

**Justice and Civil Society**  
**LDST 205**  
Jepson School of Leadership Studies  
Spring 2007  
WF 1:15-2:30

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Dr. Karen Zivi  
Email: [kzivi@richmond.edu](mailto:kzivi@richmond.edu)  
Office: Jepson Hall, Rm. 129  
Office Hours: Wed. 2:30-4:30pm and by appt.

Justice Website

<http://oncampus.richmond.edu/academics/leadership/academics/courses/jcsindex.htm>

**Course Description:**

Justice and Civil Society is a service-learning course designed to introduce students to the theoretical, empirical, and experiential dimensions of justice and injustice in our society. At the heart of the course are questions such as: How do we know what is right or fair or equitable? How, in the context of differing perspectives, do we determine what is an acceptable public policy, a fair distribution of resources, or an institution that treats people equally? What does it mean to be just? What does it look like to do justice? Why does injustice exist? To answer these questions, students will become acquainted with several normative theories of justice and asked to consider the applicability of these theories to addressing social problems. Our acceptance or rejection of different theories and practices of justice often turn on unexamined but entrenched ways of thinking, and thus throughout the semester students will be asked to examine their deeply held beliefs about human nature, tradition, the role of state institutions, the responsibilities of citizens, and the meaning of difference.

Students will also engage in service with members of communities in need. Classroom discussion will focus not only on the readings – on understanding the meaning and implications of different theories of justice – but also on integrating course readings with service experiences. Insights gained from the readings will be used to analyze service experiences, while service experiences should help shed light on and deepen our understanding of injustice and the limits, as well as the potential, of theories of justice.

**Required Books:**

Robert Egger, *Begging for Change*  
Barbara Ehrenreich, *Nickel and Dimed*  
Karl Marx, *The Communist Manifesto*  
John Stuart Mill, *On Liberty and Other Essays*  
John Rawls, *Justice as Fairness: A Restatement*

\* Additional required readings will be available on E-Reserve (R), as Handouts (H), or on the Web (<http://...>). Students are also encouraged to read *The New York Times* or *The Washington Post* at least once a week in order to keep up with contemporary politics related to classroom discussion.

**Learning Objectives:**

Justice and Civil Society is a course with a number of different but related learning objectives. These include enabling students:

- 1) To develop a set of analytic skills: including analyzing works of philosophy, crafting logical arguments, questioning assumptions, and assessing social problems & institutions;
- 2) To develop an appreciation of the ways in which social context enables and constrains individual freedom and human flourishing, to learn to recognize the ways in which institutions and norms, social structures and political ideologies, public policy and philosophical principles, shape our lives;
- 3) To develop an awareness of contemporary problems of injustice involving inequalities based on race, class, gender, and sexuality;
- 4) To become familiar with some of the social problems facing the Richmond community;
- 5) To reflect on the meaning of and one’s motivations for community service.

**Assignments:**

1. Class Participation	10%		
2. Three Short Papers	10%, 20%, 15% respectively		
	Paper #1		Due 2/9
	Paper #2		Due 3/2
	Paper #3		Due 4/27
3. Group Presentation	15%		
	Group 1: Class	Presentation	2/7
	Group 2: Race	Presentation	3/28
	Group 3: Gender	Presentation	4/13
	Group 4: Sexuality	Presentation	4/25
4. Final Paper	30%		Due 5/4 by 5pm
5. Community Service	30 hours		Completed by 4/20

**1. Class Participation:** 10%

This class is designed to be a seminar rather than a lecture course. That means that class discussion and active learning are at least as important as the lectures that I give. In order for the class to work, your attendance, participation, and preparedness is required. One unexcused absence is understandable, but your final grade will be lowered by two percentage points for each additional unexcused absence. Keep in mind that participation grades will be based on the quantity and quality of contributions made to discussion as well as attendance.

**2. Three Short Papers** 10%, 20%, and 15% respectively

These three papers will require students to investigate the readings and their service experiences more carefully. Paper #1 (2-4 pages) will require students to offer a Marxist analysis of some portion of Barbara Ehrenreich’s *Nickel and Dimed*. Paper #2 (4-6 pages) will ask students to respond to a question related to the Mill reading. Paper #3 (3-5 pages) will require students to relate their service experiences to one of the readings from the second half of the semester. Specific questions and guidelines will be handed out later in the semester.

3. Group Presentation: 15%

Students will be divided into 4 groups representing one of the four themes of injustice we will be exploring this semester: class, race, gender, and sexuality. Groups will be responsible for presenting the readings for a particular week and informing the class about the current state of the particular social problem, focusing on the issue as it arises in Richmond, in Virginia, nationally, and/ or internationally. More information on group presentations to be distributed during Week II.

4. Final Paper: 30%

In this 7-10 page paper, you will be asked to explore an issue of injustice (gender, race, sexuality, poverty, or something else like environmental justice or HIV/AIDS) and discuss how/ why this is a problem of justice and how it might be solved or at least addressed. This paper will require some original research on your own as well as engagement with at least two theories of justice. More information to be distributed later in the semester.

5. Community Service:

Students are required to complete 30 hours of service prior to the end of the semester. You are strongly encouraged to complete your hours by Friday April 20. **If the hours are not completed by Friday May 11, you will fail the course, no excuses.** Please note that the last day to withdraw from a class is Friday March 2. If you have completed no service hours by this date, you should consider this option seriously.

