Purpose

This course will enable students to think about contemporary social problems in systemic terms. We will consider “What is justice? Should we regard justice as a personal virtue, an attribute of an entire society, or both? What specific qualities characterize a just society? What do we mean in terms of ‘fairness,’ ‘equal opportunity’ and ‘liberty?’” We will consider instances of social dysfunction, poverty and suffering and whether these are the products of individual choice and behavior or products or larger social forces. We will consider the impact of ‘difference’ and how it affects the way in which one experiences ‘justice.’

The course includes a community-based component in which students engage with the lives of those served by approved community partners in the greater Richmond area. This community component is designed to help students integrate what they are learning in the class with practical, hands-on experience of working with agencies and organizations that serve to remedy social inequity. The community component of the course will give students the opportunity to develop relationships with people of difference outside of the University and ‘test’ the theories and concepts related to justice that are discussed in the classroom.

Learning Objectives As a result of this course, students will:

✓ analyze social issues and problems in light of theories of justice;
✓ understand the needs of others in the context of social systems and problems;
✓ provide a service to persons in need through specific and tangible tasks;
✓ develop strategies to create relationships across lines of difference;
✓ explore and develop personal values and goals; and
✓ reflect on career and personal opportunities to serve society and work for justice.

Required Texts


Additional readings will be provided throughout the course via Blackboard.

**Class Requirements**

**Class Participation (10% or course grade)**
Class participation includes attendance at each class session and active participation. Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important in the reading we haven’t talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving reasons) why you think you disagree with another student or the instructor. *Students are allowed one unexcused absence; any unexcused absences after that will impact your final participation grade and multiple unexcused absences will have a negative impact at an exponentially increasing rate.*

**Class Facilitation (10% of course grade)**
Working with a small group, you will be assigned a class (in late March/early April) for which you are responsible. Your group will select a reading about a contemporary issue of justice that the class will be assigned to read prior to your session. Your group will then facilitate class on your assigned day, leading discussion and/or activities related to the reading you selected and the way in which it relates to the themes/concepts discussed in the course. Further details will be provided in regards to this assignment.

**Community Based Component (20% of course grade)**
The community-based component of this course includes 24 hours of active service at designated partner agency in the greater Richmond area and four hours of observation (police ride-along or court observation). The active service should all be completed at the same site. All service hours must be completed by Friday, April 22, 2016. Information about approved sites, all required forms, and a “To Do” list are available at: [http://jepson.richmond.edu/major-minor/justice/course-info.html](http://jepson.richmond.edu/major-minor/justice/course-info.html)

**Community-Based Learning Assignments:**
- Mandatory course orientation session Monday, January 11, 2016 from 5:00-6:30 p.m. in the Jepson Faculty Lounge *OR* Friday, January 15, 2016 from 3:00-4:30 p.m. in the Jepson Faculty Lounge
- Police Ride-Along Application (for background check) – DUE by end of first week of class (January 15, 2016)
ENRICHmond Community Engagement Fair – Tuesday, January 20, 2016 from 12:00-2:00 p.m. in the Pier in Tyler Haynes Commons. Attendance is optional but strongly encouraged.

Police Ride-Along Appointment Request (online form) – you will receive an e-mail that contains the link to the online form that is DUE by end of second week of class (January 22, 2016)

“Community Based Learning Contract” – this form is available at http://jepson.richmond.edu/major-minor/justice/forms.html and is DUE by end of fourth week of class (February 5, 2016)

Journal Entry 1 – Due Thursday, February 18, 2016
Write a journal entry that describes the primary social problem that your service work addresses? What other elements, circumstances, policies, and practices (class, gender, race, zoning, transportation, etc.) contribute to and/or compound the social problem? Based on your experience to date, to what extent does the agency/organization with which you work remedy the problem? Does their work provide temporary relief or does it contribute to the amelioration of the problem? This reflection should combine some element of the experience; some element of reading and class discussion from this course; and some element of personal reflection. Reflection should be two-three pages.

Journal Entry 2 – Due Class Following Observational Experience
Following your police ride-along or court observation you should submit a 2-3 page reflection describing your experience and how it informed (or did not inform) your understanding of justice. This reflection should combine some element of the experience; some element of reading and class discussion from this course; and some element of personal reflection. Reflection should be two-three pages. (If you complete your observation on a Monday or Wednesday evening, you do not have to submit your paper the next day – you can submit your reflection at the next class.)

