JUSTICE AND CIVIL SOCIETY
LDST 210, Sections 1 / 2
Tuesday, Thursday 10:30-11:45am / 1:30–2:45pm
Jepson Hall, Room 102 / 107
Spring 2020

Instructor: Dr. Marilie Coetsee
Primary Email: coetsee.jepson@gmail.com
Office Location: Tuesdays 3–4pm and by appointment
Office Location: Jepson Hall, Room 119D

COURSE GOALS
This course has three goals:
(1) To increase awareness
(2) To enhance empathy
(3) To deepen understanding

To increase awareness: This course aims to make you more aware of the world outside the University of Richmond ‘bubble.’ For the most part, we as students and faculty here at the University of Richmond enjoy a tremendous amount of privilege, and this makes it incredibly easy for us to lose sight of the realities of injustice and hardship that people all over the world are forced to cope with on a daily basis. Thus, you will learn about global poverty, poverty traps, sweatshops, the history of racial injustice and its effects on our educational system, some of the conditions that motivate people to immigrate to the US, and the effects of gender and racial bias in the workforce and in criminal punishment. By participating in the substantial service learning component of this course, you will also gain first-hand experience of how some of these issues affect members of our own community here in Richmond. Finally, you may discover ways in which the lifestyles we have already come to take for granted are indirectly predicated on injustices that have been, or continue to be, done to others.

To enhance empathy: This course aims to help you imagine what it might be like to be someone who faces injustices or hardships that you have not yet faced yourself. By becoming more aware of the injustices that face people globally and here in the US, engaging with the personal narratives of people who confront these injustices, and working directly with individuals in Richmond affected by these injustices, you should learn to broaden the range of ways in which you can identify with people you have not identified with in the past. By learning to identify with others in these ways, you should come to feel the value of being an active and caring member of your local, national, and global communities.

To deepen understanding: In addition to making you more aware of the world outside the University of Richmond ‘bubble’ and helping you empathize with the people in it, this course also aims to deepen your understanding of the moral principles that bear on how we should move forward to tackle relevant injustices. Many of us have intuitions about what the ‘right’ or ‘wrong’ thing is to do to address an injustice, but we rarely critically engage with these intuitions—questioning them, seeing how they fit together, and/or coming to understand how or why they differ from the intuitions people who disagree with us. Since my training is in philosophy, we will do a great deal of work in understanding why the injustices we study constitute injustices, and how moral principles bear on the steps we should take to correct these injustices.
**GENERAL COURSE INFORMATION**

**Course Materials:** All readings will be available through Blackboard (under “Resources”).

**Classroom Etiquette:** Unless directed otherwise, please keep your laptops and cell phones put away during class. I encourage you to print out your readings from Blackboard and bring them into class. However, if you read on your laptop, please bring your laptop to class as I may ask you to consult the reading during class (in which case you may bring out your laptop for that sole purpose.) We will also do in-class polls from time to time. When we do, I may ask you to take out your cell phone to participate in the poll.

**Late policies:** If you want an extension, please don’t hesitate to contact me. You learn more and I enjoy reading a better paper if you do your best work. When you request an extension, do so by email. If you are granted an extension, append a copy of the email where I granted you the extension to the end of your paper when you turn it in. Late assignments that are not granted an extension will be docked 1/3 of a letter grade (A to A-) for every day they are late for up to five days. At that point I will contact you and/or an academic dean to discuss a resolution.

**COURSE REQUIREMENTS**

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<tr>
<td>10%</td>
<td>Participation</td>
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<td>Weekly Quizzes</td>
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<td>Service Learning Component</td>
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<td>15%</td>
<td>Midterm Paper</td>
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<td>20%</td>
<td>Final Paper</td>
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**Details about Course Requirements:**

**10% Participation**

- Participation is based on how often you attend class and how well you contribute to class discussion while you are there. As a general rule, if you have more than 2 unexcused absences, your participation grade will be docked 3% (about 1/3 of a grade letter) for each further class you miss.

