Course ID: LDST 210
Instructor: Dr. Julian Maxwell Hayter
Office Hours (virtual): Tuesday and Thursday, 11am to Noon and by appointment
Office Location: Jepson Hall 237

Course Name: Justice and Civil Society
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Phone: 804-287-6097

Course Meetings: Fall 2020

7:30am to 8:45am and 9:00am to 10:15, Jepson 118

Course Purpose

In time, future generations will ask us, “where were you in 2020?” The United States is at an inflection point—a point at which a series of otherwise disconnected incidents and small changes begin to bring about larger, more important changes. These larger changes are often characterized by harbingers—forewarnings and patterns that in hindsight paved the way to now. 2020 has all the indicators of a breakpoint:

- a pandemic
What brought us to now? Epiphanic moments are rarely characterized by short bursts—a cascade of seen and unforeseen forces often give rise to climactic years. The fuse, we know now, has both long and short implications.

People’s lives have almost always been subjected to forces beyond their control. Very few people have been lucky enough to get out of here without some cataclysmic occurrence disrupting their plans. Imagine the generations of people that weren’t waiting on WWII, the plague, or various forms of personal tragedies. Those people had plans too. Life is hard, it is most often indifferent (if not outright hostile) to our plans, and most historical actors have lived demonstrably difficult lives. But they endured—usually under very tough circumstances. We will contemplate their plight.

This course has been designed to historicize many of the factors that got us to this point. We will contemplate how history and leadership shape the present and the roles historical actors/leaders played in making these events more likely. Could we have prevented these crises? We will grapple with the politics of contingencies.

It is impossible to understand current events without context. In fact, the social unrest and epidemiologic issues currently gripping our nation--and the world--did not emerge from thin air. We will spend the semester reading, talking, and contemplating some of the larger and smaller forces that paved the road to 2020.

**Course Objectives**

The Jepson School’s Justice and Civil Society Court explores the meaning of justice and obligation in contemporary society. If leadership is moral relationship between actors predicated on role agreement, matters of morality are at the heart of these agreements. This course is not merely an essential component of the Jepson School’s mission toward heightened ethical understanding; it begs students to think more intently on how these matters shape our obligations to one another.

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, national, and global citizens.

I’m not interested in changing your minds. I do not care what you believe in (i.e., your political preferences and moral prerogatives do not matter to me). I will, however, ask that you question and defend what it is you believe in. To that end, this course lends itself toward controversy and requires that you not disengage from it.
Success in this course is contingent upon your ability to make real connections between classrooms and actual historical events (i.e., students must apply reading material and class discussion to the final project).

We will touch on just about every controversial topic in contemporary America—race, gender, immigration, climate change, war, politics, poverty, et al. You name it, we’re diving in. But we will do so in the spirit of civil discourse (even in a time of incivility).

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**Required Reading**

Adjustments may be made to the course schedule as I see fit.

Required readings are also on Blackboard. Required Blackboard reading is delineated in **BOLD PRINT (BB on the reading schedule)**. There are readings on the schedule not delineated here in “required reading”—they too will be on blackboard!


Derek Thompson, *The Atlantic,* “A World Without Work.”

**General Expectations**

Success in this course hinges upon your ability to read course material effectively (you will not do well in this course if you do not read), write about the readings, and other course material intelligently. Be prepared to participate thoroughly in class discussion/lectures. Failure to adequately complete service learning requirements can wreak havoc on not only your grade, but also your learning experience in this course.

1. **Attendance and Classroom Protocol:** Class attendance (be it actual or virtual) is essential to your success in this course. I am now obligated to take attendance to meet the demands of contact tracing—I will assign seats at the semester’s outset. You will occupy that seat for the entire semester. You *may not* use laptops to take notes during class. Please keep your iPhones and iPads off of the desks!
2. **Reading Material:** *THIS COURSE IS READING INTENSIVE!* I strongly urge students to complete readings prior to class. I also require that you bring reading material to class. Please be mindful of the reading load and try to stay abreast current readings.
3. **Class Participation:** 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. **Writing:** Papers are downgraded ½ of a letter grade for each day late. I will not accept late papers that are more than 3 days late.
5. **Cheating:** I catch at least one person every semester, despite the fact that I’ve included this subheading in my syllabi since teaching at UR. That said, do your own work or face the consequences. Our honor system prohibits *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. Instances of cheating on coursework will be referred to
the honor council—I will not adjudicate them. I simply send them directly to the Honor Council. As such, you must pledge and sign all written material for this course—“I pledge that I have neither given nor received unauthorized assistance during the completion of this work”. I will not grade assignments that students fail to pledge. You may not upload course materials from blackboard, class notes, etc. to any course-specific webpage (e.g., coursehero.com). Course materials from blackboard are my and other scholars’ work.