Journal Entry 3 – Due Tuesday, April 5, 2016
Write a journal entry that assesses what you have learned from the community-based component of the course. Have you changed from this experience, and if so, in what ways? What have you learned about society? Finally, in what ways do you believe that the person(s) you have served has (have) been affected by the service? Reflection should be two-three pages and combine some element of the experience at the service setting; some element of reading and class discussion; and some element of personal reflection.

Student Evaluation of Community-Based Learning Site – Due Friday, April 22, 2016 (see http://jepson.richmond.edu/major-minor/justice/forms.html)
Volunteer Service Log – Due Friday, April 22, 2016 (see http://jepson.richmond.edu/major-minor/justice/forms.html)

Response Papers for Justice Related Events (10% of course grade)

Over the course of the semester you need to attend two out-of-class events that relate to the themes of the course. To provide evidence that you attended the events, you will complete a two page response paper for both events that briefly describes the event and discusses how you think the event relates to the course and/or your service work. The bulk of the paper should be discussion about how the event relates to the course and/or your service work. Response papers
are due at next class session after the event UNLESS the event is the evening before the next class.

REQUIRED EVENT – ONE BOOK, ONE RICHMOND KEYNOTE SPEAKER

**American Injustice: Mercy, Humanity, & Making a Difference** (Camp Concert Hall)  
February 29, 2016 from 6:00 - 8:00 p.m.

Bryan Stevenson is the founder and executive director of the Equal Justice Initiative, a legal practice dedicated to fighting poverty and challenging racial discrimination in the criminal justice system. He is the author of “Just Mercy,” a moving portrait of those he defended on death row and an inspiring argument for compassion in the pursuit of justice. A reception will follow in the Booth Lobby. REFLECTION DUE Thursday, March 3, 2016.

SELECT ONE ADDITIONAL EVENT TO ATTEND

**Innocent Going In - Innocent Coming Out** (Moot Court Room)  
January 14, 2016 from 4:30-6:30 p.m.

Alfred Dewayne Brown was sent to death row in 2005 for the robbery of a check-cashing business in Texas that ended with the fatal shooting of two people including a police officer. He was an innocent man. Join Mr. Brown and his attorney Brian Stolarz from LeClairRyan for a discussion of how Mr. Brown was exonerated. REFLECTION DUE Tuesday, January 19, 2016.

**Personal Reflections on Civil Rights in Richmond** (THC, room 305)  
Friday, January 22, 2016 from 12:30-1:25 p.m.

This program, part of the Center for Civic Engagement’s Brown Bag series, features Dr. Ed Peeples, Richmond resident since 1937 and Dr. Oliver Hill, Jr., Richmond resident since 1949. This discussion will be moderated by Dr. John Moeser, CCE Senior Fellow. REFLECTION DUE Tuesday, January 26, 2016.

**Leveling the Playing Field – Interrupting Patterns of Privilege** (THC, room 310)  
Tuesday, January 26, 2016 from 3:00-4:30 p.m.

Using a series of pointed questions, Debby Irving will work with participants to build a graphic map of the groups people belong to because of their place or position in history and society. Participants will think together about how various groups have and have not had access to rights, resources, and respect over the course of American history, ultimately revealing the social positioning of white privilege and dispelling illusions of a level playing field. Once the graphic has been created, Debby will then lead participants in an exploration of dominant cultural attitudes and behaviors that perpetuate power patterns, even when best intentions are in play. Debby Irving is the author of “Waking up White,” a recounting of her sometimes cringe-worthy struggle to understand racism and racial tensions. Through her story she offers a fresh perspective on bias, stereotypes, manners, and tolerance. As she unpacks her own long-held beliefs about colorblindness, being a good person, and wanting to help people of color, she reveals how each of
these well-intentioned mindsets actually perpetuated her ill-conceived ideas about race. She also explains why and how she’s changed the way she talks about racism, works in racially mixed groups, and understands the racial justice movement as a whole. Registration is required: https://docs.google.com/forms/d/1p2FoZZZ2_kayOw0iJe-EycGCKKYSNHMjvAyboHUeSL_8/viewform?usp=send_form. REFLECTION DUE Thursday, January 28, 2016.

Inequality Rising: Towards an Aristocracy of Wealth? (International Center Commons) Tuesday, January 26, 2016 at 7:30 p.m.

Presented by Ronald Formisano, the William T. Bryan Chair of American History, Emeritus, who has taught at the University of Kentucky since 2001. Before that he taught at the University of Florida (1990-2001), Clark University (1973-1990), and the University of Rochester (1968-1973). He works and teaches in the field of United States political culture and politics in the nineteenth and twentieth century. His talk is based on his newest book, Plutocracy in America: How Increasing Inequality Destroys the Middle Class and Exploits the Poor (Johns Hopkins University Press, 2015). REFLECTION DUE Thursday, January 28, 2016.

