Welcome to the class that will change your life…or I am not doing my job 😊.

This is a community-based learning course: [http://engage.richmond.edu/cbl/](http://engage.richmond.edu/cbl/). What is service/experience/community-based learning? “Course-based, credit-bearing educational experience that allows students to (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995).

During the semester you will learn to study, analyze, engage, and act in ways to help alleviate global social injustices. My questions to you:

1. Why is justice critical to a civil society, and an integral part of your leadership education?
2. What are the most pressing global social injustice challenges and why?

Each class period you must bring two questions to ask the class about the day’s assignment. They should be thought provoking and help clarify the topic for you and your peers.

My Goal, by the end of the semester, is for you to understand:

**How you can change the world!**

MARK YOUR CALENDAR! Special Course Requirements that are MANADATORY for this class:

Please check the calendar AND last page of this document to plan your semester (calendar will change and you are responsible for these changes) and we will also discuss them in class. Some specific/ special/important and required dates (many require registration):

- **COMMUNITY BASED LEARNING REQUIREMENTS AND INTIATIVES:** Held by Dr. Soderlund, you must attend one of these sessions.
- **JANUARY 28: JEPSON LEADERSHIP FORUM (SEE SYLLABUS CALENDAR)**
- **FEBRUARY 24: JEPSON LEADERSHIP FORUM (SEE SYLLABUS CALENDAR)**
• February 29: Bryan Stevenson, author of our OneBook – Just Mercy 6 PM (Jepson Alumni Hall)

• March 1: David Gardner, Jepson Leader in Residence; 4 PM, Jepson Alumni Hall

• March 8 and 10: Spring Break, no class

• **March 22 - Black Lives Matter**
  Lecture by Alicia Garza
  Tues. March 22, 4:00 p.m.
  Tyler Haynes Commons, Alice Haynes Room

• April 7: JEPSON LEADERSHIP FORUM (SEE SYLLABUS CALENDAR)

• Others TBD, As Assigned!

**Important UR Forms and Information: Please complete and submit ON TIME to avoid my grouchiness and the wrath of Dr. Soderlund!**

http://jepson.richmond.edu/academics/practice/justice-forms.html

ALSO SEE THE LAST PAGE OF THE SYLLABUS FOR DATES AND REQUIREMENTS!

PLEASE NOTE: YOU WILL NOT BE ASSIGNED A GRADE IN THIS CLASS UNTIL ALL YOUR FORMS ARE TURNED IN TO DR. SODERLUND. LATE FORMS WILL RESULT IN A ½ GRADE REDUCTION TO YOUR FINAL GRADE! As professionals, especially aspiring leaders, it is critical that you meet deadlines, are dependable, and do not create more work for others.

**Semester Required Books (additional readings and videos are on Blackboard and will be assigned):**

**The Stop**

http://www.amazon.com/The-Stop-Transformed-Community-Inspired/dp/1612193498

UR Bookstore

**A Different Mirror**

http://www.amazon.com/Different-Mirror-Ronald-Takaki-ebook/dp/B0051X0W6/ref=sr_1_1?b=books&ie=UTF8&qid=1408647843&sr=1-1&keywords=a+different+mirror

**Just Mercy: UR Bookstore**

http://chaplaincy.richmond.edu/programs/one-book/

**Assignment Descriptions and Course Grading:**

Your grade in the course will be determined by your energy, enthusiasm, and performance!
1. Final Project

One final “written” team project, a Leadership and Social Justice iBook, will be completed and presented as your final exam during regularly scheduled final exam time. 30% of your grade will be based on the quality of your iBook – how well does it depict what you and your team members learned about social justice and leadership, what areas of social justice and leadership did you find most compelling, what message do you want your iBook to leave with its readers (whether they are peers, supervisors, direct reports, interested leadership scholars, the world at large), and how well do you incorporate a variety of supportive resources (your writings and evaluations, supporting article and/or blog links, videos, etc.) to get all of your information across to your audiences? Another 10% of your grade will be based on the quality of the presentation you and your TEAM make to present your iBook to the class. 40% total (400 points)

2. Team Formation Project

One team formation project will be completed via a blog format and presented in class during Week 3. See Blackboard. 10% (100 points)

3. SNAP Challenge

See Oh SNAP Blackboard folder, too. You will keep a daily log of your SNAP Challenge victories, epic fails, and reflections. Most students find it best to update the journal regularly throughout the day. The quality of your REFLECTIVE postings and your adherence to the challenge will create the final grade you earn. PLEASE NOTE: Many students find that their moods, behaviors, and performance are greatly altered as a result of this challenge. You must listen to your body! The grade is based on your experiences and reflections, so a quality blogging effort is the MOST critical part of your grade. 20% (200 points) for your individual journal.

