**Course ID:** LDST 205 (03)  
**Instructor:** Dr. Julian Maxwell Hayter  
**Office Hours:** Tue. and Th. 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

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**Course Meetings:**

Tuesday and Thursday (1:30pm to 2:45pm)—**Room 102**

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**Course Purpose**

This course interrogates both theories of justice and justice in practice. 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 deployed contemporary theories of justice to perpetuate 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.

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**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
the 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. Principally, we will use the past as a vehicle to interrogate ideas of leadership, civility, and justice.

**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

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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:*  
Dr. Kerstin Soderlund  
Associate Dean for Student and External Affairs  
Phone: (804) 287-6082  
Email: ksoderlu@richmond.edu

**General Course Requirements/Expectations**

Success in this course hinges upon your ability to read course material effectively, write about readings and lecture material intelligently, pertinently discuss various issues during lectures and participate thoroughly in community service components on/off campus. THESE COMPONENTS ARE ESSENTIAL TO YOUR OVERALL PERFORMANCE IN THIS COURSE. To that end, I have several expectations for students during this semester’s duration.

1. **Class attendance is absolutely necessary!**
   a. Although I do not take attendance, I have designed papers and tests around not merely readings, but the material we traverse during lectures
   b. You **may** use laptops to take notes during lectures. Please, however, refrain from using these devices for anything other than material relevant to lectures.
2. This course requires that you engage reading material.  
   a. **THIS COURSE IS READING INTENSIVE!**
b. I strongly urge that you not only complete readings prior to class, I require that you bring said readings to lecture (i.e., come to class prepared).
c. Please be mindful of the reading load and try to stay abreast current readings.

3. I expect all of you to participate relevantly to course discussion.
   a. 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. The Course is divided between class sessions and 30 hours of community-based learning that YOU MUST COMPLETE:
   a. You must complete 24 hours of community service at an approved site
   b. You must also complete 4 hours of riding along with Richmond Police Department
   c. You must also fulfill the remaining 2 hours by attending:
      i. Off-campus field trips:
         1. In the month of April we will visit the Richmond City Jail

Contemporary Implications

As we traverse Richmond’s relatively recent political history, I strongly encourage students to read the Richmond Times-Dispatch. Please come to class prepared to incorporate local/national news into lectures.

Required Reading

Throughout the semester’s duration I will also post required readings on Blackboard. Required Blackboard reading is delineated in BOLD PRINT.


**Assessment & Course Requirements**

Principally, the Jepson School abides by the provision of 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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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>4.0</td>
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<td>D+</td>
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1. Attendance is Required
   a. Please see section on attendance and religious observance, [http://studentdevelopment.richmond.edu/disability-services/faculty-guide/class-attendance.html](http://studentdevelopment.richmond.edu/disability-services/faculty-guide/class-attendance.html)

2. Papers are downgraded a full letter grade for each day late. I will not accept papers that are more than 3 days late.

3. I only offer make up exams in cases of extreme duress like documented medical/personal emergencies (judgment at my discretion) and/or religious observance.

### Major Assignments

1. Papers
   a. Each student will write two four to six page 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.
   b. Basic Guidelines
      i. Page Length—5 to 6 pages
      ii. 12-point font- Times New Roman or Cambria ONLY
      iii. Default Margins: Microsoft Word
      iv. Double-spaced
      v. Page numbers in header/footer
      vi. I will mark papers down for excessive typos
      vii. Chicago Style citations required
      viii. **ALL PAPERS ARE TO BE SUBMITTED VIA EMAIL NO LATER THAN 11:59. ANY PAPER SUBMITTED AFTER 11:59 WILL BE CONSIDERED A DAY LATE.**
         1. Papers are downgraded a letter grade for each day late.
   c. **Reading Response Paper Due Dates**
      i. Reading Response Paper One: Monday, February 17, 11:59pm
      ii. Reading Response Paper Two: Monday, April 21, 11:59pm

2. Weekly Reports
   a. You are to write weekly reports that encapsulate your experiences at your community service component. You will hand in a compilation of reports at the mid-term and at just before the final exam.
      i. First due date: **AT MIDTERM**
ii. Second due date: **AT FINAL**

b. Each report should be no less than 150-175 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.

