Course ID: LDST 205 (Sections 1 & 2)  
Instructor: Dr. Julian Maxwell Hayter  
Office Hours: Tues. and Thur. 11:45am 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:

Section 1: Tuesday and Thursday (9:00 to 10:30)—Room 101  
Section 2: 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 recent American life, I strongly encourage students to read the Richmond Times-Dispatch, New York Times, Washington Post, The Atlantic or any other major print-media outlet. You’d be surprised how many contemporary issues pertain to course material and discussion. 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.


Matthew Desmond, Evicted: Poverty and Profit in the American City (New York: Penguin, 2016)

Nancy Isenberg, White Trash: The 400-Year Untold History of Class in America (New York: Penguin, 2016)

Michael Sandel, Justice: What’s the Right Thing to Do? (New York: Farrar, Straus, and
Giroux, 2010)


**General Expectations**

Success in this course hinges upon your ability to read course material effectively (you will not do well in this course if you do not read), 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 8pm 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 22 hours of service learning at an approved site (I’m firm on this). Dr. Soderlund (ksoderlu@richmond.edu) will brief all of you thoroughly on this 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. Jepson Forum Lectures (you must attend at least one of these lectures)
      i. Annette Gordon-Reed, September 15, 7pm—Camp Concert Hall, Booker Hall of Music
      ii. Ira Berlin, October 19, 7pm—Location TBA
      iii. Eric Foner, November 15, 7pm—Location TBA
   b. Poverty Simulation
      i. Wednesday, October 5, 5pm-7pm, Alice Haynes Room
      a. Students who wish to participate must register at the SpiderConnect link immediately above
   c. ENRICHmond (Community-Engagement Fair)
      i. Wednesday, August 31, 3-5 pm, on the Forum
   d. Firearm Simulation w/Chief McCoy
      i. Time and Date TBA (strongly suggested)

**Assessment**

Principally, the Jepson School abides by the provisions articulated in 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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Major Assignments

**Papers:** Each student will write **two** 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: October 3, 11:59pm**  
**Reading Response Paper Two: November 14, 11:59pm**

1. Basic Guidelines  
   a. Page Length—roughly 800 to 1000 words (FIRM- no more no less)  
   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. **Pledged**
i. 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 roughly 75-100 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 (in this case, you may exceed the word limit)
   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:

Mid-Term Exam—October 13, in class
Final Section 1—TBA
Final Section 2—TBA
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): Assists students in assessing their academics 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): 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://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include 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/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

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**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.

[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.
disability.richmond.edu/

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.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html

Course Schedule

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

There may be slight variations in page numbers, as some of the books editions have been updated. Use your best judgment.

**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 pertaining to August 25 will appear beneath the heading on August 23.

Week One: Interrogating Notions of Leadership

August 23: Course Introduction
Readings (for 8-25-2014):
Sandel, *Justice*, Chapters 1 through 3

August 25: 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)**  
August 30: Leadership and Morality  
Readings  
Sandel, *Justice*, Chapters 8 through 10  
September 1: 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 6: Sub-cultures and the 19th Century Justice  
Readings  
Chauncey, *Gay New York*, Chapter 9  
Bogdan, *Freak Show*, Chapters 2 and 3 (both blackboard)  
September 8: Reclaiming and Robbing Humanity  
Readings  
Bogdan, *Freak Show*, Chapters 5 through 7  
Daniels, *Guarding the Golden Door*, Intro  
Isenberg, *White Trash*, Preface and Introduction

Week Four: **Survival of the Fittest—Leadership, Science, and Social Control**  
September 13: Creating Otherness  
Readings  
Daniels, *Guarding the Golden Door*, Chapters 1 and 2  
Isenberg, *White Trash*, Chapter 8  
September 15: In the Name of Eugenics  
Readings  
Smith, *Managing White Supremacy*, Chapters 1 and 2 (blackboard)

Week Five: **Southern Leadership and the Problem of Race**  
September 20: The Problem of Race  
Readings  
Smith, *Managing White Supremacy*, Chapters 3 and 6 (blackboard)  
September 22: Leadership and the Southern Racial Precedent  
Readings  
Steinbeck, *Grapes of Wrath*, First Third  
Isenberg, *White Trash*, Chapter 9  

**First Reading Response Paper Due by 11:59 pm in my email inbox on Monday October 3**
Week Six: **The Politics of Inclusion: A New Deal**
September 27: Watch Ken Burns *The Dust Bowl*
Readings
Steinbeck, *The Grapes of Wrath*, Second Third
Lichtenstein, *Who Built America*, 368-401 (blackboard)
September 29: The Federal Government and the American Paradox
Readings
Steinbeck, *The Grapes of Wrath*, Finish

Week Seven: **The Politics of Inclusion Continued**
October 4: The American Paradox Continued
No Reading
October 6: **No Class**
No Reading—Study for Exam

Week Eight: **NO CLASS**
October 11: **Study Session**
Readings
No Reading—Study for Exam!
October 13: **Midterm**
Readings
King, *My Pilgrimage to Non-Violence*, (blackboard—material will be on exam)
Jackson, *From Civil Rights to Human Rights*, 25-51

Week Nine: **Reclamation of Humanity**
October 18: King and the CRM
Readings
October 20: 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 25: The Politics of Sexual Equality
Readings:
Allyn, *Make Love, Not War*, Chapters 7 and 8 *(blackboard)*

October 27: The Politics of Sexual Equality Continued
Readings:
Torrey, *The Insanity Offense*, Chapters 1-7 *(blackboard)*

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**Week Eleven: An Insane Injustice**

November 1: American Justice and the Severely Mentally Ill
Readings
Torrey, *The Insanity Offense*, Chapters 8-12 *(blackboard)*

November 3: The New Normal
Readings
Alexander, *The New Jim Crow*, Chapters Introduction and Chapter 1 *(blackboard)*
Desmond, *Evicted*, Part One

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**Week Twelve: The New Jim Crow**

November 8: Contemplating *Evicted*
Readings
Alexander, *The New Jim Crow*, Chapter 5 *(blackboard)*
Desmond, *Evicted*, Part Two

November 10: *The House We Live In*
Readings
Desmond, *Evicted*, Part Three
Daniels, *Guarding the Golden Door*, Chapter 7 and 8

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**Second Reading Response Paper due in my email inbox by 11:59 on Monday, November 14**

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

November 15: Finish Documentary
Readings:
Desmond, *Evicted*, Part Four
Daniels, *Guarding the Golden Door*, Chapter 11 and Chapter 12

November 17: Discussion on *Evicted* (come with two questions)
Readings
Week Fourteen: Thanksgiving Break—NO CLASS

Week Fifteen: Upward Mobility and the Politics of Work Continued

November 29: Discussion on Thompson Article (come with two questions)
Readings

December 1: Study Session
No Reading

Week Sixteen: Final Exam Week
Final Exam: TBA