INTRODUCTION
This course explores justice and civility as they relate to contemporary public education and its impact on a democratic society. Students will tackle readings on the nature of civil society, theories of justice, and analyses of poverty as they relate to our system of public education. Combining an intellectual focus on social needs and justice in education with a community-based learning component, the course encourages students to develop their understanding of “leadership as service to society.” The course reflects the goals for the Jepson School: to educate students for and about leadership and to “motivate students to seek positions of leadership as a vehicle for service.” For more information please go to http://jepson.richmond.edu/students/current/forms/justice-student-courseguidelines-F10.pdf .

SERVICE
This course aims to foster reflective practice—by which persons do something and reflect upon it to learn from it, in turn transforming themselves and their actions. This requires that students apply critical thinking skills while at the service site and in class and that they consider their efforts in light of careful social and moral analysis.

This three-credit course is divided between 45 hours of class time and 30 hours of community-based learning. This service should:

• immerse students in a significant area of education in a manner that permits them to learn from those in need and those doing something about it;
• involve students in direct, face-to-face contact with the person, people, or group being served;
• take students off campus and, preferably, among people new and unfamiliar;
• and, take place under the auspices of an organization with a supervisor committed and able to provide the student with professional orientation, guidance, counsel, support, and evaluation.

I recommend the following education service sites for this course:
Bensley Elementary School
Build It Service Sites:
• Henderson Middle School
• Overby-Sheppard Elementary School
• Youth Life Foundation of Richmond Highland Park Learning Center
CHAT (Church Hill Activities and Tutoring)
Communities In Schools
Crestview Elementary School
Friends Association for Children:
Richmond Families Initiative Service Sites
• Peter Paul Development Center
• William Byrd Community House
Summer Hill Elementary School
Virginia Juvenile Correctional Center

The following is a link to the explanation of the service sites with contact information
http://jepson.richmond.edu/academics/practice/suggestions.html

For your information, here is a link for a checklist for the service site component:
http://jepson.richmond.edu/students/current/forms/justice-student-todolist-S11.pdf

COURSE LEARNING PLAN
Course Learning Objectives - The essential, overarching learning objectives of this course are the following:
1. The student will learn about educational as service and be able to analyze questions of social justice.
2. The student should have an enhanced understanding of the concepts and practices involved in leadership in a pluralistic society.
3. The student should be familiar with the kinds of questions asked by educational and leadership scholars.
4. The student should have enhanced powers of critical analysis and increased capabilities of oral and written communication.

COURSE IN ACTION
This course seeks to actively engage you in the class, to challenge you to challenge yourself, your peers...and your instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers.

Employing a variety of teaching techniques, the course requires a high level of student participation in classroom activities and group discussions. You will be challenged to think critically and imaginatively about the course material. It is important to note that this course will be a shared intellectual enterprise engaging instructor and students equally. We will employ a number of different instructional strategies and classroom experiences, many of which are designed to promote active, hands-on learning. Thus, the course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts.

COURSE REQUIRED READINGS
The classroom work in this course will center on the reading assignments. Since the course involves as much experiential activity and discussion as possible, and with minimum lecturing, it is IMPERATIVE that you complete the assigned readings prior to each class.

Texts:

**Articles:**
You can access other readings under the Course Document section on the Blackboard website. These will be labeled (Bb) on the syllabus.

**Newspapers:**
Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership. Several assignments in the course will require attention to contemporary problems as covered in the press. Each of the following: *The New York Times*, *The Washington Post*, or *The Richmond Times-Dispatch*, can be accessed online at www.nytimes.com, www.washingtonpost.com, or richmondtimesdispatch.com. *The New York Times* requires a log in, but the other three can be accessed immediately. These newspapers are also available to read in the Heilig Meyers Lounge of the Jepson School as well as in the reading area of Boatwright Library.

