

Justice and Civil Society

(18098)

Class meetings: Jepson Hall 102,
Tuesdays and Thursdays, 9:00-
10:15am

Instructor: Dr. Lauren Henley
(she/her/hers)

Office Hours: Jepson Hall 234
(Tuesdays, 12:00-2:30pm)

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Course Description

What is a just society? What are the social justice challenges plaguing the United States today? How did we get here? Most importantly, what should we do? This course offers some answers—and a lot of questions—to these topics. By exploring the historical context of various issues permeating U.S. society in the 21st century, we will wrestle with contested definitions of justice in the past and present. The topics covered range the gamut from immigration, healthcare, and environmental justice to ableism, urbanization, and the prison industrial complex.

In an effort to put into practice the ideas taught in Justice classes, this semester will look different from those in the past. How can we talk about justice without critically examining our own efforts towards building a more just community, not only on campus but in the broader Richmond area? To address this question, we will be organizing a symposium to determine the future direction of Justice classes.

Goals



By the end of this course, you should be able to:

1. Identify major social justice issues affecting the United States and analyze these issues through historical contexts.
2. Be an informed citizen of the various communities you inhabit by evaluating theories of justice rooted in historical and contemporary examples.
3. Advance mature and appropriate communication styles, both written and oral, by demonstrating emotional intelligence in a variety of settings.
4. Autonomously assess your own learning processes and defend both what and how you learn in a productive, sincere, and reflexive manner.
5. Imagine a just society.

Ungrading

This class approaches assignments and grading differently from many other classes. Research shows that traditional grading can hinder students' willingness to learn for the sake of learning. Instead, students tend to focus on the end result—the grade—and often prioritize getting a certain score or number of points. In a class about justice, however, we owe it to one another to challenge the status quo and to create a learning experience that does precisely that: centers learning. To that end, this class is rooted in an ungrading assessment philosophy.

For every assignment you turn in this semester, you will be asked to assess yourself and/or your peers. Throughout the semester, I will provide you with comments and feedback, opportunities for revision, and details regarding my expectations (which might look different from those you've seen before). **I will NOT give you a numeric or letter grade on any assignment.** This approach encourages you to take seriously all feedback you receive this semester, to take risks on assignments knowing that you will not be penalized for doing so, and to learn the value of revisions as part of your own intellectual journey.

Because the university requires final grades to appear on your transcript, at the end of the semester, you will be asked to reflect on your overall performance, effort, and growth in class. You will recommend a grade commiserate with your self-assessment. **If your recommendation is earnest and approximates my observations, you will earn the grade you recommend. I reserve the right to adjust your final grade as I see fit and will provide an explanation should this happen.**


As a point of reference, it is worth knowing that I have high expectations. I want to see you succeed and will push you to think deeper, take risks, and hone your opinions. I believe you are all capable of immense growth this semester, regardless of where you're starting out. That's what I want to see and I will nudge you to step outside of your comfort zone. Do not confuse an ungrading philosophy with this class being an easy A. Based on the effort you put in, this class may end up being one of the most rewarding of your college career. It is up to us individually and collectively to make it so.



If at any point during the semester, ungrading causes disproportionate anxiety or stress for you, please speak to me. It will take a few assignments to get used to this approach, but you should start to feel more liberated and self-motivated as the semester progresses. The goal is for you to develop self-confidence in your own learning and draw from internal motivation to engage with this class. If you instead find yourself panicked and paralyzed, schedule a learning conference with me so we can chat.



Assignments

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- Participation
 - Packback
 - Comprehension Checks
 - Beyond Campus Experience
 - Series Review
 - Museum Visit
 - Symposium
 - Community Partners
 - Reflections

Participation

Attendance will be taken at the beginning of each class session and it is expected that you will attend all classes. More importantly, I expect that you participate in class. I recognize that participation looks different for everyone. Some people will feel comfortable jumping into a conversation from the beginning, others will want to sit back and observe for a bit, and still others might find that any kind of speaking in a group setting makes them anxious. Part of this class is learning how to participate in ways that encourage you to grow. **This is NOT a lecture-based class.** We will have large and/or small group discussions nearly every class and do a variety of in-class activities. Some of the course material we're covering will be controversial and your opinions may differ significantly from those of your peers. That's great. We'll debate various sides of different arguments and reflect on the value of civil discourse.

