JUSTICE AND CIVIL SOCIETY
LDST 205, Sections 1 / 2
Tuesday, Thursday 10:30-11:45am / 1:30–2:45pm
Jepson Hall, Room 102 / 107
Spring 2019

INSTRUCTOR INFORMATION
Instructor: Dr. Marilie Coetsee
Primary Email: coetsee.jepson@gmail.com
Office Hours: Thursday 3–4pm and by appointment.
Office Location: Jepson Hall, Room 131

COURSE MATERIALS
Required Text: Sandel, Justice: What’s the Right Thing to Do
Additional readings will be made available through Blackboard (under “Resources”).

COURSE REQUIREMENTS*
10% Participation
10% Weekly Quizzes
10% Midterm Re-Quiz
15% Service Learning Component
15% Midterm Paper
20% Final Paper
20% Final Exam
*More details on the next page

OTHER COURSE POLICIES
Classroom Etiquette: No computers in class. When we use the Sandel book, please bring it to class. I also encourage you to print out your readings from Blackboard and bring them into class. Please bring your cell phone to use for in-class quizzes and polls, but put it away at other times.

Late policies: If you want an extension, please don’t hesitate to contact me; I am open to considering any requests. 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 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.
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.
- Please download the “Kahoot” App. We may use this periodically for in-class polls.
- As a general rule, if you miss more than 3 classes, your participation grade will be docked 3% (about 1/3 of a grade letter) for each further class you miss.
- 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.
- Generally, I will provide you with a study guide at least a day prior to each quiz.

10% Midterm Re-Quiz

- About half way through the semester, you will have a midterm that will be comprised of questions that you have already studied for previously in the semester via your quiz study guides.

15% Service Learning Component

- You are required to:
  - Complete 22 hours of community service with an approved community partner*
  - You may subtract 2 hours by going to a firearm simulation with the UR Police Department in April.
  - Do a 4 hour police ride-along in March.
- Mandatory orientations: Tuesday, 1/15 6-7:30pm OR Friday, 1/18 2-3:30pm
- Register for the police ride along at your orientation. To register with your approved community partner go to:
  - 10:30am class: https://givepul.se/qziae
  - 1:30pm class: https://givepul.se/lfx0a
- Complete two short reflections. One is due Friday, March 8 and the second is due Thursday, April 25. Reflections should be between 300-500 words. They should combine an element of your personal service experience with an element of personal introspection. In your reflections, you should connect something that you experience with relevant ethical material that we discuss in class.
- You will be graded on completion of hours, your field supervisor evaluation, and your two reflections.

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15% Midterm Paper

Due Friday, February 22, 11:59pm.

The requirements for the midterm paper will be distributed in the second or third week of class, about a month before it is due. You will be asked to evaluate your spending patterns from a utilitarian and Kantian perspective, and the paper will be required to be roughly 1500 words long.

You will have the opportunity to revise this paper. Your final grade for the paper will be the average of your first and second grades.

20% Final Paper

Due date: TBD (in April.)

The requirements for the final paper will be distributed about a month before it is due. 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 Wednesday, May 1 from 2–5pm. If you are taking this class Tuesday/Thursday 1:30pm, your final exam is Saturday, May 4 from 2–5pm. If you wish, you may take the exam with section the other section.

The exam will consist of quiz questions you have already studied for previously and a selection of short essay questions.

GRADING

The numerical values for final letter grades are:

- A+  100-97
- A   96.99-94
- A-  93.99-90
- B+  89.99-87
- B   86.99-84
- B-  83.99-80
- C+  79.99-77
- C   77.99-74
- C-  73.99-70
- D+  69.99-67
- D   66.99-64
- D-  63.99-60
- F   59.99 or below
COURSE SCHEDULE
Readings are subject to change. The readings will be distributed at least one week prior to class via Blackboard. If you need a reading before that, please let me know. (In that case, I will get it to you earlier.)

In most cases, I will grey out some parts of the reading that will not be required of you. (So every reading could accurately be listed as “Selections from...”) This means that the reading is not quite as much as it looks!

1. TUESDAY, JANUARY 15 — INTRODUCTION
   – Selections from Sandel, Justice, “Doing the Right Thing”

UNIT I. WELFARE & GLOBAL POVERTY
2. THURSDAY, JANUARY 17 — EXTREME POVERTY: LIVING ON A DOLLAR A DAY
   – Selections from MacAskill, Doing Good Better, “You are the 1 Percent”
   – Selections from Milanovic, The Haves and the Have-Not?, Ch. 1. and Ch. 3
   – Selections from 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 22 — UTILITARIANISM & EXTREME POVERTY
   – Selections from Singer, Practical Ethics, Ch. 1 and Ch. 2
   – Selections from Singer The Life You Can Save, Preface, Ch. 1 and Ch. 2

4. THURSDAY, JANUARY 24 — OBJECTIONS AND RESPONSES
   – Selections from Singer, The Life You Can Save, “Common Objections to Giving”
   – Cameron, “Objections and Replies to Singer”