Also note that up to 4 hours can be completed by participating in certain events on campus or in the community. Each event will count as 1 service hour regardless of the actual length of the event. For an event to count towards your service requirement it must be related to at least one of the following course themes: poverty, race, gender, sexuality, and/or social justice and social change, and to receive credit (1 hour per event) students must write a brief (no more than one page) (typed) statement connecting the event to the theme of the course.

For information on events that fulfill this criteria, check the websites below. Additional event information will be provided throughout the semester, and students are encouraged to seek out other possibilities. Please check with Dr. Zivi if you are unsure if your event will count towards your service hours.

Center for Civic Engagement <http://engage.richmond.edu/news/events.htm>

Common Ground Events <http://commonground.richmond.edu/events/>

Jepson Leadership Forum <http://jepson.richmond.edu/events/forum06/index.htm>

One Book, One Campus <http://commonground.richmond.edu/events/ClassMatters.htm>

WILL/ WGSS Speakers <http://oncampus.richmond.edu/WILL/events.htm>

*FOR INFORMATION REGARDING SERVICE FORMS AND SITES SEE:*

<http://oncampus.richmond.edu/academics/leadership/academics/courses/jcsindex.htm>

## Class Schedule:

### **January 17 Justice and Civil Society: An Introduction**

- \* Declaration of Independence  
(<http://www.constitution.org/usdeclar.htm>)
- \* “Shadowy Lines That Still Divide”  
(<http://commonground.richmond.edu/events/BookChapters.htm>)

### **January 19 Why Serve? Service, Justice, and Citizenship**

- Site Selection Discussion with Cassie King
- \* Coles, “Kinds of Service” (H)
- Egger, *Begging for Change*, Chapter One, pp. 25-47

### **January 24 Thinking Critically, Identifying Injustice**

- \* “What it Means to Think Critically,” pp. 379-384 (H)
- Egger, *Begging for Change*, Chapter Three, pp. 61-68

### **January 26 Injustice and Inequality**

- \* “Domination/ Subordination” pp. 222-230 (R)
- \* Tatum, “Defining Racism” pp. 3-14 (R)
- \* McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (R)

### **January 31 Capitalism and Exploitation**

- Marx, *Communist Manifesto*
- Clip from *Modern Times*

### **February 2 Ideology and Exploitation**

- Marx, *Communist Manifesto*

**February 7    GROUP 1 PRESENTATION: Experiencing and Addressing Exploitation**

Ehrenreich, *Nickel and Dimed*, Intro & Chapter Two

\* Engels, “Socialism: Scientific and Utopian” (R)

\* Articles on Poverty Today (R)

**February 9    Discussion of Service**

Guest Speakers – Leadership Studies Alumni

***PAPER #1 DUE IN CLASS***

**February 14    Utilitarianism: Justice as the Good of the Many**

Mill, “Utilitarianism” pp. 131-158 in *On Liberty and Other Essays*

**February 16    Utilitarianism and the Problem of Liberty**

Mill, “On Liberty,” Chapter 1 in *On Liberty and Other Writings*

**February 21**

Mill, “On Liberty,” Chapter 2

**February 23**

Mill, “On Liberty,” Chapter 3

**February 28**

Mill, “On Liberty,” Chapters 4-5

\*\*\*Meet with students before March 2 to discuss service progress

**March 2        NO CLASS**

***PAPER #2 DUE BY 5PM (VIA EMAIL)***

**March 7-9    SPRING BREAK – NO CLASSES**

**March 14 Justice as Fairness**

Rawls, *Justice as Fairness: A Restatement*, pp. 1-14, 18-24 (skim), 39-50

**March 16**

Rawls, *Justice as Fairness*, pp. 51-79

**March 21 Race and Justice in Education**

\* *Brown v. Board of Ed.* (R)

**March 23**

\* King, "Letter from Birmingham Jail" (R)

Clip from *Eyes on the Prize*

**March 28 GROUP 2 PRESENTATION: Race and Justice Today**

\* Kozol, "Still Separate, Still Unequal" (R)

\* CQ Researcher, "School Desegregation" (R)

\* Cashin, "What to Do About It" (R)

**March 30 Discussion of Service**

Egger, *Begging for Change*, Intro, Chapter Four & Chapter Five

**April 4 Gender and Justice in the Public and the Private Spheres**

The Seneca Falls Declaration of Sentiments

Mill, "Subjection of Women" in *On Liberty and Other Writings*, Sec. 1 & 2

**April 6**

\* Okin, *Justice, Gender, and the Family*, pp. 1-23 (R)

**April 11**

\* Okin pp. 134-169 (R)

- April 13**      **GROUP 3 PRESENTATION: Achieving Gender Justice**  
\* Okin pp. 170-186  
  
\* CQ Researcher, “Future of Feminism” excerpts (R)  
  
\* Articles on Motherhood and Work (R)
- April 18**      **Sexuality and Justice: Gay Rights and Marriage**  
  
\* *Bowers v. Hardwick* (R)  
  
\* *Lawrence v. Texas* (R)  
  
Film: *The Times of Harvey Milk*
- April 20**  
  
\* Morris Kaplan, “Intimacy and Equality” (R)
- April 25**      **GROUP 4 PRESENTATION: The Marriage Debate Today**  
  
\* Maggie Gallagher, “Normal Marriage” (R)  
  
\* Evan Wolfson, “Enough Marriage to Share” (R)  
  
\* Articles on Gay Marriage Today (R)
- April 27**      **Wrap Up/ Discussion of Service**  
  
*PAPER #3 DUE IN CLASS*
- May 4**      **FINAL PAPER DUE BY 5PM**