Course ID: LDST 205 (Section 3)  
Instructor: Dr. Julian Maxwell Hayter  
Office Hours: Tues. and Thur. 12:00pm to 1:15pm and by appointment  
Office Location: Jepson Hall 237

Course Name: Justice and Civil Society  
E-mail: jhayter@richmond.edu  
Phone: 804-287-6097

Course Meetings:  
Tuesday and Thursday (10:30 to 11:45)—Room 101

Course Purpose

This course interrogates both theories of justice and justice in practice (especially the practice of justice in the modern United States). 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 used contemporary theories of justice to establish/maintain 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 our 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. I have not designed this course to change your mind but I will challenge you to defend your beliefs.

**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

To access service sites and all forms for Justice and Civil Society, go to: [http://jepson.richmond.edu/academics/practice/justice-students.html](http://jepson.richmond.edu/academics/practice/justice-students.html)  
If you have further questions or concerns, please contact:
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

Adjustments may be made to the course schedule as I see fit.

Required readings are also on Blackboard. Required Blackboard reading is delineated in **BOLD PRINT**.


J. Douglas Smith, *Managing White Supremacy: Race, Politics, and Citizenship in*
*Jim Crow Virginia* (Chapel Hill, The University of North Carolina Press, 2002)


**General Expectations**

Success in this course hinges upon your ability to read course material effectively, write about the readings and other course material intelligently. Be prepared to participate thoroughly in class discussion/lectures. Failure to adequately complete service learning requirements can wreak havoc on not only your grade, but also your learning experience in this course.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. I have designed papers to test not merely how well you have engaged the reading material, but also class discussions. You *may not* use laptops to take notes during class. Please keep your iPhones and iPads off of the desks! You *may not* record lectures.

2. **Reading Material:** THIS COURSE IS READING INTENSIVE! I strongly urge that you complete readings prior to class. I also require that you bring reading material to class. Please be mindful of the reading load and try to stay abreast current readings.

3. **Class Participation:** 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. **Writing:** Papers are downgraded ½ of a letter grade for each day late. I will not accept late papers that are more than 5 days late.

5. **Cheating:** Do your own work. Instances of cheating on coursework will be referred to the honor council. Our honor system prohibits *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. As such, you must pledge and sign all written material for this course—"I pledge that I have neither given nor received unauthorized assistance during the completion of this work". I will not grade assignments that students fail to pledge. You may not upload course materials from blackboard, class notes, etc. to any course-specific webpage (e.g., coursehero.com)
6. **Communication:** Please check your email regularly—email is our primary mode of out-of-class communication. I will respond to emails in a timely manner. However, I will not respond to messages sent after 8 pm until the next morning. Although email is a viable means to ask questions about the course, course material, or writing assignments, these questions may also be answered during office hours or by appointment.

7. **Service-based Learning:** **GET ON IT ASAP.** You must complete 24 hours of service learning at an approved site. Dr. Soderlund (ksoderlu@richmond.edu) will brief all of you thoroughly on the component of the course.

8. **Police Ride-Along:** You must also complete 4 hours of riding along with Richmond Police Department. Dr. Soderlund will also brief you all on this component of the course.

9. **Remaining Hours:** You must fill the remaining hours of your service learning by attending the following on/off campus events:
   a. **City Council Excursions:** (you need only attend one)
      i. Monday, September 8
      ii. Monday, November 10
   b. **Poverty Simulation**
      i. Wednesday, October 29
   c. **ENRICHmond Community Engagement Fair** – Wednesday, September 3rd from 3-5 p.m., the University Forum (rain location: Alice Haynes Room, THC)

**Assessment**

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:**

<p>| A+ 4.0 | B+ 3.3 | C+ 2.3 | D+ 1.3 |</p>
<table>
<thead>
<tr>
<th>A 4.0</th>
<th>B 3.0</th>
<th>C 2.0</th>
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**Major Assignments**

**Papers:** 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. Reading **Response Paper One:** Monday, October 6, 11:59pm. **Response Paper Two:** Monday, November 17, 11:59pm

1. **Basic Guidelines**
   a. Page Length—roughly 700 to 900 words
   b. 12-point font
   c. 1” margins
   d. Times New Roman or Cambria ONLY
   e. Double-spaced
   f. Page number in header
   g. Chicago Style citations in footnote form
   h. Stapled
   i. Pledged
   j. All papers are to be submitted via email on the due-date, no later than 11:59pm. Any paper submitted after 11:59pm of the due-date will begin to incur the late penalties delineated above.

**Weekly Reports:** You are to write weekly reports that encapsulate your experiences “in the field”. You will hand in a compilation of reports at the mid-term and at just before the final exam. 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.

