Purpose

This course is shaped by the following three foundational questions:

1) What is justice?
2) What is justice in society?
3) What does justice mean for me?

Together we will explore ancient and modern theories of justice as they relate to society. Readings will focus on the nature of civil society, theories of personal and communal expressions of justice, and social and moral analysis of significant challenges facing contemporary society.

This course includes a CBL (community-based-learning) component in which students engage with the lived experience of social deprivation within an approved site in the city of Richmond or the immediate surrounding area. The CBL component is designed to help students integrate what they are learning in class with the practical, hands-on experience of working in the midst of social inequality while seeking to advance the mission of a particular non-profit institution. The CBL component gives students an opportunity to develop relationships with people of difference beyond the University; integrate their classroom experience with life beyond; reflect on the intentions, risks, and possibilities of social engagement; develop practical skills; and further their own values, interests, and career aspirations.

Thus, the course offers a purposely broad and diverse set of learning experiences, putting students into conversation with the readings, one another, the instructor, and their CBL activity in seeking to discern the answers to the three foundational questions of the course.

The course is divided between 45 hours of class time, 26 hours of community-based learning, and 4 hours of social observation. The 26 hours of service component should:

- Immerse students in a significant area of social need in a manner that permits them to learn from those in need and those working to support them.
- 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.
• Take place under the auspices of an organization with a supervisor committed and able to provide the student with professional guidance, counsel, support, and evaluation.

The recommended activity for social observation is participation in the Richmond police department’s citizen ride-along program. To sign up, please notify Dr. Kerstin Soderlund (ksoderlu@richmond.edu). You will be required to sign a consent form prior to your ride-along.

Note: During the police ride-along there is a possibility you may be exposed to volatile and potentially dangerous situations. Students in pervious classes have described the ride-along as one of the most intense and interesting experiences of the time at UR. However, if you are uncomfortable with this, you can participate in an alternative social observation activity, attendance at a session of juvenile court. Dr. Soderlund can help make these arrangements.

Learning Objectives

In seeking to answer the three foundational questions, the course shall enable the students to meet these objectives:

• learn about the relationship between justice, contemporary society, and hands-on engagement;
• analyze social challenges in light of different theories of justice;
• understand the experience of others in the context of social structures;
• develop relationships across lines of difference within a community-based non-profit;
• explore and develop personal values and goals;
• reflect on career and personal opportunities to advance justice in society.

Course Requirements

1. Attendance and active participation in each class session.
2. Completion of 26 hours of service in an approved site within the city of Richmond or the immediate surroundings.
3. Four additional hours of social observation.
4. Attendance at the following out of class justice learning opportunity:

**Required Texts** (available for purchase in the UR book store)


**Graded work (200 points total)**

- Class participation and community based learning component: 30 points
- Two journal entries: 20 points (10 points each)
- One Book lecture response paper: 10 points
- Reading quizzes: 10 points (2 points each)
- Mid-term paper: 60 points
- Final paper: 70 points

**Graded work defined**

- **Class participation**: This means attending class prepared and alert. High marks will be given to students who engage thoughtfully and regularly with the readings, the content of the lectures, and the reflections of their peers. *Students are allowed one unexcused absence and then will be penalized by three percentage points from their final grade for each additional absence.*

- **Community-based learning component and journal**: The community-based learning experience is a significant component of the class. All 26 hours are required. Two journal entries are also required. The journal entries should integrate the lived experience of service, some element of the readings and lectures, and personal introspection. Each journal entry should be 2-3 pages. The specific topics and due dates are incorporated below.

- **One Book Lecture Response paper**: You will write a 3 page response paper to the One Book, One Campus lecture on March 20. A strong response paper will integrate material from the readings, class lectures, and the One Book lecture itself.
• **Reading quizzes:** The course readings are central to the learning goals of the class. There will be five pop quizzes throughout the semester to ensure students are reading and comprehending the material.

• **Mid-term paper:** A 7-8 page paper following the format below will be due on March 19.

• **Final paper:** A 9-10 page paper following the format below will be due on April 29.

The mid-term paper and final paper should be organized as follows. The organization also serves as a pattern for the response paper and journal entries, though word limitation for those assignments will necessitate significant focus from the author.

1. **Format.** Please type the paper double-spaced, in Times New Roman font size 12, on one side of the paper only, with one inch margins all the way around. Page numbers should be at the bottom center.

2. **Title.** Think carefully about how your title communicates the argument of the paper in an attractive way, and whether you want to use a subtitle. The title, name of course, and your name should be on a cover sheet.

3. **Introduction.** Write this after you have written your paper, so that it genuinely introduces:
   - the argument that follows
   - the specific ways in which you are narrowing your subject down to a manageable size
   - the specific terms you are using that need some definition
   - the introduction should not take up more than 5% of a paper of this kind. One or two paragraphs should do it. The introduction for the response papers and journal entries may be only a couple of sentences.

4. **Main body of the paper.** A sequence of subheadings that divide the paper into logical, roughly even-length sections reassures the professor that the argument has been planned and reasoned carefully before being written.

5. **Conclusion.** Should be very short and summarize main findings.

**Grading Standards:**

These standards have been articulated by Jepson faculty members and serve as a helpful guide for students preparing papers.

“A” work is well-written, well-argued, and thoroughly conversant with the source material, containing no major inaccuracies or contradictions, and illustrating subtlety and nuance of argument. “A” papers consist of interesting, substantial thoughts well-packaged in technically proficient writing.

