LDST 205: Justice and Civil Society  
Spring 2011

Instructor: Kerstin Soderlund  
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Phone: 804-287-6082  
Office Hours: Wednesdays 10-11:30 a.m. and by appointment

Purpose

This course will enable students to think about contemporary social problems in systemic terms. We will consider "What is justice? Should we regard justice as a personal virtue, an attribute of an entire society, or both? What specific qualities characterize a just society? What do we mean in terms of ‘fairness,’ ‘equal opportunity’ and ‘liberty?’ We will consider instances of social dysfunction, poverty and suffering and whether these are the products of individual choice and behavior or products or larger social forces. We will consider the impact of ‘difference’ and how it affects the way in which one experiences ‘justice.’

This course includes a community-based component in which students engage with the lives of those served by approved community partners in the greater Richmond area. This community component is designed to help students integrate what they are learning in the class with practical, hands-on experience of working with agencies and organizations that serve to remedy social inequity. The community component of the course will give students the opportunity to develop relationships with people of difference outside of the University and ‘test’ the theories and concepts related to justice that are discussed in the classroom.

Learning Objectives As a result of this course, students will:

✓ analyze social issues and problems in light of theories of justice;
✓ understand the needs of others in the context of social systems and problems;
✓ provide a service to persons in need through specific and tangible tasks;
✓ develop strategies to create relationships across lines of difference;
✓ explore and develop personal values and goals; and
✓ reflect on career and personal opportunities to serve society and work for justice.

Required Texts


Additional readings will be provided throughout the course via Blackboard.

**Class Requirements**

**Class Participation (10% or course grade)**
Class participation includes attendance at each class session and active participation. Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important in the reading we haven’t talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving reasons) why you think you disagree with another student or the instructor. *Students are allowed one unexcused absence; any unexcused absences after that will impact your final participation grade and multiple unexcused absences will have a negative impact at an exponentially increasing rate.* The week before Spring Break I will post to Blackboard midterm participation grades so you have some feedback.

**Class Facilitation (10% of course grade)**
Working with a small group, you will be assigned a class (in late March/early April) for which you are responsible. Your group will select a reading about a contemporary issue of justice that the class will be assigned to read prior to your session. Your group will then facilitate class on your assigned day, leading discussion and/or activities related to the reading you selected and the way in which it relates to the themes/concepts discussed in the course. Further details will be provided in regards to this assignment during the second week of class.

**Community Based Component (20% of course grade)**
The community based component of this course includes 26 hours of active service at designated partner agency in the greater Richmond area and 4 hours of observation (police ride-along or court observation). The active service should all be completed at the same site unless you get special permission (and have a good reason for doing your hours at more than one site). All service hours must be completed by December 3. Information about approved sites, all required forms, and a “To Do” list are available at: [http://jepson.richmond.edu/academics/practice/justice.html](http://jepson.richmond.edu/academics/practice/justice.html)

Community-Based Learning Assignments:

- “Community Based Learning Contract” – Due by Friday, January 21\(^{st}\)
  (If you plan to serve at a Build-It or Richmond Families Initiative site learning contract is due on Friday, January 28, 2011.)

- Journal Entry 1 – Due Tuesday, February 8\(^{th}\)
  Write a journal entry that describes the agency in which you work through the eyes of one of those whom it serves. Write this entry in the first person in the voice of someone that the agency service. It may reflect the thoughts and feelings of someone you observe/interact with or someone you invent based on various persons you have met. Does this person consider himself or herself to be a full member of the community?
Does the person believe he or she experiences injustice? Reflection should be 2-3 pages.

Journal Entry 2 – Due Class Following Observational Experience
Following your police ride-along or court observation you should submit a 2-3 page reflection describing your experience and how it informed (or did not inform) your understanding of justice. This reflection should combine some element of the experience; some element of reading and class discussion from this course; and some element of personal introspection.