After the challenge is over, you will meet as a class and write and direct a video that compiles all of your experiences. 10% (100 points) for the class video.

4. CLASS Contribution:

Your overall success in this course is predicated on your active participation and professional contribution to the class, your group, and as part of the community project initiative. Please attend all classes, arrive on time, and fully engage in discussions and activities. Showing up does not count – life is about contributing. Ask good questions, put forth an intelligent, fact-based counterpoint with your professor and classmates, keep your input at a professional level (quality is better than quantity), etc. In other words, be observant and contribute at a high quality level, a trait you most likely appreciate in your colleagues as well. Also consider your contribution grade to include presentations, keeping your ride-along and service requirement dates and times, and turning in all of your class required documentation to Dr. Soderlund ON TIME!

We are not interested in note taking on reading and video homework assignments, we are interested in thought formation, questions, synthesis of concepts from previous class discussions and readings, and critical thinking and reflection about the impact of these assignments and critiques on the world at large, while also thinking globally and acting locally. These are the same requirements you are being asked to provide in your final project iBook, as you reflect back on the semester and your experiences. 20% (200 points)
Peer Evaluations, if needed:

You may be asked to provide and receive feedback about your team contributions and performance throughout the semester. Your grade will contribute to your class and group contribution grade, and be based on the quality of your team membership, as assessed by your team members, and the quality of the CONSTRUCTIVE feedback you provide to your team members. These evaluations are similar to the evaluations you will receive THE REST OF YOUR PROFESSIONAL CAREER, and learning how to give and receive constructive feedback is a critical skill that will set you apart from many of your colleagues in your organization. These evaluations will also allow your team to improve your effectiveness and relationships throughout the semester.

Final grades in the course will be based on the percentage of total points (1000) that you earn, straight scale.

**Doctor Gower’s Happy Place:**

I am a firm believer in running a classroom just like an organization, where I am the CEO and you are the managers. As such, all the rules below are similar (and often exactly) like what you will experience in your chosen organizations.

1. **Turn off your cell phone.** Laptops and/or mobile devices are allowed for note taking and reading, but if I call on you or notice you are not fully engaged in the class topic, you will lose the privilege of bringing any electronic note taking devices. Life and class are about paying attention, listening and contributing. If your cell phone rings or vibrates in class, or you are text messaging or reading texts, there will be a 50-point grade reduction, each time. Notify me PRIOR to class of an emergency situation.

2. **If you miss class,** you are responsible for getting the information from a class member. Please do not e-mail or call me or ask “Did I miss anything important the other day?” The answer is “Yes.” Most notes come from class discussion, not me, so I am your worst source of information.

3. **All assignments are due at the beginning of class** on the required day. Late assignments or make up exams are only accepted with prior instructor approval or by instructor approval within 24 hours in case of a documented emergency. Unless there is prior notification and approval by the instructor, there will be no late exams or late homework accepted.

4. **Be ON TIME and PRESENT** for ALL group presentations, whether you are presenting or not. Late or absent = 50 point class participation grade reduction.

5. **You are responsible for** any and all ELECTRONIC POSTINGS, EMAILS, VERBAL CHANGES AND DIRECTIONS, and SYLLABUS information and changes, including assignment and test due dates, regardless of whether or not you are in class or check your email. As a leader, you want to stay on top of your professional life and deadlines.

6. **If you have a question about class,** ASK it in class to benefit all the students.

7. **Please do not email me regarding your final grade** before final grades are available on Blackboard. As I am sure you can imagine, a lot of thought and review go into assessing your final projects and class contribution. I will post a final letter grade on Blackboard for your review before officially posting grades to the UR system. Please also be honest with
yourself about your grades – emailing me after the semester to dispute a grade, like a
class contribution score, after you have missed class (excused or not excused) will not
change your grade. If you are the student who always attends class and contributes, do
you think you should receive the same grade as somebody who has missed class and did
not contributed?

Important Jepson Reminders:

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

Important University of Richmond Things to Know:

HONOR CODE: Every piece of written work presented by individual students must have the
honor pledge with 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.” Additionally, all internet
and research work MUST BE PROPERLY CITED VIA APA REQUIREMENTS.

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.

OTHER CAMPUS RESOURCES: Academic Skills Center (http://asc.richmond.edu, 289-8626 or
289-8956): Supports students in assessing their academic strengths and weaknesses; honing
their academic skills through teaching effective test preparation, critical reading and thinking,
information processing, concentration, and related techniques; working on specific subject areas
(e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.
CAREER SERVICES: (http://careerservices.richmond.edu/ or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.