3. **Functions:** I have outlined a list of functions/exhibits below. You must attend at least 2 functions as part of your class participation grade. The city jail visit is virtually mandatory—count that as one function. You will need to write a one-page synopsis of the event (single-spaced).

a. **City Jail Visit**
   i. TBD—

b. **"Free Indeed" Exhibit** *(Virginia Baptist Historical Society)* Through March 2014
   i. “Free indeed!” examines relationships between whites and blacks in the Baptist churches of Virginia prior to emancipation as well as the trials and triumphs of the enslaved. In period documents, manuscript books, artifacts and specially-commissioned artwork, the exhibit shares stories from “the peculiar institution” called slavery. The exhibit is open for visitors most weekdays from 9-12 and 1-4:30 p.m.

c. **Is Music Prophetic or Reflexive? Music, Activism, and Social Change** *(Modlin Center, Camp Concert Hall)* Monday, February 3, 2014 at 7:30 p.m.
   i. Professor Anthony Seeger, emeritus UCLA, will present this program, the 2013-2014 Neumann Lecture. Professor Seeger, a renowned ethnomusicologist widely known for his work among the Suya of Brazil and as director of Smithsonian Folkways, will discuss the links between music, social change, and activism both through his professional experience and as a member of one of America’s most important musical families, a lineage including Charles Seeger, Ruth Crawford Seeger, and Pete Seeger.

d. **UR Production of The Laramie Project** *(Modlin Center, Cousins Theater)* Wednesday, February 12-Sunday, February 16, 2014
   i. Presented by the Department of Theatre & Dance Production Studies III Showcase. Performances will be on Thursday, 2/13, Friday, 2/14 and Saturday, 2/15 at 7:30 p.m. and Sunday, 2/16 at 2:00 p.m. Performances will be held *This program is also part of the One Book, One Richmond program______________________________________________________________

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e. **Oliver Hill Scholars Black History Month Program featuring Dr. Julian Hayter** *(THC, room 305)* Sunday, February 16, 2014 from 2:30-4:30 p.m. Dr. Julian Hayter will be the featured speaker, presenting on the significance of black history. Poetry will also be presented during the program. Come over to learn more about black history.

f. **Jepson Leadership Forum:** Moisés Kaufman *(Modlin Center, Camp Concert Hall)* Monday, February 24, 2014 at 7:30 p.m.
   i. “**TOWARD A NEW THEATER: A conversation with The**
Laramie Project’s Moisés Kaufman” Tony- and Emmy-nominated director Moisés Kaufman discusses the power of theater to foster dialogue on current events and social and political issues that affect us all. Kaufman is well known for his work on The Laramie Project, a powerful play that paints a complex portrait of the town of Laramie, Wyoming, after the 1998 murder of Matthew Shepard, a young gay man who was savagely beaten and left to die in an act of hate that shocked the nation. This program is also part of the One Book, One Richmond program and the WILL/WGSS Speaker Series. Cosponsored by Common Ground and Theatre & Dance.

4. Midterm and Final
   a. Midterm—March 6 during normal class hours
   b. Final—TBA

Staff members from the resources below are available to students for consultations regarding the points delineated below

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.

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. 
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.
http://studentdevelopment.richmond.edu/disability-services/policies.html

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.”
http://studentdevelopment.richmond.edu/honor/

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

Writing Center: (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.html or 289-8669): Assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians in the first floor Research and Collaborative Study area, email, text or IM.
Course Schedule

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 designated for January 16 will appear beneath the heading January 14 (i.e., the readings under 1-16-14 pertain to the next lecture).