6. Communication: Please check your email regularly—email is our primary mode of out-of-class communication. I will respond to emails in a timely manner. However, I will not respond to messages sent after 8pm until the next morning. Although email is a viable means to ask questions about the course, course material, or writing assignments, these questions may also be answered during office hours or by appointment.

Assessment

Principally, the Jepson School abides by the provisions articulated in 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: 25% of final grade
Reading Response Paper: 25% of final grade
Mid-Term Exam: 25% of final grade
Final Project: 25% of final grade

Grading Scale:

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Major Assignments
Papers: Each group will collectively write one short response paper to the supplementary material. These papers will address specific issues about the nature of the supplemental reading and viewing material (see below). Roughly two weeks prior to the due date below, I will send out prompts for these papers.

It is each group’s responsibility to not merely answer the question, but to answer the question creatively by using primary/secondary sources from the course. The response paper’s effectiveness hinges your ability to clearly answer the questions argumentatively and support an argument with relevant source material. Reading

Paper One: October 12, 11:59pm
1. Basic Guidelines
   a. Microsoft Word or Pages (NO PDFs)
   b. Page Length—roughly 1000 to 1200 words, (FIRM- no more, no less)
   c. 12-point font
   d. 1” margins
   e. Times New Roman or Cambria ONLY
   f. Double-spaced
   g. **Page number** in **header**
   h. Chicago Style citations in footnote form
   i. **Pledged**
   j. All papers are to be submitted via email on the due-date, no later than 11:59pm. Any paper submitted after 11:59pm of the due-date will begin to incur the late penalties delineated above.

Midterm: **THERE ARE NO EXAM RESCHEDULES**
2. Mid-Term Exam— October 15
3. Final Quiz/Exam— November 19

Service Component: Group Project (MEET VIA ZOOM, NOT IN PERSON)
4. Given the current situation with COVID-19, we have resolved to not merely suspend our previous service-learning component, but to strongly reconsider our approach to service learning all together. You will all play a very critical role in this process

5. First:
   a. At the beginning of the semester, I will assign each student to four groups
      i. White vulnerability
      ii. Climate change
      iii. Race
      iv. Epidemiological Crises

6. Second
   a. We have created an online repository of material that will supplement what would have been the service component.
i. Prior to the mid-term you are required to spend 15 total hours reading and watching this material (there are any number of articles, movies, and documentaries).

1. Four articles are mandatory for each group:
   a. Reynolds, *Good Intentions Aside*
   b. Longo and Gibson, *From Command to Community*
   c. Elshtain, *The Moral Imperatives of Civic Life*
   d. Nabatchi and Munmo, *Deliberate Civil Engagement*

2. The Remaining reading and viewing material will pertain specifically to your group and your papers will specifically address this material

7. Third
   a. Each group will write a response paper based on the respective reading/viewing material (see above, due October 12)

8. Fourth
   a. Each group will spend the remainder of the semester, a minimum of 15 total hours, completing research-based, PowerPoint final presentations (*due during finals week*)
   b. The presentations will answer four questions:
      i. Describe the Justice and Civil Society’s current approach to service-learning (we will provide the information delineating not just the current approach to JCS, but also the current service-providers)
      ii. Outline the pros and cons
      iii. How, given the current crises, can Justice and Civil Society encourage students to engage, in a long-term fashion, with the City of Richmond in ways that speak directly to your topic. What’s being done elsewhere, for instance?
      iv. Where do you think we should be heading in light of your topic?
University Resource

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.

Academic Skills Center (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 conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are: Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.

Boatwright Library Research Librarians (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.

Career Services (http://careerservices.richmond.edu/ or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (http://wellness.richmond.edu/offices/caps/ or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (https://disability.richmond.edu/students/index.html or 289.8032) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable that student to
participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**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.

**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.
[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.
[disability.richmond.edu/](http://disability.richmond.edu/)

**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.”
[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

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

Adjustments may be made to the course schedule as I see fit.

There may be slight variations in page numbers, as some of the book editions have been updated. Use your best judgment.

