renew Richmond research, prepare questions for Duron Chavis visit on Wednesday The Stop</td>
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<tr>
<td>9/3</td>
<td>Duron Chavis, Renew Richmond, and Dr. Soderlund</td>
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<tr>
<td>9/8</td>
<td>Meet as a class, form teams, discuss strategy for moving ahead with the project, Group formation blog day</td>
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<tr>
<td>9/10</td>
<td>Discuss The Stop and World Food Bank Article</td>
<td>Complete group formation blog project</td>
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<tr>
<td>9/15</td>
<td>Present group formation blogs. Length = #groups/65 minutes.</td>
<td>Read Blackboard folder Oh Snap, Begin reading A Different Mirror</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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</tbody>
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| 9/17   | Finish The Stop and World Food Bank Discussion  
               Discuss SNAP Challenge                                                                                                                                 |
| 9/22   | A Different Mirror  
               Begin SNAP challenge!!                                                                                                                                 |
| 9/24   | A Different Mirror  
               A Different Mirror                                                                                                                                 |
| 9/29   | Group Day!!!!! Groups meet off site to discuss topics so far in class: SNAP challenge results and reflection, class project, A Different Mirror, The Stop, and how they will work for final group iBook |
| 9/30-TUESDAY EVENING EVENT! | 7 PM – Conflict Between and Within: A Buddhist Perspective, Jepson Alumni Center  
               EVENING EVENT!                                                                                                                                 |
| 10/1   | Discuss SNAP Challenge Results as class, Tuesday Presentation, Finish A Different Mirror Discussion  
               Project Day- Begin Outlining iBook  
               Outline iBook, Begin  
               Review Sub Group folder on Blackboard  
               First ½ wrap up – discussion, questions about class project and group projects. Peer Evals? |
| 10/6   | Project Day- Begin Outlining iBook  
               Discuss SNAP Challenge Results as class, Tuesday Presentation, Finish A Different Mirror Discussion  
               Outline iBook, Begin  
               Review Sub Group folder on Blackboard  
               First ½ wrap up – discussion, questions about class project and group projects. Peer Evals? |
| 10/8   | Project Day- Begin Outlining iBook  
               Outline iBook, Begin  
               Review Sub Group folder on Blackboard  
               First ½ wrap up – discussion, questions about class project and group projects. Peer Evals? |
| 10/13-NO CLASS | FALL BREAK  
               Sub Groups  
               Sub Groups  
               Sub Groups  
               Sub Groups |
| 10/15  | FALL BREAK  
               Sub Groups  
               Sub Groups  
               Sub Groups  
               Sub Groups |
| 10/20  | FALL BREAK  
               Sub Groups  
               Sub Groups  
               Sub Groups  
               Sub Groups |
| 10/21-EVENING!! | 7 PM – Guantanamo: When Command and the Constitution Collide, Jepson Alumni Center |
| 10/22  | 7 PM – Guantanamo: When Command and the Constitution Collide, Jepson Alumni Center  
               6-8 PM – Poverty Simulation, |
<p>| 10/27  | 6-8 PM – Poverty Simulation, |
| 10/29-WED. EVENING!! | 6-8 PM – Poverty Simulation, |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>11/3</td>
<td>Discuss Sub Groups in depth</td>
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<tr>
<td>11/5</td>
<td>The New Jim Crow</td>
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<tr>
<td>11/10</td>
<td>The New Jim Crow</td>
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<td>11/13</td>
<td>Jepson Alumni Center</td>
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<td>11/17</td>
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<td>11/19</td>
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<tr>
<td>11/24</td>
<td>Finish your iBooks!</td>
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<tr>
<td>11/26</td>
<td>– NO CLASS</td>
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<tr>
<td>12/1</td>
<td>Class Debrief</td>
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<tr>
<td>12/3</td>
<td>– Final Exam</td>
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<tr>
<td>12/5</td>
<td>Dr. Soderlund’s Site Eval and Volunteer Log DUE</td>
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<tr>
<td>12/8- 9-NOON</td>
<td>Exam</td>
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<td></td>
<td>Presentations of iBooks</td>
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Gower, LDST 102, Spring, 2013
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