- To help enhance classroom discussion students will be asked to submit questions to discussion forums on Blackboard (under “Discussions”). On 10 days of your choosing (other than when we have a guest speaker), you should submit an original question about the reading. You will be able to see other students’ questions, so should make sure your question does not repeat anyone else’s. If someone already has asked a question you like, you are encouraged to “vote” for it by giving it five stars. Everyone will also be asked to submit a question on days in which we have a speaker come in (this will be 3-4 times in the semester). If you are in the 10:30am class, questions are due at midnight the night before class. If you are in the 1:30pm class, questions are due at noon.

- Please download the “Kahoot” App. We may use this periodically for in-class polls.

- I may cold-call students periodically. When I do this, it is not to stress you out but rather to make clear to you that your voice is important, even if you are not initially confident enough to use it.
10% Weekly Quizzes

- Educational research suggests that frequent quizzing promotes learning and retention. Thus, you’ll take a brief quiz about once a week. I will provide you with a study guide at least 24 hours prior to each quiz.

15% Service Learning Component

- You are required to:
  - Complete 20 hours of community service with an approved community partner*
    - * You should plan to complete 20 hours. Some people will encounter a problem along the way—for instance, you get sick or a school you volunteer at is closed for snow. If that happens, you may complete 2 hours by going to an approved event (or relevant museum exhibit) on or off campus and writing a 400-500 word reflection. A link with some pre-approved events will be provided on Blackboard.
  - Complete the SNAP Challenge by Sunday, February 2nd. The challenge occurs over the course of four consecutive days of your choice. Instructions will be posted on Blackboard.
  - Go to a 2 hour firearm simulation with the UR Police Department in April.
  - Do a 4 hour police ride-along in April.
- Complete two short reflections. One is due Friday, March 6 and the second is due Friday, April 11. Reflections should be about 500 words. Specific instructions will be distributed separately.
- You will be graded on completion of hours, your field supervisor evaluation, journal SNAP journal, and your two reflections.

15% Midterm Paper

Due Friday, February 21, 11:59pm.

The requirements for the midterm paper will be distributed separately. You will be asked to evaluate your spending patterns from a utilitarian and Kantian perspective. The paper will be required to be roughly 1600 words long.

If you wish, you may revise this paper. Your final grade for the paper will be the average of your first and second grades. *These optional revisions are due Friday, March 6.*

15% Midterm Exam

Due Friday, March 20, 11:59pm

The midterm exam will be a take home exam. For the short essay portion of the exam, you will be asked to write about the short documentary “Separate but Unequal,” primarily from the perspective of Rawls and Nozick. (You should watch this at least by March 17. Feel free to watch it beforehand if you wish.)

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15% Final Paper

Due Sunday, April 19, 11:59pm

The requirements for the final paper will be distributed separately. You will be asked to write on a topic of your choosing, and to compare the perspectives of at least two theories (other than utilitarianism and Kantianism) on your topic.

20% Final Exam

The time for your final exam is scheduled by the university and cannot be changed. The time for the exam depends on which section of the class you are in. If you are taking this class Tuesday/Thursday at 10:30am, your final exam is Monday, April 27 from 2–5pm. If you are taking this class Tuesday/Thursday 1:30pm, your final exam is Saturday, May 2 from 9–12pm. If you wish, you may take the exam with section the other section.

The final exam will have both a written and a multiple choice portion. The multiple choice portion will draw on previous multiple choice questions covered in quiz study guides.

GRADING

The numerical values for final letter grades are:

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<th>Grade</th>
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<td>A</td>
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<td>83.99-80</td>
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COURSE SCHEDULE

Readings are subject to change.