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 pertaining to August 29 will appear beneath the heading on August 27.

Week One: Interrogating Notions of Leadership

August 24: Course Introduction
Readings (for August 29 immediately below):
Sandel, Justice, Chapters 1 through 3
Wren, The Leader’s Companion, Part I, 25-38 (BB)

August 26: Interrogating the Meaning of Leadership
Readings
Sandel, Justice, Chapters 4 and 6
Wren, The Leader’s Companion, Part III—49-80 (BB)

Week Two: Interrogating Notions of Leadership (Continued)

September 1: Justice and Leadership
Readings
Sandel, Justice, Chapters 8 through 10

September 3: Justice and Leadership
Readings
Lichtenstein, Who Built America, 368-401 (BB)
Dust Bowl Reading

Week Three: Climate, People, and Politics

September 8: The Depression, the Dust Bowl and the American Paradox
Readings
Chakrabarty, The Climate of History, entire article (BB)
Diamond, Collapse, Prologue and Chapter 1 (BB)

September 10: Climate Change and Epidemiology as History
Readings
Cox Richardson, How the South..., Intro thru Chapter 3
Week Four: **How the South Paved the Road to Now**
September 15: Grounded in the South
Readings
Cox Richardson, *How the South...*, Chapters 5 thru 7
Smith, *Managing White Supremacy*, Intro and Chapter 1 and 2 *(BB)*

September 17: Grounded in the South
Readings
Rothstein, *The Color of Law*, Preface and Chapters 1 thru 4

Week Five: **Urbanism and Housing**
September 22: Grid Plans
Readings
Rothstein, *The Color of Law*, Chapters 5 thru 8
Hanchett, *The Other “Subsidized Housing”*, full article *(BB)*

September 24: Grid Plans
Readings
Kolata, *Flu*, Prologue and Chapters 1-2

**First Reading Response Paper Due by 11:59 pm in my email inbox on Monday, September 28**

Week Six: **Epidemiological Evolution!**
September 29: Pestilence
Readings
Kolata, *Flu*, Chapters 3-4

October 1: Pestilence
Readings
Daniels, *Guarding...*, Chapters 1,2, and 6 *(BB)*
Baldwin, *The Fire Next Time*, first half

Week Seven: **The Politics of Inclusion Continued**
October 6: The Complexion Revolution
Baldwin, *The Fire Next Time*, second half
Moynihan, *The Negro Family*, 1-48 *(BB)*

October 8: The Complexion Revolution
No Reading—Study for Exam

Week Eight:
October 13: **Study Session**  
Readings  
No Reading—Study for Exam!

October 15: **Midterm**  
Readings  
*Chauncey, Gay New York, Intro, Chapters 3 thru 6*  
The Stonewall Rebellion

Week Nine: **Toward the AIDS Epidemic**  
October 20: Coming Out  
Readings  
*Shilts, And the Band Played On, Parts I through IV*

October 22: The AIDS Epidemic  
Readings  
No Reading

Week Ten: **Toward the AIDS Epidemic**  
October 27: The Politics of Disease  
Readings:  
No Reading

October 29: The Politics of Disease  
Readings:  
*Ghosh, The Great Derangement, Part 1*

Week Eleven: **Urbanization and Climate Change**  
November 3: *Anthropocene, Documentary*  
Readings  
Multiple Authors, Climate Change and Cities, Introduction *(BB)*  
Ghosh, *The Great Derangement, Part II*

November 5: *Anthropocene, Documentary*  
Readings  
Multiple Authors, Climate Change and Cities, Chapter 3 *(BB)*  
Ghosh, *The Great Derangement, Part III*

Week Twelve: **Urbanization and Climate Change**  
November 10: Contemplating Climate Change  
Readings:
Multiple Authors, Climate Change and Cities, Chapter 7 (BB)
Ghosh, The Great Derangement, Part III (Con’t)

November 12: Discussion with Dr. Soderlund
Readings:

Thompson, A World Without Work, Entire Article (BB)

Thompson, Why America ‘…, Entire Article (BB)

Week Thirteen: Toward Now
November 17: Racial Politics in the Twilight of the Twentieth
Readings:

November 19: FINAL QUIZ BASED OFF POST-MIDTERM READINGS/LECTURE
No Readings

Week Fourteen: Thanksgiving Break

Week Fifteen and Beyond: Final Projects Due