**Course ID:** LDST 205 (Section 2)  
**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: Fall 2017**

Section 2: Tuesday and Thursday (10:30 to 11:45) —**Room 120**

**Course Purpose**

This course interrogates both theories of justice and justice in practice (especially the implications 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. We will interrogate how these historical actors brought their biases to bear on vulnerability. 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 various forms of social 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, national, and global citizens. I’m not interested in changing your mind about anything—but I will force you to question and defend what it is you believe in. To that end, this course does not lend itself to disengagement. In fact, 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). We will touch on just about every controversial topic in the contemporary American culture wars. 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, how has the relationship between our federal government and the American people changed the nature of representative democracy, in what ways did the Sexual Revolution reorganize the gender spectrum, have we abandoned the severely mentally ill for economic expediency, and how might poverty undermine what we think about the American freedom?

**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

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

**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**.


**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 INTENSTIVE!** 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 **20-22 hours** of service learning at **an approved site** *(I’m firm on this)*. Dr. Soderlund ([ksoderlu@richmond.edu](mailto: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: TBD
   a. Monuments Tour—September 19th, 4:30
   b. Poverty Simulation: October 23, 5:00-7:00pm, Alice Haynes Room
   c. ENRICHmond (Community-Engagement Fair): September 6th, 3:00 to 5:00pm, University Forum
   d. Firearm Simulation w/Chief McCoy & Harvey Powell
      i. November: Time and Date TBA *(strongly suggested)*
   e. Jepson Leadership Forum:
      i. Roland G. Fryer, Jr., “Using Economics to Solve Racial Inequality”
   f. Bioethics, Race, and Healthcare Forum
      i. Thursday, September 14th, 6pm-7:30

10. Service Learning Contracts—Due by September 20th

11. Joint Sessions with VCU—this course is cross-referenced with VCU’s LDLS 491, Social Justice and Leadership. We will not only Skype several lectures in Room 102 (see below), but also meet with 491 students at UR Downtown.
   a. These sessions are not only part of your participation grade, they will run like seminars (i.e., a small course that focuses on a particular subject where those present participate and drive the discussion).
      i. You are to come to these sessions armed with **two** discussion questions.
1. These questions should be typed (NOT WRITTEN) and contain roughly 100-150 words. Firstly, your question must demonstrate command of the reading material. These questions should not only be open-ended, but you should also interrogate/analyze the material in question. This portion, preferably, should precede the question—it’d be wise to either boil down the readings/course material or think broadly about how the readings relate to something relevant to American society, culture, economics, or politics. That is to say, preface your question with an observation, a quote from the readings, a remark by an expert on the topic in play (e.g., according to ‘such and such’), or something by a speaker of particular merit—demonstrate the significance of your question by contextualizing the problem.

**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 2, 11:59pm
Reading Response Paper Two: November 20, 11:59pm

1. Basic Guidelines
   a. Microsoft Word or Pages (NO PDFs)
   b. Page Length—roughly 800 to 1000 words (FIRM- no more no less)
   c. 12-point font
   d. 1” margins
   e. Times New Roman or Cambria ONLY
   f. Double-spaced
   g. Page number in header
   h. Chicago Style citations in footnote form
   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 roughly than 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 19, in class
Final—TBA

University Resource

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.

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 31 will appear beneath the heading on August 29.

Week One: Interrogating Notions of Leadership

August 29: Course Introduction
Readings (for 8-25-2014):
- Sandel, *Justice*, Chapters 1 through 3

August 31: Interrogating The Meaning of Leadership (Skype Collaboration with VCU course, Social Justice and Leadership)
Readings
- Sandel, *Justice*, Chapters 4 and 6
Week Two: **Interrogating Notions of Leadership (Continued)**

September 5: Leadership and Morality
- Readings
  - Sandel, *Justice*, Chapters 8 through 10

September 6—Joint Session w/ VCU—UR Downtown, Time TBD, “Interrogating Justice”

September 7: 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 12: Sub-cultures and the 19th Century Justice
- Readings
  - Chauncey, *Gay New York*, Chapter 9
  - Bogdan, *Freak Show*, Chapters 2 and 3 (both blackboard)

September 14: 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 19: Creating Otherness
- Readings
  - Daniels, *Guarding the Golden Door*, Chapters 1 and 2
  - Isenberg, *White Trash*, Chapter 8

September 21: 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 26: The Problem of Race
- Readings
  - Smith, *Managing White Supremacy*, Chapters 3 and 6 (blackboard)

September 28: **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 2

Week Six: The Politics of Inclusion: A New Deal
October 3: Watch Ken Burns The Dust Bowl
Readings
   Steinbeck, The Grapes of Wrath, Second Third
   Lichtenstein, Who Built America, 368-401 (blackboard)
October 5: The Federal Government and the American Paradox (Skype Collaboration with VCU course, Social Justice and Leadership)
Readings
   Steinbeck, The Grapes of Wrath, Finish

Week Seven: The Politics of Inclusion Continued
October 9: Joint Session w/VCU—UR Downtown, Time TBD “The Politics of Inclusion”
October 10: The American Paradox Continued
   No Reading
October 12: Study Session Midterm
   No Reading—Study for Exam

Week Eight:
   October 17: Study Session (Fall Break)
      Readings
         No Reading—Study for Exam!
   October 19: 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 24: King and the CRM
      Readings
         Baldwin, The Fire Next Time, Second Essay (blackboard)
October 26: 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 31: The Politics of Sexual Equality
Readings:
   Allyn, Make Love, Not War, Chapters 7 and 8 (blackboard)
November 2: The Politics of Sexual Equality Continued
Readings:
   Torrey, The Insanity Offense, Chapters 1-7 (blackboard)

Week Eleven: An Insane Injustice
November 7: American Justice and the Severely Mentally Ill (Skype Collaboration with VCU course, Social Justice and Leadership)
Readings
   Torrey, The Insanity Offense, Chapters 8-12 (blackboard)
November 8: Joint Session w/VCU—UR Downtown, Time TBD, “America’s Mental Illness Crisis”
November 9: The New Normal
Readings
   Alexander, The New Jim Crow, Chapters Introduction and Chapter 1 (blackboard)
   Desmond, Evicted, Part One

Week Twelve: The New Jim Crow
November 14: Contemplating Evicted
Readings
   Alexander, The New Jim Crow, Chapter 5 (blackboard)
   Desmond, Evicted, Part Two

November 16: The House We Live In
Readings
   Desmond, Evicted, Part Three
   Daniels, Guarding the Golden Door, Chapter 7 and 8

Second Reading Response Paper due in my email inbox by 11:59 on Monday, November 20

Week Thirteen: Thanksgiving Break—NO CLASS
Week Fourteen: **Upward Mobility and the Politics of Work**
November 28: Finish Documentary (Skype Collaboration with VCU course, Social Justice and Leadership)
   Readings:
   - Desmond, *Evicted*, Part Four
   - Daniels, *Guarding the Golden Door*, Chapter 11 and Chapter 12
   - Joint Session w/VCU—UR Downtown, Time TBD, Re-interrogating American Vulnerability

November 30: Discussion on *Evicted* (come with two questions)
   Readings

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

   December 5: Discussion on Thompson Article (come with two questions)
   Readings

   December 7: **Study Session**
   - No Reading

Week Sixteen: **Final Exam Week**

   **Final Exam: TBA**