All of this means that you will be expected to contribute to the intellectual growth of the class, to interact with your peers respectfully, and to engage with course material in meaningful ways. **You should be present in class.** We have 75 minutes each class to work through some of the most complicated social justice issues in American history. Put your phone out of sight, take handwritten notes, and only use your computer to pull up our readings (even better, don't use your computer at all). We should respect one another's time out of class, and I expect you to respect our time in class.

As much as I expect you to attend all classes, I recognize that life happens. We are also still in the midst of a global pandemic. Do not choose in-person attendance over your own health. Do not risk the wellbeing of your classmates. You should not come to class if you feel sick, have a fever, or have any symptoms associated with COVID-19 or seasonal flu. **Excluding COVID-related scenarios, you may exercise two excused absences, no questions asked, and should plan to let me know in advance if possible.** See the Jepson School of Leadership Studies Common Course Policies in this syllabus for further details.



Packback

Given the complicated nature of subjects we'll be talking about in class this semester, we will need time and space to digest our readings, conversations, and activities. We will use Packback to facilitate dialogue between class sessions. Packback is an online discussion forum that encourages you to ask thought-provoking questions, engage with your peers, and make meaningful connections between course materials and other things that interest you. **You can skip one week of Packback posts.**



Note: If Packback is cost-prohibitive, please submit this [form](#) to apply for a Scholarship Access Code. You can also reach out to me so I can follow up with the appropriate party.

Comprehension Checks



A few times during the semester, I will give you a short (5-10 question) multiple-choice check-in to assess how well you've been keeping up with the readings. The check-ins may or may not be announced beforehand. These check-ins are NOT designed to trip you up—there are no trick questions and, if the answer seems obvious, it probably is. Do not overthink the questions. Check-ins are a quick way for you to see if you're reading in a manner that matches my expectations and allow me to see if a particular reading has given us trouble. Check-ins also allow students who may not be strong writers to demonstrate mastery of the materials using a different learning style.



You can use any handwritten notes on the check-ins, including notes taken in the margins of the readings.

Beyond Campus Experience

October

Pick one of the following options listed on the next page to complete on any day in October. Regardless of the option you select, you should document this experience from start to finish. Documentation can take the form of photos, social media posts (that are publicly accessible), journaling, etc. Your final assignment can take one of two forms:

A **4-5-page essay** analyzing your experience, using the guiding questions on the next page to help shape your analysis. Your essay should include your documentation as an appendix at the end.

A **short film** (5-10) minutes critically recounting your experience, using the guiding questions on the next page to help inform your narrative arc. Your documentation should be interwoven into the film and a typed script should accompany the finished product.



Note: this assignment is not designed to trivialize the lived experiences of anyone who relies on SNAP or public transportation. If this was/is your lived experience, you do not have to complete this assignment. Please speak to me about cocreating a different assignment. If you have medical reasons why you cannot or should not complete this assignment, please speak with me.

Option #1: SNAP Budget

According to the USDA, the maximum SNAP (Supplemental Nutrition Assistance Program) monthly allotment for a single-person household is \$234. This works out to \$7.55/day for October. For one day (24 hours), adhere to this budget for all of your meals/snacks. Check out the [SNAP website](#) to familiarize yourself with the program and to determine what kinds of foods are permitted. Draw from [Map the Meal Gap](#) as you think about food insecurity in the United States.

Guiding Questions

- How did today's meals compare to what you usually eat? Consider the types of food, quantity, and convenience.
- Where did your meals come from? Were you able to eat on campus or did you have to go to a local grocery store?
- How did you feel throughout the day? Were you more or less hungry than usual? Did you experience any side effects today?
- How much thought did you have to put into planning today's meals? Was this more or less than usual?
- Based on *Map the Meal Gap* and your experience, what are some possible solutions to food insecurity? Be specific and practical, but don't be afraid to challenge the status quo.



Option #2: GRTC Trip

According to the Richmond Regional Transportation Planning Organization (RRTPO), in 2017, 16.9% of households in the city of Richmond were considered zero-car. This means that a significant number of people rely on public transportation for their daily travel needs, from work and groceries to childcare and medical appointments. This proportion increases significantly for households at or below the poverty line. Use the [GRTC system](#) to get from campus to Short Pump Town Center and back. Read this [Time article](#) as you consider the broader context of public transportation in the United States today.