One Book: Tale of an Exonerated Man (title still in development) (Brown Alley Room) Wednesday, January 27, 2015 at 5:00 p.m.

Thomas Haynesworth, an exonerated man from here in Richmond, will speak about his experience and the role of UR Law School’s Innocence Project in his exoneration. You can read more about him on this site: http://www.innocenceproject.org/cases-false-imprisonment/thomas-haynesworth. REFLECTION DUE Tuesday, February 2, 2016.

Civic Leaders and Their Neighborhoods (Weinstein Hall, Brown Alley Room) Friday, February 12, 2016 from 12:30-1:25 p.m.

This program, part of the Center for Civic Engagement’s Brown Bag series, features Ryan Rinn, executive director, Storefront for Community Design, and Jo White, chapter commander, Alliance of Guardian Angels. REFLECTION DUE Tuesday, February 16, 2016.

Jepson Leadership Forum: Nina Munk (Jepson Alumni Center) The Perils of Good Intentions Wednesday, February 24, 2016 at 7:00 p.m.

Vanity Fair contributing editor and author of “The Idealist: Jeffrey Sachs and the Quest to End Poverty.” REFLECTION DUE Tuesday, March 1, 2016.

Who Protects the Refugees? : Human Rights without a Nation State (THC, room 305) Friday, March 25, 2016 from 12:30-1:25 p.m.

This program, part of the Center for Civic Engagement’s Brown Bag series, features Dr. Monti Datta, associate professor of Political Science; Ted Lewis, associate director of LGBTQ Campus
Incarceration to Civil Society: Supporting a Just Reentry (TCH, room 305)
Friday, April 1, 2016 from 12:30-1:25 p.m.

This program, part of the Center for Civic Engagement’s Brown Bag series, features Megan Rollins, president/CEO, Boaz and Ruth; Levar Stoney, Secretary of the Commonwealth; and Ashley Williams, mentor program coordinator, Pathways. REFLECTION DUE Tuesday, April 5, 2016.

Midterm Analytical Paper (15% of course grade)
You will be asked to complete one analytical paper as a midterm. This paper will require careful thinking and analysis of the assigned class readings and the use of two additional sources. The topic for the midterm analytical paper will be provided two weeks prior to the deadline. The due date for the midterm paper is Tuesday, March 1, 2016.

SNAP Challenge (10% of course grade)
This is an experiential challenge that will ask you to live off “food stamps,” or what is politically known as the SNAP program, from Monday, March 14 through Friday, March 18, 2016. More information will be provided about the SNAP Challenge before spring break, but in addition to the challenge you’ll be asked to keep a journal about your progress. Your grade for the challenge will be based somewhat on your ability to stick to the challenge but mostly on the quality of your journal.

Final Paper (25% of course grade)
You will be asked to develop a systemic analysis of the specific social problem your service work has been addressing. This paper should be six-eight pages in length. For sources, you should draw on your own experience (including journal entries); an interview (when possible) with your site supervisor; the assigned course reading; and at least three additional published sources (either books or periodicals) of direct relevance to your specific topic. A full outline for this assignment will be posted in the “Assignments” section of Blackboard. If you wish to submit an outline of this final paper by April 19, 2016, I will provide you feedback and/or meet with you about the plan for your final paper. You are of course welcome (indeed, encouraged) to submit an outline and meet with me earlier. This paper is due on Thursday, April 28, 2016 by 5:00 p.m. – the scheduled date and end time for a final exam for this course.

