Justice and Civil Society-Spring 2015

Instructor: Javier Hidalgo
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Class Room: Jepson 102
Class Time: 12pm-1:15pm, Monday and Wednesday.
Office Hours: Friday 1:30-3:30pm or by appointment.

Course Description:
The Jepson School’s Justice and Civil Society course explores the meaning and practice of justice in contemporary society and gives students an opportunity to apply what they have learned. Students read about and debate theories of justice and study poverty and other socio-economic problems, and then serve populations in need by volunteering in nonprofit organizations throughout Greater Richmond. Some students complete social observations and do a police ride-along with officers in one of the four precincts in the Richmond Police Department, go on field trips, or attend a court session at the Richmond Juvenile and Domestic Relations Court. Organizations that students work with during the course include homeless shelters, health care organizations, local schools and community-development organizations.

This particular section of the course will focus on philosophical approaches to understanding social justice. Philosophy involves precisely formulating different positions and constructing and evaluating arguments for and against these positions. Your work in this class will focus almost entirely on making moral arguments about justice in society. If that sounds fun to you, then you’re in the right place. We will focus on evaluating and constructing moral arguments that bear on the following subjects: the distribution of educational resources, economic justice, gender, sexual violence, race and justice, the war on drugs, and immigration.

Learning Objectives
• You will learn about different social problems, such as inequality, poverty, or discrimination, and evaluate ways of responding to these problems.
• You will learn about and provide service to communities in Richmond.
• You will learn how to read difficult philosophical texts, clarify the arguments in these texts, and raise objections to these arguments.
• You will learn how to write in an analytical and argumentative style. In this context, this means that you will learn how to write papers that construct and analyze moral arguments and respond to objections to your arguments.

Policies
1. Please do not use your laptop, ipad, or phone during class.
2. I can only offer make up exams in cases of extreme duress like documented medical emergencies and/or religious observance.
3. If you have a documented disability and would like some form of academic accommodation, please contact me as soon as possible to discuss whether such accommodation can be provided.

**Course Requirements**

1. Class Attendance and Participation: 15%
   a. Class attendance and participation are mandatory. You must do the readings and come to class prepared to discuss these readings. Even if your absence is excused, I will not give you participation credit unless you email me 200-300 words that tell me your thoughts on the readings. Your participation grade will be assigned on the basis of attendance and the quality of your contributions to class discussion.
   b. Students will be penalized by two percentage points from their total final grade for each unexcused absence after one absence. I automatically excuse your first absence. After your first absence, I will lower your participation grade for any additional absences unless they are excused. Valid excuses are religious observance, medical/family emergencies, and attendance at a university-sponsored event with a dean’s note.
   c. In this class we will discuss several sensitive topics, and you may feel uncomfortable participating in those discussions. If you find that you did not participate in a particular discussion you can send me an email up to 24 hours after class. In the email, write 200-300 words about your thoughts on the readings and you can receive participation credit for that day. You do not need to explain to me why you did not participate in the discussion.
   d. Everyone is expected to be respectful and polite, bearing in mind that other students may have different backgrounds and experiences. Personal attacks on particular students will not be tolerated.

2. Response Papers: 5%
   a. You need to turn in three response papers for this class. The response papers should briefly summarize a central argument in one of the readings and offer some critical comments or an objection to this argument. Your response papers should be about 400-650 words long (about 2-3 pages double spaced).
   b. You get to decide when you want to write your response papers. You should email me your response papers before the class session in which we discuss the reading that you want to write about.
   c. When you email me your response papers, please put “response paper” in the subject of your email and the number of the response
paper that you’re turning in. So, for example, if you’re sending me your second response paper, you should put the following in the subject of your email: “response paper 2.” This will prevent me from misplacing your response papers.

d. If a reading is marked with an (*), then you should not write a response paper only about this reading. You should also include discussion of the other reading for that session in your response paper.

e. I grade the response papers on the following basis:
   i. Pass: 100 percent of total grade. If (a) you accurately describe one of the main arguments from the text and (b) provide a reasonable comment on this argument that demonstrates that you have thought carefully about the reading, you should receive full credit.
   ii. Half-Pass: 50 percent of total grade. If you turn in a response paper, but you fail to demonstrate that you have thought carefully about the reading, then you will probably get a half-pass. You will also get a Half-Pass if you turn your response paper in late.
   iii. No pass: 0 percent of total grade. The easiest way to get a No Pass is to turn nothing in. But you can also get a No Pass if you turn in sloppy or rushed work.