Guiding Questions

- How did you go about planning your bus trip? Did you go by yourself or with a friend/classmate? What time of day and day of the week did you select? Why?
- How long did it take you to get from campus to Short Pump? How long did you have to wait for the bus(es) to arrive? Did you have to transfer buses? If so, where?
- What are your general observations about riding a GRTC bus? Who were your fellow riders? Were specific stops particularly busy? If so, can you speculate as to why?
- How efficient was this trip? How can you compare taking the bus to Short Pump to taking a car?
- If you experienced any difficulties in making this trip, what were they?
- Based on the *Time* article and your experience, what are some possible solutions to public transportation inequalities? Be specific and practical, but don't be afraid to challenge the status quo.



Series Review

by December 1

- *The Good Place* (Netflix, Season 1)
- *The Handmaid's Tale* (Hulu, Season 1)
- *House* (Prime Video, Season 1)
- *The Age of A.I.* (YouTube, Season 1)



Pick one of the series listed here to watch and write an **8-12-page paper** analyzing the most salient moral/ethical themes present in the series. You should make explicit reference to at least half of the episodes (spaced throughout the season) and include timestamped citations when including quotes and/or describing a specific scene.

For *The Good Place*, *The Handmaid's Tale* or *House*, consider how the main protagonist negotiates his/her sense of right and wrong. What theory of justice best aligns with his/her approach to various problems? What examples support your argument? How do secondary characters articulate and/or represent other theories of justice? In the context of the show, what are the stakes against which characters must weigh their decisions? How does the fictional nature of the show allow you to consider ethical dilemmas in a low-stakes context? More broadly, what does this show tell us about the society we currently live in?

For *The Age of A.I.*, consider the overarching themes of the series, many of which are rooted in the question: does the ability to do something mean we *should* do it? What examples throughout the series present ethical conundrums for you? Why do some applications of A.I. bother you more than others? Where do you see theories of justice on display in the A.I. approaches to problem solving? More broadly, how do you actually know what's real? How do you define reality and how does A.I. challenge your definition? What is the line between man and machine?



Note: if you do not have a way to watch any of these shows on your own personal device (computer, phone, etc.), please see me so we can create a different assignment that still fulfills this prompt.

Museum Visit

by November 19

Pick one of the below museum exhibits to visit and write a **2-3-page essay** that addresses two different aspects of your visit: the content and the experience. Consider both *what* is on display and *how* it is displayed. What communities are and are not visible in the exhibit? What kinds of artifacts are on display? Who do you think is the intended audience? Why? What is your emotional response to the exhibit (both in terms of content and being in the museum space)? Can museums be spaces for social justice? Why or why not? How should we assess the utility of museums? What purpose do they serve?

**If you pick the cemetery, consider whether cemeteries count as museums before you address the above questions. What defines a museum? Who are cemeteries for?*



- *Harnett Museum of Art: Action & Reaction: Looking at the Art of Social Justice* (free)
- *Virginia Museum of Fine Art: REQUIEMS: Reframing History through the Photographic Lens* (free, closes 11/7)
- *Virginia Museum of History & Culture: CapABLE* (\$6/person)
- *Black History Museum and Cultural Center of Virginia* (\$10/person)
- *Woodland Cemetery* (2300 Magnolia Rd, Richmond, VA 23223)*



Symposium



In order to inform the future direction of Justice classes in Jepson, we will be organizing a symposium across all Justice sections this semester. In small groups, you will be responsible for selecting one panelist from a local community partner to participate in the symposium. You are expected to attend the symposium **(date TBA, but please tentatively save 10/23 and 11/13)**. The symposium will only be one Saturday. You will also be expected to work with your community partner on an agreed-upon project. Additional details about the symposium will be shared early in the semester.

Community Partners

After the add/drop deadline, I will organize the class into four groups. Two groups will tackle each issue and offer 1-2 individuals from their community partner to serve on a panel. (This means each Justice class is creating two panels for the symposium.) Your group may also be responsible for identifying potential guests to facilitate other parts of the symposium.

Depending on your group, you may be able to select your community partner. I encourage you to reach out to partners early in the semester to learn more about their work and determine if they're a good fit for your group. They are expecting to hear from you.