1. **Guidelines**
   a. 75-100 words
   b. 12-point font
   c. 1” margins
d. Times New Roman or Cambria ONLY  
e. Single-spaced  
f. Name and Pledge  
g. Due in class on midterm and final—**must be hard copy**

**Midterm and Final:** Midterm—October 16, Final—TBD

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**University Resources**

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.

**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)

**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,
Course Schedule

Adjustments may be made to the course schedule as I see fit.

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 January 16 will appear beneath the heading January 14 (i.e., the readings under 1-16-14 pertain to the next lecture).

Week One: Interrogating Notions of Leadership

August 26: Course Introduction
Readings (for 8-28-2014):
  Sandel, Justice, Chapters 1 through 3
  Wren, The Leader’s Companion, Part I, 25-38 (blackboard)
August 28: 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 2: Leadership and Morality
Readings
  Sandel, Justice, Chapters 8 through 10
September 4: 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 9: Sub-cultures and the 19th Century Justice
Readings
  Chauncey, Gay New York, Chapter 9
  Bogdan, Freak Show, Chapters 2 and 3 (both blackboard)
September 11: Reclaiming and Robbing Humanity
Readings
  Bogdan, Freak Show, Chapters 5 through 7
  Daniels, Guarding the Golden Door, Intro

Week Four: Survival of the Fittest—Leadership, Science, and Social Control
  September 16: Creating Otherness
Readings
Daniels, *Guarding the Golden Door*, Chapter 1, and Chapter 2
September 18: The Perils of Southern Leadership
Readings
Smith, *Managing White Supremacy*, Chapters 1 and 2 *(blackboard)*

Week Five: *Southern Leadership and the Problem of Race*
September 23: The Problem of Race
Readings
Smith, *Managing White Supremacy*, Chapters 3 and 6 *(blackboard)*
September 25: *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 October 6**

Week Six: *The Politics of Inclusion: A New Deal*
September 30: Watch Ken Burns *The Dust Bowl*
Readings
Steinbeck, *The Grapes of Wrath*, Second Third
Lichtenstein, *Who Built America*, 368-401 *(blackboard)*
October 2: The Federal Government and the American Paradox
Readings
Steinbeck, *The Grapes of Wrath*, Finish

Week Seven: *The Politics of Inclusion Continued*
October 7: The American Paradox Continued
No Reading
October 9: NO CLASS
No Reading—Study for Exam

Week Eight: *Exam Week!*
October 14: Study Session for Exam *(optional)*
Readings
No Reading—Study for Exam!
October 16: *Mid-Term Exam!*
Readings
King, *My Pilgrimage to Non-Violence*, *(blackboard)*
Week Nine: **Reclamation of Humanity**  
October 21: The Alternative  
Readings  
  Jackson, *From Civil Rights to Human Rights*, 25-51  
  (blackboard)  
October 23: Interrogating Black Poverty  
Readings  
  Allyn, *Make Love, Not War*, Chapters 1, 3, and 5  
  (blackboard)

Week Ten: **Feminine Mystique: Women, Leadership, and the Politics of Gender Equality**  
October 28: Justice in the Bedroom?  
Readings:  
  Allyn, *Make Love, Not War*, Chapters 7 and 8  
  (blackboard)  
October 30: Justice in the Bedroom Continued  
Readings:  
  Torrey, *The Insanity Offense*, Chapters 1-7  
  (blackboard)

Week Eleven: **An Insane Injustice**  
November 4: American Justice and the Severely Mentally Ill  
Readings:  
  Torrey, *The Insanity Offense*, Chapters 8-12  
  (blackboard)  
November 6: The New Normal  
Readings:  
  Alexander, *The New Jim Crow*, Chapters Introduction and  
  Chapter 1  
  (blackboard)

Week Twelve: **The New Jim Crow**  
November 11: Watch Lecture by Michelle Alexander  
Readings:  
  (blackboard)  
November 13: The House We Live In  
Readings:  
  Shipler, *The Working Poor*, Introduction and Chapter 1  
  Daniels, *Guarding the Golden Door*, Chapter 7 and 8
Second Reading Response Paper due in my email inbox by 11:59 on Monday, November 17

Week Thirteen: **Upward Mobility and the Politics of Work**

November 18: Finish Documentary
Readings:
   Daniels, *Guarding the Golden Door*, Chapter 11 and Chapter 12

November 20: **Documentary**
Readings
   Shipler, *The Working Poor*, Chapters 6-9

Week Fourteen: **Thanksgiving Break—NO CLASS**

Week Fifteen: **Upward Mobility and the Politics of Work Continued**

December 2: Working and Poor
Readings
   Finish Shipler, *The Working Poor*

December 5: Study Session
   No Reading

Week Sixteen: **Final Exam Week**
Final Exam: TBA
Jepson School of Leadership Studies

Common Syllabus Insert

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