Journal Entry 3 – Due Tuesday, April 12th
Write a journal entry that assesses what you have learned from the community-based component of the course. Have you changed from this experience, and if so, in what ways? What have you learned about society? Finally, in what ways do you believe that the person(s) you have served has (have) been affected by the service? Reflection should be 2-3 pages and combine some element of the experience at the service setting; some element of reading and class discussion; and some element of personal introspection.

Student Evaluation of Community-Based Learning Site – Due Friday, April 22nd
Volunteer Service Log – Due Friday, April 22nd

Response Papers for Justice Related Events (15% of course grade)
Over the course of the semester you need to attend four out-of-class events that relate to the themes of the course. Two events are REQUIRED for the whole class; you will choose the other two events from a list of specified programs (see below). To provide evidence that you attended the events, you will complete a 1-2 page response paper for each event that briefly describes the event you attended and discusses how you think the event relates to the course and/or to your service work. Response papers are due on designated dates (see below).

Justice Related Events (additional information about each event is on the Blackboard calendar)

- REQUIRED FOR WHOLE CLASS (Response due Thursday, February 3rd)
  Monday, January 31, 2011 ~ An Evening with Daryl Davis
  8:00 p.m., Jepson Alumni Center

- REQUIRED FOR WHOLE CLASS (Response due Thursday, February 24th)
  Monday, February 21, 2011 ~ Next Generation: A Legacy & A Responsibility
  7:00 p.m., Cannon Memorial Chapel

- Select two other programs from the following

  Monday, January 17, 2011 ~ Many Paths to Social Justice: MLK Celebration
  2:00 p.m., Camp Concert Hall
  (Response due Thursday, January 20th)

  Tuesday, January 18, 2011 ~ Social Change Roundtable: Civil Rights Legacy
  12:00-1:15 p.m., Weinstein Hall, Brown Alley Room
  (Response due Tuesday, January 21st)

  Friday, January 21, 2011 ~ Preacher King: The Faith of A Movement
  12:00-1:15 p.m., THC, room 331
  (Response due Tuesday, January 21st)
Wednesday, February 9, 2011 ~ How Do We Remember the Past? with Dean Landphair
12:00-1:15 p.m., Westhampton Living Room
(Response due Tuesday, February 15th)

Tuesday, February 22, 2011 ~ The Challenge of the Century: Leading Change and Diverse Societies with F. W. de Klerk
7:00 p.m., Jepson Alumni Center
(Response due Tuesday, March 1st)

Monday, February 28, 2011 ~ How Do We Remember the Past? with President Ayers
12:00-1:15 p.m., THC, room 305
(Response due Thursday, March 3rd)

Tuesday, March 15, 2011 ~ An Evening with Jackson Katz
8:00 p.m., Jepson Alumni Center
(Response due Tuesday, March 22nd)

Two Analytical Papers (20% of course grade)
You will be asked to complete two short analytical papers, each totaling 4 pages in length. These papers will be in response to specific questions I will assign, and will require careful thinking and analysis of the assigned readings (no further research expected). Topics for the analytical papers will be provided one week prior to the deadline. Due dates for these papers are Tuesday, March 1st (midterm) and Thursday, April 7th.

Final Paper (25% of course grade)
You will be asked to develop a systemic analysis of the specific social problem your service work has been addressing. This paper should be 9-11 pages in length. For sources, you should draw on your own experience (including journal entries); an interview (when possible) with your site supervisor; the assigned course reading; and at least five additional published sources (either books or periodicals) of direct relevance to your specific topic. See the full outline for this assignment in the “Assignments” section of Blackboard. If you wish to submit an outline of this final paper by April 7th, I will schedule appointments during the final weeks of class to go over your paper plans. You are of course welcome (indeed, encouraged) to submit an outline and meet with me earlier. This paper is due on Tuesday, April 26th by 5:00 p.m. – the scheduled day for a final exam for this course.