Paper Submission and Late Paper Policy:
Hardcopies of all papers should be submitted in class on the designated dates. The final paper should be submitted by 5:00 p.m. on Thursday, April 28, 2016. The final paper should be turned in to Dr. Soderlund’s office (Jepson 123). Requests for extensions will be granted only in dire circumstances. Computer crashes and other technological problems are frustrating, but they are not a legitimate excuse for exceptions to deadlines. Assignments will be penalized ½ a point for each day they are late unless an extension has been granted.
Grading
Your grade in this course depends on your successful completion of assigned tasks and overall engagement. Grades are based on the following percents:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>97-100%</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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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
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<thead>
<tr>
<th>Date</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>January 12</td>
<td><strong>Introduction</strong></td>
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<td>January 14</td>
<td><strong>Setting the Stage</strong>&lt;br&gt; <em>Rigging the Game</em> - Chapters Introduction- Chapter 2&lt;br&gt;(Optional: <em>Rigging the Game</em> – Chapter 3)</td>
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<tr>
<td>January 19</td>
<td><strong>Setting the Stage</strong>&lt;br&gt; <em>Rigging the Game</em> - Chapters 4 &amp; 6&lt;br&gt;(Optional: <em>Rigging the Game</em> – Chapter 5)</td>
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<td>January 21</td>
<td><strong>Concepts of Justice</strong>&lt;br&gt; <em>Justice: What’s the Right Thing to Do?</em> – Chapters 1-3</td>
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<td>January 26</td>
<td><strong>Concepts of Justice</strong>&lt;br&gt; <em>Justice: What’s the Right Thing to Do?</em> – Chapters 6 &amp; 8</td>
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<td>January 28</td>
<td><strong>Difference and Oppression</strong>&lt;br&gt; <em>The Cycle of Socialization</em> (On Blackboard)&lt;br&gt; <em>Conceptual Foundations</em> (On Blackboard)&lt;br&gt; <em>Five Faces of Oppression</em> (On Blackboard)</td>
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<td>February 2</td>
<td><strong>Justice &amp; Class</strong>&lt;br&gt; <em>Hand to Mouth: Living in Bootstrap America</em> - Introduction – Chapter 5</td>
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<td>February 4</td>
<td><strong>Justice &amp; Class</strong>&lt;br&gt; <em>Mayor’s Anti-Poverty Commission Report</em> (On Blackboard)&lt;br&gt; Guest: Dr. Thad Williamson, Associate Professor of LDST and Director of Richmond’s Office of Community Wealth Building</td>
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<td>February 9</td>
<td><strong>Justice &amp; Class</strong>&lt;br&gt; <em>Hand to Mouth: Living in Bootstrap America</em> – Chapter 6-Afterword</td>
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<td>February 11</td>
<td><strong>Justice &amp; Education</strong>&lt;br&gt; <em>Five Miles Away, A World Apart</em> - Introduction-Chapter 1&lt;br&gt;Excerpt from <em>Something Must Be Done About Prince Edward County</em> – Chapter 3-5 (On Blackboard)</td>
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<td>February 16</td>
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<td><strong>Justice &amp; Redemption</strong></td>
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<td>February 25</td>
<td><strong>Justice &amp; Redemption</strong></td>
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<td>March 1</td>
<td><strong>Justice &amp; Redemption</strong></td>
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<td>March 3</td>
<td><strong>Justice &amp; Food</strong></td>
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<td>March 8 &amp; 10</td>
<td><strong>SPRING BREAK</strong></td>
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<td>March 15</td>
<td><strong>Justice &amp; Food</strong></td>
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<td>March 17</td>
<td><strong>Justice &amp; Food</strong></td>
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| March 22 | **A Case in Time: The Early HIV/AIDS Crisis**  
| March 24 | **A Case in Time: The Early HIV/AIDS Crisis**  
Guest: Rodney Lofton, Executive Director of The Renewal Projects  
GROUP ONE SUBMIT SELECTED READING(S) |
| March 29 | **A Case in Time: The Early HIV/AIDS Crisis**  
FACILITATION GROUP TWO SUBMIT SELECTED READING(S) |
| March 31 | **Contemporary Issues of Justice – Group 1**  
FACILITATION GROUP THREE SUBMIT SELECTED READING(S) |
| April 5 | **Contemporary Issues of Justice – Group 2**  
FACILITATION GROUP FOUR SUBMIT SELECTED READING(S)  
JOURNAL ENTRY THREE DUE |
| April 7 | **Contemporary Issues of Justice – Group 3** |
| April 12 | **Contemporary Issues of Justice – Group 4** |
| April 14 | **Strategies for Change**  
*Rigging the Game* - Chapters 7 - 8 |
| April 19 | **Strategies for Change**  
*Justice: What’s the Right Thing?* - Chapter 10  
Guest: Megan Murray, Jepson’15 & Tim Hettermann, Jepson ’15 of UnBoundRVA |
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>April 19</td>
<td><strong>Strategies for Change</strong></td>
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<td></td>
<td>Outline of final paper due if you want feedback.</td>
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<tr>
<td>April 21</td>
<td><strong>So What?</strong></td>
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<tr>
<td>April 28</td>
<td><strong>FINAL PAPER DUE BY 5:00 P.M. TO JEPSON 123</strong></td>
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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.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists 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](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](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](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/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.