1. TUESDAY, JANUARY 14 — INTRODUCTION
   – Selections from Sandel, Justice, Chapter 1: “Doing the Right Thing”

UNIT I. WELFARE AND GLOBAL POVERTY

2. THURSDAY, JANUARY 16 — EXTREME POVERTY: LIVING ON A DOLLAR A DAY
   – MacAskill, Doing Good Better, “You are the 1 Percent”
   – Milanovic, The Haves and the Have-Not, Ch 1. and Ch. 3
   – Sachs, The End of Poverty, Ch. 1 and Ch. 3
   – Watch Documentaries (available on Amazon Prime Video)
     - Living on One Dollar (56 mins)
     - The Fourth World, SKIP mins 15-35 (once you skip those mins, this is 35 mins)

3. TUESDAY, JANUARY 21 — UTILITARIANISM AND EXTREME POVERTY
   – Singer, selections from Practical Ethics, Ch. 1 and Ch. 2
   – Singer, “Famine, Affluence, and Morality”
4. **Thursday, January 23 — Objections & Responses to the Utilitarian Argument for Giving**
   - Singer, “Famine, Affluence, and Morality” (pt. 2)
   - Singer, selections from *The Life You Can Save*, “Common Objections to Giving”
   - Cameron, “Objections and Replies to Singer”

5. **Tuesday, January 28 — Effective Altruism**
   - MacAskill, *Doing Good Better*, Ch. 2, 3 and 7

**Unit II. Rights: Fair Trade, Abortion, and Education**

6. **Thursday, January 30 — Kantian Response to the Utilitarian Argument for Giving**
   - Introduction to Kantian Ethics (TBD)
   - Instructor document: “Kantian Perspectives on Aiding Others”

7. **Tuesday, February 4 — Kantian Ethics & Fair Trade**
   - Meyers, “Exploitation and Third World Sweatshops”
   - Frankfurt, short selection from “Coercion and Moral Responsibility”
   - Bowie, short selection from *Business Ethics: A Kantian Perspective*
   - Watch first 30 mins of “The True Cost” (available on Netflix)

8. **Thursday, February 6 — Kantian Ethics & Abortion**
   - Hinman, short selection from “On the Ground Facts about Abortion”
   - Thomson, “A Defense of Abortion”
   - Feldman, “From Occupied Bodies to Pregnant Persons: How Kantian Ethics Should Treat Pregnancy and Abortion”

9. **Tuesday, February 11 — Objections and Responses to the Kantian Argument for Permitting Abortion**
   - Langer, “Abortion and the Right to Privacy”
   - Marquis, “Why Abortion is Immoral”
   - Regan, “The Case for Animal Rights”

   ---- *Transition to Political Philosophy* ----

10. **Thursday, February 13 — Nozick and Political Philosophy**
    - Instructor Handout on Political Philosophy
    - Sandel, selections from *Justice*, Ch. 3 “Do We Own Ourselves”

11. **Tuesday, February 18 — Nozick, Rectification, and Reparations**
    - Nozick, “The Principle of Rectification”
    - Ta-Nehisi Coates, “The Case for Reparations”
12. **Thursday, February 20 — Field Trip**
   ***Note Time Change: Section 1: 11:30am-1:30pm; Section 2: 1pm-3pm***
   – Virginia Museum of History and Culture, “Determined” Exhibition

13. **Tuesday, February 25 — Education, Pt 1: The History of Education in Richmond**
   – Ryan, selections from *5 Miles Away, A World Apart*, Introduction, Ch. 1, 2

14. **Thursday, February 27 — Introduction to Rawls**
   – Introduction to Rawls, TBD

   – Ryan, selections from *5 Miles Away, A World Apart*, 1, 3, 4
   – Satz Selections from Ryan, *5 Miles Away, A World Apart*

16. **Thursday, March 5 — Education, Pt 3: Education in Richmond Today**
    **Guest Speaker: Dr. Tom Shields**
   – Ryan, selections from *5 Miles Away, A World Apart*, 4, 8
   – Moeser, Shields, et al selections from ‘Can We Learn and Live Together?’
    