The project you complete with your community partner should emerge from a sincere conversation with them about what they need, the skills you can offer, and the logistics required. For example, you could offer to record an organizational history and create a video for them to share with donors. They could ask you to help with data entry. Your project may not be similar to what you've probably heard about previous Justice classes, and that's okay. The majority of work in community organizing happens behind the scenes.

Our class is specifically focusing on two social justice issues in the local area: **immigration** and **healthcare**. We will spend more time covering these topics in detail early in the semester to provide context for our community partners.



Reflections



Symposium Reflection and Peer Evaluations

It is impossible for me to monitor how each group works, especially outside of the classroom. To help ensure an equitable distribution of work, you will give and receive peer evaluations throughout the symposium planning process. At the end of the symposium, you will also reflect on the broader experience and comment on potential future directions for Justice classes.

Mid-Semester Reflection (October 19)

A key feature of humanistic enterprise is reflecting on *how* you know what you know, not memorizing facts to regurgitate at a specific moment in time. As a result, at the midpoint in the semester you will be asked to reflect on your experience in class so far. This reflection should be an earnest assessment of your learning and will provide you the opportunity to shape the direction of this class and future classes.




Final Reflection and Grade Recommendation (December 7)

Completed after you've submitted all course materials, the final reflection will be similar to the mid-semester reflection but will also include a section requiring your self-assessment on your class assignments, as well as your final grade recommendation. You will be asked to assess your work on each assignment, your progress throughout the semester, and areas where you still believe you could improve. The strongest and most accurate reflections will draw direct examples from the body of work you will have completed throughout the semester. I encourage you to draw from examples of your work (with my comments and peer feedback) to offer explicit evidence in your reflection. By the time you start your reflection, you will have already received feedback on every assignment you've submitted. You will have time on the last day of class to chat with me ahead of the reflection about any concerns you may have.



Expectations

Because this class allows for a significant amount of flexibility in terms of selecting assignments, self-reflection, and ungrading, non-negotiated late work does not meet my expectations and will not be accepted for comments/feedback. This stance is not designed to be punitive but to encourage you to be proactive rather than reactive. Learning how to navigate deadlines is a great skill to perfect in college and will serve you well long after graduation. That said, I recognize that you are young adults with varied lives outside of class. If an emergency comes up that would reasonably constitute asking for an extension, please speak with me ahead of the due date if at all possible. **If you are granted an extension on an assignment, you should submit an additional 300-400-word reflection on how you used the extension (with specifics), why you asked for it (generally), and how you think your assignment improved by having additional time.** 