“B” work attempts to forward an argument and shows good familiarity with and understanding of the source material, and is generally well-written. There are generally two genres of “B” work: papers that have some of the qualities of an “A” paper, but also contain serious flaws; and papers that contain no serious flaws, but also lack originality or depth of perceptiveness, or simply fail to be persuasive.
“C” work makes an attempt to complete an assignment but contains substantial flaws, either of writing quality, inadequate comprehension of the material, unsupported arguments, and/or logically contradictory or implausible arguments.

“D” and “F” work refers to papers that are seriously inadequate and fail to meet the basic requirements of the assignment.

**Late Paper Policy:** Hardcopies of all papers should be turned in at the beginning of the class period listed on the syllabus. Students will receive a one letter grade penalty for every day the paper is late.

**The Honor System:** The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. All work should be your own. A violation of the Honor System may result in a failing grade for the course.

**Religious Observance Policy:** Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University’s full religious observance policy may be found here: [http://registrar.richmond.edu/services/policies/religiousobsv.html](http://registrar.richmond.edu/services/policies/religiousobsv.html)

**Outline of Study**

January 15 Course Introduction

January 17 Texts and Traditions: How then shall we read about justice?  
Justice David Souter’s Harvard Commencement Speech  
Sandel, *Justice*, Chapter 1

January 22 Theories of Justice: Utilitarianism  
Sandel, *Justice*, Chapters 2

January 24 Theories of Justice: Libertarianism/Individual Rights  
Sandel, *Justice*, Chapters 3 and 4

January 29 Review of Service Requirements with Dr. Soderlund  
Theories of Justice: Justice as Duty and Social Contract  
Sandel, *Justice*, Chapters 5 and 6

January 31 Theories of Justice: Justice, Virtue, and the Good Life  
Sandel, *Justice*, Chapters 8 and 10

February 5 The Pain of Richmond’s Past  
Campbell, *Richmond’s Unhealed History*, pgs. 1-57  
**Guest Lecture: Dr. John Moeser, senior fellow, Center for Civic Engagement**
February 7 The Pain of Richmond’s Past continued
Campbell, Richmond’s Unhealed History, pgs. 58-150

February 12 Contemporary Richmond
Campbell, Richmond’s Unhealed History, the rest of the book
Guest Lecture: Dr. Thad Williamson, Jepson School of Leadership Studies

February 14
Farmer and Kidder, Mountains Beyond Mountains, pps. 1-121 (parts I and II)

February 19
Farmer and Kidder, Mountains Beyond Mountains, pps. 123-178 (part III)

February 21
Farmer and Kidder, Mountains Beyond Mountains, pps. 179-298 (parts IV and V)

February 26 Class reflections on service sites.
The class meets in the Wilton Center Multifaith room. A pizza lunch will be provided.

February 28 Justice and Ethical Dilemmas
Skloot, The Immortal Life of Henrietta Lacks, Part 1

March 5 Justice and Ethical Dilemmas
Skloot, The Immortal Life of Henrietta Lacks, Part II

March 12, No class (spring break)

March 14, No class (spring break)

March 19

Mid-Term Paper Due: See assignment on page 8 in the syllabus.

March 20

One Book, One Campus lecture with David “Sonny” Lacks. Jepson Alumni Center, 7:30-8:30pm. A reception will follow the lecture.

March 21, Justice and Ethical Dilemmas
Skloot, The Immortal Life of Henrietta Lacks, Part III

March 26 Justice and Dilemmas of Loyalty: Justice, Virtue, and the Common Good
Sandel, Justice, Chapters 9-12

One Book One Campus Response Papers Due
March 28 Class Reflections on Service Sites

The class will meet in the multifaith room of the Wilton Center. A pizza lunch will be provided.

**Journal Entry #1 Due:** 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. It may reflect the thoughts and feelings of someone you observe 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 this person believe he or she experiences injustice?

April 2, Justice and Religious Difference

**Guest presenter, Lucretia McCulley, Boatwright Library**


April 4 NO CLASS

April 9 Justice and Religious Difference


April 11 Justice and Global Society

Kristoff and WuDunn, *Half the Sky*, pgs. 1-69

April 16 Justice and Global Society

Kristoff and WuDunn, *Half the Sky*, pgs. 70-148

April 18 Justice and Global Society

Kristoff and WuDunn, *Half the Sky*, finish the book

April 23 Class Reflection on Service Sites. The class will meet in the multifaith room of the Wilton Center. A pizza lunch will be provided.

**Journal Entry #2 Due:** Describe how you changed as a result of your community-based learning experience. Draw on one of the characters from *Mountains Beyond Mountains* or *Half the Sky* to inform your own experience in service to others.

April 25 Course Conclusion

**Final Paper is due by 5pm on Monday, April 29.** A hardcopy of the paper should be turned in to my office in the Wilton Center located between the commons and the chapel. See assignment on page 8 in the syllabus.
Mid-Term Paper
Choose one of the following justice-related issues in contemporary American society:

1) Poverty
2) Education
3) Immigration

The paper should include the following:

1) A strong thesis statement
2) At least four reputable academic research sources.
3) A summary of the four approaches to justice we have looked at in the class:
   Utilitarianism
   Libertarian/Rights Based
   Justice as Social Contract
   Virtue and the Good Life
4) Use one of the theories, along with your research, to articulate a potential solution to the issue.

The paper should follow the format guidelines in the syllabus. It should be 7-8 pages in length.

The paper is due in class on March 19.

Final Paper

Develop a systematic analysis of the specific social problem your service work has been addressing. You should draw on your own experience, conversations with those you have been working alongside throughout the semester, the course readings, and at least five outside reputable published sources to support your analysis.

The paper should be 8-10 pages in length and follow the format outlined in the syllabus. The paper should have a clear thesis statement and a well-developed argument.

Turn in the paper by 5pm on Monday, April 29, to my office in the Wilton Center.