3. Short Paper: 15%
   a. There will be one short paper that is approximately 1500-2000 words long. I will give you suggested prompts for this paper several weeks before it is due. But you are free to develop your own prompt as long as you consult with me first.
   b. Please email me your essay at hidalgoj@gmail.com by 5pm on the day that the essay is due.
   c. If you turn in your paper late, I will immediately drop it by 1/3 of a grade. I will then continue to drop your grade by 1/3 for every two days that pass.
   d. I encourage you to turn in a rough draft so that you can get feedback on your work. If you want me to give you comments on your rough draft, you need to send me your draft at least 24 hours (and preferably earlier) before the deadline and you must meet with me to talk about your draft (a warning: if you send me your paper right before it is due, it might be hard to schedule a meeting). I won’t give you feedback on drafts over email.

4. Long Paper: 20%
   a. There is one long paper. This paper will be about 3000 words long.
   b. You need to come up with your own prompt for this paper. You will submit a prompt, thesis statement, an outline of your major argument, and two additional references that you will use, and I
will either approve your prompt or return it to you with a request for revision. If you don’t turn in a satisfactory paper prompt on time, I will deduct 2/3 of a grade from your paper.

c. Please email me your essay at hidalgoj@gmail.com by 5pm on the day that the essay is due. The same lateness and feedback policies regarding the short paper apply to the long paper as well.

5. Two Quizzes: 25% (12.5% each).
   a. There will be two quizzes on the readings. They will consist in several short answer questions about the readings.

6. Service Learning Component: 20%  
   a. Service-Learning Contract. Turn in the contract to Associate Dean Kerstin Soderlund (ksoderlu@richmond.edu).
   b. Field Supervisor Evaluation. I will use this evaluation to assess the quality of service hours, responsibility, and initiative shown at the site of service.
   c. Attendance. You will also be graded on whether you completed your service hours and attended all of the required events. You must complete **26 hours of community service** at an approved site.
   d. Three Journal Entries. You must complete three journals that reflect critically on your community service. Journal entries should be about 300-500 words and combine some element of the experience at the service setting and some element of personal introspection. You can find the deadlines for the journal entries in the main syllabus. These journal entries will be graded on a pass-fail basis.

7. For additional guidelines and rubrics, see the documents in folder “Grading and Guidelines” on blackboard.

**Required or Recommended Texts:**
- Michael Sandel, *Justice: What’s The Right Thing To Do?*

All other readings are available on the blackboard page for this class. I may make some modifications to the syllabus as the semester progresses. I’ll announce any changes to the syllabus in class and you can always find the updated syllabus on blackboard. It’s your responsibility to make sure that you have the updated version of the syllabus.

**Week 1: Introduction and Equality in Education**

Monday, January 12th:
• Moral Reasoning: An Introduction.

Wednesday, January 14th: Equality and Education
• Sean Reardon, “Education and Inequality.”*
• Rob Reich, “Equality, Adequacy, and K-12 Education.”
• Recommended: Debra Satz, “Equality, Adequacy, and Education for Citizenship.”

**Week 2: Education and Segregation**

Monday, January 19th:
• Martin Luther King Day—No Class

Wednesday, January 21st:
• Michael Martz, “Segregation by Income, Race Worsening.”*
• Elizabeth Anderson, “Fair Opportunity in Education.”