Week One: Interrogating Notions of Leadership

January 14: Course Introduction
Readings (for 8-30-2013):
Sandel, Justice, Chapters 1 through 3
Wren, The Leader’s Companion, Part I, 25-38 (blackboard)

January 16: 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)

January 21: Leadership and Morality
Readings
Sandel, Justice, Chapters 8 through 10

January 23: 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

January 28: Sub-cultures and the 19th Century Justice
Readings
Chauncey, Gay New York, Chapter 9
Bogdan, Freak Show, Chapters 2 and 3 (both blackboard)

January 30: Reclaiming and Robbing Humanity
Readings
Bogdan, Freak Show, Chapters 5 through 7
Skloot, The Immortal Life of Henrietta Lacks, 1-41

Week Four: Survival of the Fittest—Leadership, Science, and Bodily Control

February 4: Creating Otherness
Readings
Skloot, The Immortal Life of Henrietta Lacks, 41-178

February 6: Lacks and the Perils of Leadership
Readings
Smith, Managing White Supremacy, Chapters 1 and 2 (blackboard)
Week Five: **Southern Leadership and the Problem of Race**
February 11: The Problem of Race
Readings
Smith, *Managing White Supremacy*, Chapters 3 and 6 *(blackboard)*

February 13: **Leadership and the Southern Racial Precedent**
Readings
Steinbeck, *Grapes of Wrath*, First Third
*First Reading Response Paper Due by 11:59 pm in my email inbox on Monday February 17!*

Week Six: **The Politics of Inclusion: A New Deal**
February 18: Watch Ken Burns *The Dust Bowl*
Readings
Steinbeck, *The Grapes of Wrath*, Second Third
Lichtenstein, *Who Built America*, 368-401 *(blackboard)*

February 20: The Federal Government and the American Paradox
Readings
Steinbeck, *The Grapes of Wrath*, Finish

Week Seven: **The Politics of Inclusion Continued**
February 25: The American Paradox Continued
No Reading
February 27: **NO CLASS**
No Reading—Study for Exam

Week Eight: **Exam Week!**
March 4: Study Session for Exam
Readings
No Reading—Study for Exam!
March 6: **Mid-Term Exam!**
Readings
King, *My Pilgrimage to Non-Violence*, *(blackboard)*

**Spring Break (March 7 through 16)**

Week Ten: **Reclamation of Humanity**
March 18: The Alternative
Readings
Jackson, *From Civil Rights to Human Rights*, 25-51

(Blackboard)

March 20: Interrogating Black Poverty
Readings
Allyn, *Make Love, Not War*, Chapters 1, 3, and 5 (Blackboard)

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Week Eleven: **Feminine Mystique: Women, Leadership, and the Politics of Gender Equality**
March 25: Justice in the Bedroom?
Readings:
Allyn, *Make Love, Not War*, Chapters 7 and 8 (Blackboard)
March 27: Justice in the Bedroom Continued
Readings:
Torrey, *The Insanity Offense*, Chapters 1-7 (Blackboard)

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Week Twelve: **An Insane Injustice**
April 1: American Justice and the Severely Mentally Ill
Readings
Torrey, *The Insanity Offense*, Chapters 8-12 (Blackboard)
April 3: The New Normal
Readings
Alexander, *The New Jim Crow*, Chapters Introduction and
Chapter 1 (Blackboard)
Williams, *Blue Rage, Black Redemption*, 1-85 (blackboard)

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Week Thirteen: **The New Jim Crow**
April 8: Watch Lecture by Michelle Alexander
Readings
Alexander, *The New Jim Crow*, Chapter 5 (Blackboard)

April 10: The House We Live In
Readings
Shipler, *The Working Poor*, Introduction and Chapter 1

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Week Fourteen: **Upward Mobility and the Politics of Work**
April 15: Finish Documentary
Readings:
Shipler, *The Working Poor*, Chapters 2-5 (Blackboard)
April 17: Documentary
Readings
Shipler, *The Working Poor*, Chapters 6-9

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Second Reading Response Paper due in my email inbox by 11:59 on Monday, April 21
Week Fifteen:
  April 22: Finish Documentary Readings
  Finish Shipler, *The Working Poor*
  April 25: Study Session
    No Reading

Week Sixteen: Final Exam Week
  Final Exam: TBA