    *March 7-15 – Spring Break*

**Unit III. Community and Culture: Multiculturalism and Immigration**

17. **Tuesday, March 17 — Introduction to Communitarianism**
   – Kymlicka, selections from “Communitarianism”
   – Putnam, short summary of *Bowling Alone*
   – Putnam, selections from conversation with Bill Kristol, “Robert Putnam on Our Civil Life in Decline” (Available at [https://conversationswithbillkristol.org/video/robert-d-putnam/](https://conversationswithbillkristol.org/video/robert-d-putnam/))
   – PBS Documentary, “Separate but Unequal”

18. **Thursday, March 19 — Take-Home Midterm (No Class)**

19. **Tuesday, March 24 — Nationalism**
   – Callan, selections from *Creating Citizens*, “Patriotism and Sentimentality”

20. **Thursday, March 26 — The Ethics of Immigration**
    **Guest Speaker: Dr. Javier Hidalgo**
   – Reading and exact time and location TBA

21. **Tuesday, March 31 — Accommodating Diversity**
   – Kymlicka, selections from *Multicultural Citizenship*
   – Kymlicka, “Immigrant Multiculturalism”
22. **Thursday, April 2 — Historical Causes for Immigration:**  
**The Case of US Involvement in Latin America**  
*Guest Speaker: Mr. Bain Cowell (former CIA analyst)*
- Reading TBA

**Unit IV. Personal Character: Racism, Misogyny, and ‘Criminal’ Punishment**

23. **Tuesday, April 7 — The Limits of Accommodating Diversity**
- Instructor Supplement, “A Short Introduction to Rawlsian Neutrality vs. Liberal Perfectionism”
- Okin, “Is Multiculturalism Bad for Women?,” “Justice, Gender, and the Family”
- Nussbaum, “Reply to Okin”

24. **Thursday, April 9 — TBA**

*I will be at a conference. For class, we will either have a guest speaker or an in-class video.*

25. **Tuesday, April 14 — Gender, Justice, and Implicit Bias**
- Short excerpt from Gheaus, “Gender and Distributive Justice” (on impact of gender discrimination on men)
- **Start reading for Thursday:**  
  Alexander, selections from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

26. **Thursday, April 16 — Implicit Bias, Racism, and Criminal Punishment**
- Alexander, selections from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*
- Dolovich and Flanders, selections from “Legitimate Punishment in a Liberal Democracy”

27. **Tuesday, April 21 — Criminal Punishment and Rehabilitation**
- Zheng, short excerpt from “Attributability, Accountability, and Implicit Bias”

28. **Thursday, April 23 — Review Session**
- No reading. Start preparing short answer questions for Final Exam
Jepson School of Leadership Studies

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

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/

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

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

ACADEMIC AND PERSONAL SUPPORT SERVICES
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.

Sexual Assault
The University is unwavering in its commitment to support survivors of sexual assault, to respond promptly to reports of any type of sexual misconduct, and to investigate and adjudicate reports in a manner that is fair and equitable to all parties involved. We understand that sexual violence can undermine a student’s academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Alleged violations can be reported to the Title IX Office at report.richmond.edu. Reports to law enforcement can be made to University of Richmond Police Department at 804-289-8911. The purpose of reporting to Title IX is to connect students to support resources and accommodations. Students can choose whether or not to file a formal complaint.
(Sexual Assault, continued...)

Students can receive confidential support from: Center for Awareness, Response & Education (C.A.R.E.) Advocate – 804.801.6251 (call or text) / advocate@richmond.edu; Peer Sexual Misconduct Advisors (PSMA’s) – 804.346.7674 (call or text) / psma@richmond.edu; Law School PSMA’s – 804.347.9586 (call or text) / lawpsma@richmond.edu

Other Resources:

**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 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.

**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 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/](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 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.