Paper Submission and Late Paper Policy:
Hardcopies of all papers should be submitted in class on the designated dates. The final paper should be submitted by 5 p.m. on Tuesday, April 26, 2011. The final paper should be turned in to Dr. Soderlund’s office (Jepson 122). Requests for extensions will be granted only in dire circumstances. Computer crashes and other technological problems are frustrating, but they are not a legitimate excuse for exceptions to deadlines. Assignments will be penalized one full letter grade (e.g. from B to C) for each day they are late unless an extension has been granted.
Grading

Your grade in this course depends on your successful completion of assigned tasks and overall engagement. Grades are based on the following percents:

A+  97-100%  C  73-76%
A   93-96%   C-  70-72%
A-  90-92%   D+  67-69%
B+  87-89%   D   63-66%
B   83-86%   D-  60-62%
B-  80-82%   F   50-59%
C+  77-79%

Honor Code:  Every piece or written work presented by individual students must be pledged and include the student’s signature. Please sign the word “Pledged” to signify the following: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.” IN the context of this course, the pledge also signifies that you are accurately reporting your experiences and hours worked at your community site.

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.
# Course Schedule *(subject to change with advance notice from instructor)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Introduction</td>
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| January 13 | Setting the Stage: Inequality  
  *Rigging the Game*, Chapters 1-3, pp. 25-97 |
| January 18 | Setting the Stage: Inequality  
  *Rigging the Game*, Chapters 4-6, pp. 99-199 |
| January 20 | Concepts of Justice: Introduction  
  *Justice: What’s the Right Thing?*, Chapter 1, pp. 3-30  
  *Justice: A Reader*, Chapter 1, pp. 3-7 |
| January 21 | Community Based Learning Contract Due  
  *If serving at Build It or Richmond Families Initiative site, contract due January 28*th |
| January 25 | Concepts of Justice: Utilitarianism  
  *Justice: A Reader*, Chapter 2, pp. 14-47 (Mill)  
  *Justice: What’s the Right Thing?*, Chapter 2, pp. 31-57 |
| January 27 | Concepts of Justice: Libertarianism  
  *Justice: A Reader*, Chapter 3, pp. 49-73 (Friedman and Nozick)  
  *Justice: What’s the Right Thing?*, Chapter 3, pp. 58-74 |
| January 31 | REQUIRED EVENT  
  *An Evening with Daryl Davis*  
  8:00 p.m. in Jepson Alumni Center |
| February 1 | Concepts of Justice: Justice as Fairness  
  *Justice: A Reader*, Chapter 7, pp. 203-221 (Rawls)  
  *Justice: What’s the Right Thing?*, Chapter 6, pp. 140-166 |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tr>
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<td><em>Justice: What’s the Right Thing?</em>, Chapter 8, pp. 184-207</td>
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<td>Assignment: Daryl Davis Response Paper Due</td>
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<td>February 8</td>
<td>Difference and Oppression</td>
<td><em>The Cycle of Socialization</em> (on Blackboard)</td>
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<td><em>Conceptual Foundations</em> (on Blackboard)</td>
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<td><em>Five Faces of Oppression</em> (on Blackboard)</td>
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<td>Assignment: Journal Entry 1 Due</td>
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<td>February 10</td>
<td>Justice and Race</td>
<td><em>Blood Done Sign My Name</em>, Chapters 1-4, pp. 1-81</td>
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<td>February 15</td>
<td>Justice and Race</td>
<td><em>Blood Done Sign My Name</em>, Chapters 5-8, pp. 82-196</td>
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<td>February 17</td>
<td>Justice and Race</td>
<td><em>Blood Done Sign My Name</em>, Chapter 9 – Author’s Note, pp. 197-325</td>
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<td>February 21</td>
<td>REQUIRED EVENT</td>
<td><em>Next Generation: A Legacy &amp; A Responsibility</em> featuring Dr. Timothy Tyson</td>
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<td>7:00 p.m. in Cannon Memorial Chapel</td>
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<td>February 22</td>
<td>Justice and Race</td>
<td>Excerpt, <em>The Color of Their Skin: Education and Race in Richmond</em> (on Blackboard)</td>