5. TUESDAY, JANUARY 29 — EFFECTIVE ALTRUISM
   – Selections from MacAskill, Doing Good Better, Ch. 2, 3 and 7

6. THURSDAY, JANUARY 31 — KANTIAN RESPONSE TO THE UTILITARIAN ARGUMENT FOR ALTRUISM
   – Selections from Sandel, Justice, Ch. 3 “The Greatest Happiness Principle”
   – Instructor document: “Kantian Perspectives on Aiding Others and Semi-Utilitarian Responses”
     (Includes excerpts from the following four articles: Herman, “Mutual Aid and Respect for Persons,” B. Williams, “A Critique of Utilitarianism,” Ashford, “Utilitarianism, Integrity, and Partiality” and Gabriel, “The Problem with Yuppie Ethics”)
UNIT II. RIGHTS: FAIR TRADE, ABORTION, AND EDUCATION

7. **TUESDAY, FEBRUARY 5 — KANTIAN ETHICS & FAIR TRADE**
   - Selections from O’Neill, “Kantian Approaches to Some Famine Problems” (2 pages)
   - Selections from Frankfurt, “Coercion and Moral Responsibility” (1.5 pages)
   - Selections from Meyers, “Exploitation and Third World Sweatshops” (10 pages)
   - Short selection from N. Bowie, *Business Ethics: A Kantian Perspective* (2 pages)
   - Watch first 30 mins of “The True Cost” (available on Netflix)

8. **THURSDAY, FEBRUARY 7 — KANT & ABORTION**
   - Thomson, “A Defense of Abortion”
   - Feldman, “From Occupied Bodies to Pregnant Persons: How Kantian Ethics Should Treat Pregnancy and Abortion”

9. **TUESDAY, FEBRUARY 12 — UTILITARIANISM & ABORTION**
   - Langer, “Abortion and the Right to Privacy”
   - P. Singer, “Taking Life: The Embryo and the Fetus”

10. **THURSDAY, FEBRUARY 14 — WRAP UP ON ABORTION**
    - Reading TBD.
      Likely on connections between Abortion and Animal Rights

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

11. **TUESDAY, FEBRUARY 19 — NOZICK AND THE HISTORY OF COERCION, PT 1**
    - Selections from Sandel, *Justice*, Ch. 3 “Do We Own Ourselves”
    - Instructor Handout on Political Philosophy

12. **THURSDAY, FEBRUARY 21 — NOZICK AND THE HISTORY OF COERCION, PT 2**
    - Ta-Nehisi Coates, “The Case for Reparations”

12. **TUESDAY, FEBRUARY 26 — INTRODUCTION TO RAWLS**
    - Selections from Sandel, *Justice*, Ch. 6 “The Case for Equality”
    - Selections from Rawls, *Theory of Justice*

13. **THURSDAY, FEBRUARY 28 — EDUCATION**
    - Selections from Ryan, *5 Miles Away, A World Apart*

14. **TUESDAY, MARCH 5 — EDUCATION**
    - Selections from Ryan, *5 Miles Away, A World Apart*
    - Anderson, “Fair Opportunity in Education”

15. **THURSDAY, MARCH 7 — FLEX DAY / REVIEW**
    - Possible Field Trip to Reading TBD

*Tuesday, March 12 – Spring Break*
Thursday, March 14 – Spring Break

UNIT III. COMMUNITY AND CULTURE: MULTICULTURALISM AND IMMIGRATION

16. TUESDAY, MARCH 19 — INTRODUCTION TO COMMUNITARIANISM
   – Selections from Sandel, *Justice*, Ch. 9 “What Do We Owe One Another: Dilemmas of Loyalty”
   – Watch video on Harvard Happiness Study (on Blackboard)
   – Kymlicka, “Communitarianism”

17. THURSDAY, MARCH 21 — MULTICULTURALISM
   – Selections from Kymlicka, *Multicultural Citizenship*

18. TUESDAY, MARCH 26 — IMMIGRATION
   – TBD (We will cover empirical work on immigration. Possibly: selections from Daniels, *Guarding the Golden Door: Immigration Policy and Immigrants Since 1882*)

19. THURSDAY, MARCH 28 — IMMIGRATION
   – Carens, “Aliens and Citizens”
   – Miller, “The Case for Limits”

20. TUESDAY, APRIL 2 — FLEX DAY / REVIEW
   – Reading TBD

UNIT IV. PERSONAL CHARACTER: RACISM, MISOGYNY, AND IMPLICIT BIAS

21. THURSDAY, APRIL 4 — IMPLICIT BIAS AND VIRTUE
   – Nussbaum, “Emotions as Evaluative Judgments.”

22. TUESDAY, APRIL 9 — IMPLICIT BIAS, RACISM, AND CRIMINAL PUNISHMENT, Pt 1
   – Zheng, “Attributability, Accountability and Implicit Bias"
   – TBD: Reading on Police Accountability

23. THURSDAY, APRIL 11 — IMPLICIT BIAS, RACISM, AND CRIMINAL PUNISHMENT, Pt 2
   – Selections from Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

24. TUESDAY, APRIL 16 — MISOGYNY
   – Selections from Okin, *Justice, Gender, and the Family*
   – Selections from Okin, *Is Multiculturalism Bad for Women?*

25. THURSDAY, APRIL 18 — THE ETHICS OF DIALOGUE
– Gutmann and Thompson, “Why Deliberative Democracy?”
– Weston, “Dialogue”

26. **TUESDAY, APRIL 23 — CIVIL DISOBEDIENCE**
– King, “Letter from a Birmingham Jail”
– Lebron, “Time for a New Black Radicalism”

27. **THURSDAY, APRIL 25 — FLEX DAY / REVIEW**
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
SYLLABUS INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES

Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to 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.

**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.