COUNSELING AND PSYCHOLOGICAL SERVICES: (http://caps.richmond.edu or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

SPEECH CENTER: (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: (http://writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.

BOATWRIGHT 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 at the library’s main service desk, email, text or IM. We will also spend a class session with a Boatwright research professional to provide you with the tools you need to be a better researcher.

Tentative Class Schedule (To be updated…regularly)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Discussion Topics</th>
<th>Homework for next time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>Class Intro, Project, Assignments</td>
<td>• Blackboard: What is Justice; Your Approach; Empathy; Microaggressions; Implicit Theories</td>
</tr>
<tr>
<td>1/14</td>
<td>What is Justice; Your Approach; Empathy; Microaggressions; Implicit Theories</td>
<td>• Begin The Stop</td>
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<tr>
<td></td>
<td></td>
<td>• Attend Dr. Soderlund’s Justice Workshops</td>
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<tr>
<td></td>
<td></td>
<td>• Read BB Campus Life</td>
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<tr>
<td>1/19</td>
<td>Week 1 Readings continued/Campus Life</td>
<td>• Read Food Justice Folder</td>
</tr>
<tr>
<td>1/21</td>
<td>Campus Life</td>
<td>• Begin The Stop</td>
</tr>
<tr>
<td>1/26</td>
<td>Campus Life</td>
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Gower, LDST 102
### 1/28
**Group Formation Project Day**
Meet as a class, form teams, discuss strategy for moving ahead with the community project and your group formation project.

Complete group formation blog project for presentation 2/2

### 1/28
7 p.m. in the Jepson Alumni Center

**Scientific Storytelling: Deconstructing the Media's Critical Role in Public Health**

James Hamblin
Writer and senior editor at *The Atlantic* and host of the video series *If Our Bodies Could Talk*

### 2/2
Present group formation blogs. Length = #groups/65 minutes.

Read Blackboard folder Oh Snap; Finish The Stop

### 2/4
Food Justice Folder; Discuss SNAP Challenge

SNAP CHALLENGE STARTS FRIDAY 2/5 AT 12 AM; ENDS FRIDAY 2/12 AT 12 PM

### 2/09
The Stop; Reflection on SNAP so far, as it relates to what we have read and discussed

Begin Just Mercy

Read articles and video at this link: [http://chaplaincy.richmond.edu/programs/one-book/](http://chaplaincy.richmond.edu/programs/one-book/)

AND especially watch the video at this link: [https://www.youtube.com/watch?v=ezK0dtZSm04](https://www.youtube.com/watch?v=ezK0dtZSm04)