**Week 3: Poverty and Economic Justice**

Monday, January 26th:
• Timothy Smeeding, “Poorer By Comparison.”
• Sharon Hays, "Flat Broke With Children."*
• Elizabeth Anderson, “Welfare, Work Requirements, and Dependent Care.”

Wednesday, January 28th:
• Barbara Ehrenreich, Nickel and Dimed, selections.
• Philippe Van Parijs, “A Basic Income For All.”
• William Galston, “What About Reciprocity?”
• First response paper due by this session.

**Week 4: Justice and the Market**

Monday, February 2nd:

Wednesday, February 4th:
• Matt Zwolinski, “The Ethics of Price Gouging.”

**Week 5: Gender Inequality**
Monday, February 9th:
• Sheryl Sandberg, Lean In, introduction, chapters 1-3.
• Christina Sommers, “What ‘Lean In’ Misunderstands About Gender Differences.”

Wednesday, February 11th:
• Liza Mundy, “The Gay Guide to Wedding Bliss.”*
• Susan Okin, “Justice, Gender, and the Family.”
• Second response paper due by this session.

Week 6: Sexual Violence

Monday, February 16th:
• Vanessa Grigoriadis, “The Revolution Against Campus Sexual Assault.”
• Emily Yoffe, "The College Rape Overcorrection."
• Rebecca Whisnat, “Feminist Perspectives on Rape.”

Monday, February 18th:
• Quiz.

Week 7: Race and Justice

Monday, February 23rd:
• Alexander, The New Jim Crow, Introduction, chapter 1, 2.

Wednesday, February 25th:
• Alexander, The New Jim Crow, chapters 4 and 5.
• First journal entry is due by this session.

Week 8: Race and Justice

Monday, March 2nd:
• Luis Pojman, “The Case Against Affirmative Action.”

Wednesday, March 4th:
• Michael Luo, “In Job Hunt, College Degrees Can’t Close Racial Gap.”*

Friday, March 6th:
• Short Paper Due at 5pm. Email it to me at hidalgoj@gmail.com

Week 9: Spring Break
Monday, March 9th: Fall Break
  • No class.

Wednesday, March 11th:
  • No class.

**Week 10: Racial Profiling**

Monday, March 16th:
  • Jesse Alejandro Cottrell, “Stop and Frisk May Be Working—But Is It Racist?”

Wednesday, March 18th:
  • Deborah Hellman, “Racial Profiling and the Meaning of Racial Categories.”
  • **Third response paper due by this session.**

**Week 11: The Death Penalty**

Monday, March 23rd:
  • Louis P. Pojman, “A Defense of the Death Penalty.”

Wednesday, March 25th:
  • Stephen Nathanson, “Why We Should Put the Death Penalty to Rest.”
  • **Second journal entry is due by this session.**

**Week 12: The War on Drugs**

Monday, March 30th:
  • **Watch: The House I Live In**
  • James Q. Wilson, “Against the Legalization of Drugs”
  • Peter De Marneffe, “Decriminalize, Don’t Legalize.”

Wednesday, April 1st:
  • Class Cancelled.

Friday:
  • **Paper prompt is due at 5pm.** Email it to me at hidalgoj@gmail.com
Week 13: Drugs and Immigration

Monday, April 6th:
- Michael Huemer, “America’s Unjust Drug War”
- Daniel Shapiro, “Addiction and Drug Policy.”

Wednesday, April 8th:
- Mae Ngai, “Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s”

Week 14: Immigration

Monday, April 13th:

Wednesday, April 15th:
- Michael Huemer, “Is There A Right to Immigrate?”

Week 15: Immigration and Quiz

Monday, April 20th:
- Hidalgo, “Resistance to Unjust Immigration Restrictions.”
- Third journal entry is due by this session.

Wednesday, April 22nd:
- Quiz.

May 1st:
- Long Paper Due at 5pm. Email it to me at hidalgoj@gmail.com.
Jepson School of Leadership Studies

Common Syllabus Insert

**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](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](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/](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](http://registrar.richmond.edu/planning/religiousobs.html)