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<td><em>Justice: A Reader</em>, Chapter 9, pp. 237-255</td>
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<td>February 24</td>
<td>Justice and Class</td>
<td><em>The Missing Class</em>, Foreward-Chapter 3, pp. ix-81</td>
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<td>Assignment: <em>Next Generation: A Legacy &amp; A Responsibility</em> Response Paper Due</td>
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<td>March 1</td>
<td>Justice and Class</td>
<td><em>The Missing Class</em>, Chapters 4-6, pp. 82-176&lt;br&gt;Assignment: First Analytical Paper Due</td>
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<td>March 3</td>
<td>Justice and Class</td>
<td><em>The Missing Class</em>, Chapters 7-8, pp. 177-225</td>
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<td>March 8</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>March 10</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>March 15</td>
<td>Justice and Gender</td>
<td><em>Night to His Day: The Social Construction of Gender</em> (on Blackboard)&lt;br&gt;<em>Patriarchy, the System</em> (on Blackboard)&lt;br&gt;<em>Violence Against Women is a Men’s Issue</em> (on Blackboard)</td>
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<td>March 17</td>
<td>Justice and Gender</td>
<td>Readings to be posted on Blackboard</td>
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<td>March 22</td>
<td>Justice and Sexual Orientation</td>
<td><em>How Homophobia Hurts Everyone</em> (on Blackboard)&lt;br&gt;<em>Privilege</em> (on Blackboard)&lt;br&gt;<em>Justice: A Reader</em>, Chapter 14, pp. 379-382, 383-384 (Kinsley) and 403-410 (West)</td>
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<td>March 24</td>
<td>Contemporary Issues of Justice – Group 1</td>
<td>Reading(s) to be posted on Blackboard</td>
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<td>March 29</td>
<td>Contemporary Issues of Justice – Group 2</td>
<td>Reading(s) to be posted on Blackboard</td>
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<td>March 31</td>
<td>Contemporary Issues of Justice – Group 3</td>
<td>Reading(s) to be posted on Blackboard</td>
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<td>April 5</td>
<td>Contemporary Issues of Justice – Group 4</td>
<td>Reading(s) to be posted on Blackboard</td>
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<td>April 7</td>
<td>Strategies for Change</td>
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<td><em>Rigging the Game</em>, Chapters 7-8, pp. 200-275</td>
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<td>Assignment: Second Analytical Paper Due</td>
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<td>April 12</td>
<td>Strategies for Change</td>
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<td><em>Justice: What’s the Right Thing?</em>, Chapter 10, pp. 244-269</td>
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<td>Excerpt, <em>Trustbuilding</em> (on Blackboard)</td>
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<td>Assignment: Journal Entry 3 Due</td>
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<td>April 14</td>
<td>Strategies for Change</td>
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<td><em>Solving Tough Problems</em>, Introduction-Part II, pp. 1-70</td>
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<td>April 19</td>
<td>Strategies for Change</td>
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<td></td>
<td><em>Solving Tough Problems</em>, Parts III-IV, pp. 71-132</td>
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<td>April 21</td>
<td>So What?</td>
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<td>April 22</td>
<td>Evaluation of Community-Based Learning Site &amp; Volunteer Service Log Due</td>
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<tr>
<td>April 26</td>
<td>Final Paper Due by 5:00 p.m. (<em>scheduled date/time for final</em>)</td>
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ACADEMIC AND PERSONAL SUPPORT SERVICES

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) or 289-8626) 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 Development Center ([http://cdc.richmond.edu](http://cdc.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 (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention 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 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: [http://writing.richmond.edu](http://writing.richmond.edu)