### 2/11
The Stop; SNAP Reflection

### 2/16
The Stop; Final SNAP Reflection; Ride Along Reflections

Finish Just Mercy

### 2/18
Just Mercy

Just Mercy

### 2/23
Just Mercy

Begin to outline iBook

Gower, LDST 102
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>2/24</td>
<td>7 p.m. in the Jepson Alumni Center&lt;br&gt;The Perils of Good Intentions&lt;br&gt;Nina Munk&lt;br&gt;Vanity Fair contributing editor and author of The Idealist: Jeffrey Sachs and the Quest to End Poverty</td>
<td>Begin A Different Mirror&lt;br&gt;Review Privilege Folder and read articles on BB</td>
</tr>
<tr>
<td>2/25</td>
<td>Privilege Folder/Just Mercy</td>
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<tr>
<td>2/29</td>
<td>Bryan Stevenson – MUST ATTEND!!!</td>
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<tr>
<td>3/1</td>
<td>6-8; Jepson Alumni Center.</td>
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<tr>
<td>3/1</td>
<td>Privilege</td>
<td>Read Gender and Race Folders in BB&lt;br&gt;Finish A Different Mirror</td>
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<tr>
<td>3/3</td>
<td>4 PM Jepson Alumni Center.</td>
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<tr>
<td>3/3</td>
<td>CLASS SNAP Video and iBook Draft Meeting; Each group submits iBook draft by March 4 at midnight.</td>
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<tr>
<td>3/17</td>
<td>Discuss Gender Folder, Discuss Alicia Garza</td>
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<td>Date</td>
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<td>3/22</td>
<td>Black Lives Matter Lecture by Alicia Garza</td>
<td>Tues. March 22, 4:00 p.m. Tyler Haynes Commons, Alice Haynes Room</td>
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<tr>
<td>3/22</td>
<td>A Different Mirror – Compare and Contrast Historical Treatment of SubGroups with where we are now. Think about ALL the subgroups we have discussed, and how a different mirror depicts those same groups historically.</td>
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<tr>
<td>3/29</td>
<td>A Different Mirror – Compare and Contrast Historical Treatment of SubGroups with where we are now. Think about ALL the subgroups we have discussed, and how a different mirror depicts those same groups historically.</td>
<td>Find Contemporary Related Articles on ANYTHING of relevance we have discussed in class that you find via Twitter or Vox for next week.</td>
</tr>
<tr>
<td>3/31</td>
<td>A Different Mirror – Compare and Contrast Historical Treatment of SubGroups with where we are now. Think about ALL the subgroups we have discussed, and how a different mirror depicts those same groups historically.</td>
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<tr>
<td>4/5</td>
<td>Why Do Black Lives Matter in 2016?</td>
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<td>4/7</td>
<td>Bring Contemporary Related Articles on ANYTHING of relevance we have discussed in class that you find via Twitter or Vox</td>
<td>Work on iBooks! Due 4/14!!</td>
</tr>
<tr>
<td>4/7</td>
<td>7 p.m. in the Jepson Alumni Center</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Is the Future of Medicine in our DNA?</td>
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<tr>
<td>4/7</td>
<td>Wendy Chung</td>
<td>Clinical and molecular geneticist at Columbia University who studies genetic forms of autism</td>
</tr>
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<td>4/12</td>
<td>Bring Contemporary Related Articles on ANYTHING of relevance we have discussed in class that you find via Twitter or Vox</td>
<td>iBooks are DUE 4/14 by midnight!</td>
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</tr>
<tr>
<td>4/14</td>
<td>Dr. Soderlund’s Site Eval and</td>
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Gower, LDST 102 9
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>4/19</td>
<td>Final Questions and Comments about Class/ Course Evaluations</td>
</tr>
<tr>
<td>4/21</td>
<td>Dr. Soderlund’s Site Eval and Volunteer Log DUE</td>
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<tr>
<td></td>
<td><strong>DO NOT MISS THIS DEADLINE!</strong></td>
</tr>
<tr>
<td><strong>FINAL EXAM WEEK</strong></td>
<td>Presentations of iBooks &amp; SNAP Video</td>
</tr>
</tbody>
</table>

**Final Note:** If you are excused (by me) in advance for school or work-related reasons for a required event, you are responsible for watching and reading any related materials to the speaker as well as their presentation, if available on video. Then interview AN your team members who attended and writing up a paragraph from each person’s perspective and how their reflection ties into what you have read and watched. This needs to be turned into me within a week of the event!!
LDST 205: Justice & Civil Society
Community-Based Learning TO DO Checklist for Spring 2016

In order to make certain that you have submitted the appropriate paperwork for your service, please follow the dates below and check off each item as you complete it:

☐ Attend a mandatory course orientation session - Monday, January 11, 5-6:30 p.m. *OR* Friday, January 15, 3-4:30 p.m. in Jepson Faculty Lounge 127. Student need only to attend one session.

☐ Police Ride-Along Application (for background check) – DUE by end of first week of class (January 15)

☐ ENRICHmond Community Engagement Fair – January 20 (Tuesday), 12-2 p.m., the Pier in the Tyler Haynes Commons Attendance is optional but strongly encouraged.

☐ Police Ride-Along Appointment Request (online form) – DUE by end of second week of class (January 22)
   If you are under 18 years of age, not a U.S. citizen, or simply not comfortable participating in a ride-along, please contact Dr. Soderlund by the end of the second week of class so that a campus ride-along or court observation can be scheduled.

☐ Community-based Learning Contract – DUE by end of fourth week of class (February 5)
   ☐ If Selecting Build It Site (Goodwill Northside Community Employment Center, Henderson Middle School, Overby-Sheppard Elementary School, Youth Life Foundation of Richmond)
      YOU MUST ATTEND a site-specific orientation session run by the Bonner Center for Civic Engagement if you have not previously volunteered at the site.

   ☐ If Selecting Richmond Families Initiative ("RFI") Site (Peter Paul Development Center, St. Joseph’s Villa, YHELI)
      YOU MUST ATTEND a site-specific orientation session run by the Bonner Center for Civic Engagement if you have not previously volunteered at the site.

   ☐ If Selecting Pathways to a College Experience ("PACE") Site (Higher Achievement at Henderson Middle School, Higher Achievement at Boushall Middle School, Huguenot High School, John Marshall High School)
      YOU MUST ATTEND a mandatory PACE orientation session if you have not previously volunteered at the site.

   ☐ If Selecting a JUSTICE site that is not part of the CCE programs and you require transportation, you need to register through the CCE.

☐ Community-based Learning Site Evaluation – DUE by last day of classes (April 22)

☐ Volunteer Service Log – DUE by last day of classes (April 22)

To access service sites and all forms for Justice and Civil Society, go to: 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

January 2016