**COURSE POLICIES AND STANDARDS**
The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

**Class and Event Attendance and Participation**
Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance is required and will be recorded. Attendances at events outside the classroom are also required. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After two absences the student's grade will be affected. More than two unexcused absences will result in a half grade reduction for each session missed. For example, if you miss three classes and you were to receive a B, then your grade would be lowered to a B-. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

**Absence During In-Class Graded Assignments**
Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor’s attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.
Late Papers and Comments on Papers
Late papers or assignments receive a half grade deduction per day. For example, if a paper was due on a Tuesday and the student handed it in on Thursday morning, than the student’s grade on the paper would be dropped from a B to a B-. Papers will not be accepted via e-mail. The instructor will provide comments on papers, but if the student desires more feedback it would be wise to make an appointment.

Honor Code
The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of written work presented by individual students must have the honor pledge and 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." If the code is not on the assignment, there will be a half grade deduction.

COURSE ASSIGNMENTS
The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the American Psychological Association (APA) style in referencing material or other referencing sources such as the MLA or Chicago Style. Every quote and non-original thought that is written by a student should have a reference citation. If there is no reference page at the end of each assignment, there will be a half grade deduction. Please check the library's citing page for guidance http://library.richmond.edu/help/citing/index.htm.

The assignments for this class are:

Short Writing Assignments
Each student will write two short response essays of two to three pages. These will be reflection pieces on the readings, discussion from class and service sites.

The response essay should briefly state the main point, or main points, made by the author, describe the evidence to support the main point(s), and offer an insight, or a response. The response part of the paper requires analysis or creative thinking, and can take one or more of a variety of forms: (1) you may indicate how you personally responded to the readings; (2) you may consider whether the evidence to support the main point is convincing; (3) you might compare the reading with something else you have read or experienced; or, (4) you might raise a question about the reading. Most importantly, the summary of the reading should be a small part of the paper (I have read the material); most of the paper should be devoted to your response: what do you think about the reading, and why?

Community Based Learning Component
This includes the site approval form and site synopsis, two journal entries, and the field supervisor evaluation.

Examination
There will be a mid-term examination.
**Research Paper**
Students will write an 8 to 10 page research paper on an educational issue from their service site. There will also be a requirement to provide a presentation during the last week of class.

**Attendance, Class Participation and Tuesday Dialogue Questions**
Each student will be expected to attend and participate in class. The student will also be expected to post one question and brief summary on the readings prior to 9 am on a designated Tuesday.

**Groups**
Group A – Hadya Abdul Satar, Ryan Kaetzel, Sarah Roberts, Jessica Workman
Group B – Kirsten Bailey, Kendall Gaskins, Katherine O’Neill, Suraj Sato-Rajpopat
Group C – Kerry Boland, Joseph Greener, Jessica Racioppi, Madeleine Spagnola,
Group D – Danielle Camous, Kelly Kurz, Kyle Scott, Patricia Valentin
Group E – Liam Ray, Christian Terlecki, Laura Cannning, Tonisha White

**COURSE GRADING**
20% Response essays (2 at 10% each)
20% Midterm examination
25% Research Paper
10% Bb posts, questions, and research paper presentation
15% Community Based Learning Component (including two journals and site evaluation)
10% Attendance, quality class participation

**COURSE SCHEDULE**

**Introduction**

**Week 1**
**Tues., Jan. 11**  **Introduction - syllabus**
Reading: There are no readings for the first day. Please review the syllabus.

**Thurs., Jan. 13**  **Introduction - service**
Reading: Please review forms and information on service component on Jepson’s
*Dr. Kerstin Soderlund visits class to discuss service component*

### Why a Democratic Theory of Education

**Week 2**

**Tues., Jan. 18**

**Reading:** Gutman, “Back to Basics” and “One: States and Education” (Bb)

**Thurs., Jan. 20**

**Reading:** Gutman, “Two: The Purpose of Primary Education” and “Three: Dimensions of Democratic Participation” (Bb)

**DUE – Service Site Description and Agreement**

### Dialectic of Freedom

**Week 3**

**Tues., Jan. 25**

**Reading:** Greene, “Freedom, Education and Public Spaces” and “American Paradox, American Quest”

**Due:** Group A Bb post and questions from reading

**Thurs., Jan. 27**

**Reading:** Greene, “Multiplicities, Pluralities, and a Common World” and “Education, Art, and Mastery: Toward the Spheres of Freedom”

**Due:** Group A journal

### Education and Experience

**Week 4**

**Tues., Feb. 1**

**Reading:** Dewey, “Traditional vs. Progressive Education,” “The Need of a Theory of Experience,” and “Criteria of Experience”

**Due:** Group B Bb post and questions from reading

**Thurs., Feb. 3**

**Reading:** Dewey, “Social Control,” “The Nature of Freedom,” “The Meaning of
Due: Group B journal

Learning Praxis with the Oppressed

Week 5
Tues., Feb. 8
Reading: Freire, Intro, Chap. 1 & 2
Due: Group C Bb post and questions from reading

Thurs., Feb. 10
Reading: Freire, Chap. 3 & 4
Due: Group C journal
First Essay
Required: Viewing of documentary, Race to Nowhere, Jepson Hall, 7 pm

Rights to a Just and Moral Education

Week 6
Tues., Feb. 15
Reading: Worsfold, “Students’ Rights: Education in the Just Society” (Bb)
Wringe, “Pupils’ Rights” (Bb)
Due: Group D Bb post and questions from reading

Thurs., Feb. 17
Reading: Nord, “Moral Disagreement, Moral Education, Common Ground” (Bb)
Holmes, “Education and Citizenship in an Age of Pluralism” (Bb)
Due: Group D journal

Distributing Higher Education

Week 7
Tues., Feb. 22
Reading: Gutman, “Six: The Purposes of Higher Education” and “Seven: Distributing Higher Education” (Bb)
Due: Group E Bb post and questions from reading

Thurs., Feb. 24
Reading: Bernstein, “Racial Discrimination or Righting Past Wrongs?” (Bb)
Dworkin, “Bakke’s Case: Are Quotas Unfair” (Bb)
Morley, “Double Reverse Discrimination” (Bb)

Due: Group E journal

**Week 8**

Tues., Mar. 1 Catch up and review

Thurs., Mar. 3 Midterm examination

-----Spring Break-----

**Week 9**

Tues., Mar. 8 No class

Thurs., Mar. 10 No class

---The Injustice of Segregation in Richmond and in Virginia---

**Week 10**


Due: Group A Bb post and questions from reading


Due: Group A journal

Speaker: John Moeser

---Educational Opportunity in Modern America---

**Week 11**

Tues., Mar. 22 Reading: Ryan, “Desegregating Dollars” and “Like a Russian Novel: School Finance Litigation”

Due: Group B Bb post and questions from reading

Thurs., Mar. 24 NO CLASS

Due: Group B journal
Required: Speaker, Jim Ryan, 7 pm

Week 12
Tues., Mar. 29
Reading: Ryan, “Limited Choices,” and “The Impact of Choice and the Role of Courts”
Due: Group C Bb post and questions from reading

Thurs., Mar. 31
Reading: Ryan, “Lowering the Bar: The Standards and Testing Movement” and “In Search of Ties That Bind”
Due: Group C journal
Speaker: Robert Nomberg

The Perspective of a Teacher

Week 13
Tues., Apr. 5
Reading: Johnston, In the Deep Heart’s Core
Due: Group D B post and questions from reading
Second essay due

Thurs., Apr. 7
Reading: Johnston, In the Deep Heart’s Core
Due: Group D journal
Speaker: Bryan Figura

Global Justice and Civility – The Use of Education to Foster Understanding

Week 14
Tues., Apr. 12
Reading: Mortensen & Relin, Three Cups of Tea
Due: Group E Bb post and questions from reading

Thurs., Apr. 14
Reading: Mortensen & Relin, Three Cups of Tea
Due: Group E journal
## Leadership as an Application

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Tues., Apr. 19</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Apr. 21</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>Due:</td>
<td>Research paper</td>
<td></td>
</tr>
</tbody>
</table>