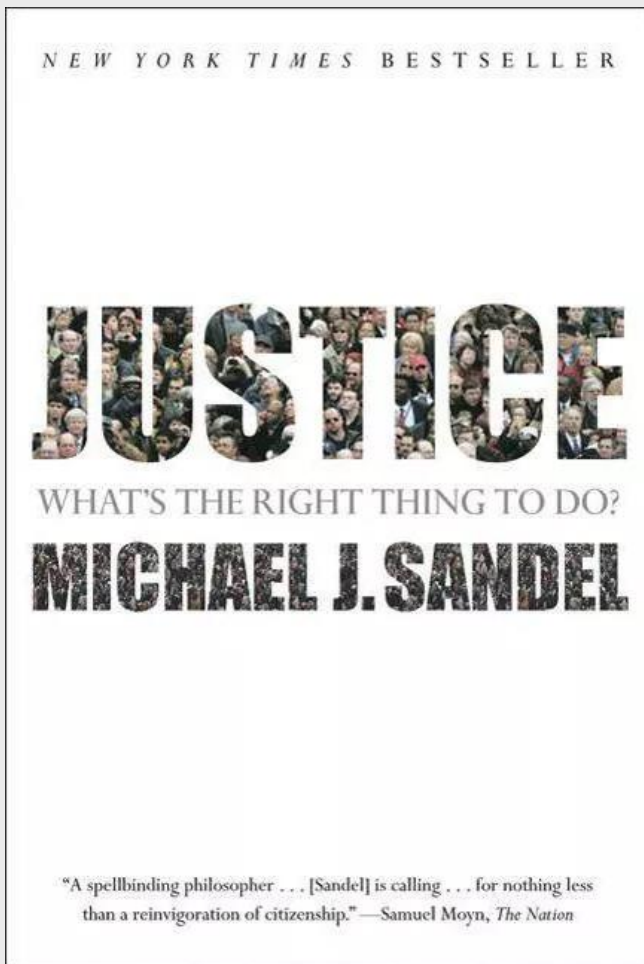


All papers should be double-spaced in Times New Roman, size 12 font, with 1-inch margins. **Submit all electronic assignments through Blackboard as either PDF or Word files.** Citations should adhere to the Chicago Manual of Style (notes-bibliography style). While papers can be written in first-person, I expect you to write with a standard of university-level grammar, syntax, organization, and argumentation. This means you should proofread your work and submit polished versions of your final assignments.

Readings

There is one required book for this class:
Michael J. Sandel, *Justice: What's the Right Thing to Do?* (New York: Farrar, Straus and Giroux, 2010).

All additional course readings will be provided electronically through Blackboard. Readings should be completed before the class period for which they are listed.



How to Read

Reading is not a passive activity and cannot be properly undertaken in simultaneity with other work. You should take notes while reading to process the materials: ask yourself questions, debate with the author(s), and make connections to other readings in real time. Whenever you approach new reading materials, you should try to discern the main argument. Then, you can assess how the author creates said argument, and whether or not it is one you find compelling. By actively reading and taking thorough notes throughout the semester, you will save time when completing your assignments. Strong notetaking will also lead to more productive class conversations as we talk through a variety of nuanced topics.

Note: some of our materials this semester are historical in nature and use terminology that is antiquated to modern audiences. These materials may include words that are considered offensive, inappropriate, or in poor taste today. I will offer alternative words to be used in class as needed and elaborate on the significance of contextualizing language as required.

Course Values

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with me and with others if things start to feel out of control or overwhelming.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding me accountable as well.

Recording Policy

You may not record any portion of class, whether in person or virtual, unless you have documentation requiring such for accommodation purposes. This includes but is not limited to all forms of audio or video recording technology. You may not take pictures of anyone in class without the express consent of the intended party. I will explicitly state when it is okay and/or encouraged to take pictures.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, nationality, ability, etc. Class rosters are provided to me with your official university name. I will gladly honor your request to address you by an alternate name and/or gender pronouns. I will model best practices for naming preferred pronouns and recognize that not all students will feel comfortable with this approach. If this is the case, please advise me in whatever method is most comfortable for you as early as possible in the semester so that I may make appropriate changes to her records. If your pronouns and/or name change during the semester, please contact me so that I may address you as you desire.

Communication Policy

If you have questions that are not answered in the syllabus or on Blackboard, you are encouraged to reach out to me to seek clarification. If, however, the answer can be found in the syllabus or on Blackboard, my response will point you in the direction of the appropriate source. This approach encourages you to actually look for answers before reaching out and gives me time to answer more substantive questions. I will respond to student emails within 24 hours of receipt during the week but may not respond to emails sent during the weekend (after 5:00pm EST on Fridays through Sunday) until the following Monday.

Whenever you email me, do not address me as anything other than Professor Henley or Dr. Henley (i.e. no Ms./Miss/Mrs.). Your email does not need to be formal but should open with some sort of respectful greeting (i.e. Dear/Hello/Hi Professor Henley).

Common Course Policies

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.

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.

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."

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.⁵ Additionally, this semester students are leading a series of workshops, *Not So Slight: Combating mAcroaggressions*, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548.
<https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25.
<https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1).
<http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵<https://commonground.richmond.edu/contact/bias-incidents/index.html>

Campus Resources

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 (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalt@richmond.edu\)](mailto:hwalt@richmond.edu) for coaching appointments in academic and life skills.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](#). Students can [contact an individual librarian](#) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat](#).

Career Services: (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 (caps.richmond.edu 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 (disability.richmond.edu) 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 students 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 (speech.richmond.edu or 287-6409): 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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (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.

I reserve the right to modify this syllabus according to the needs of the class.

Course Schedule

Unit	Day	Theme	Materials
	August 24	Semester Overview	
Context	August 26	Ungrading as Justice	Read: Susan D. Blum, "Why Ungrade? Why Grade?" in <i>Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)</i> (1-22)
	August 31	What is Justice	Read: Sandel, "Doing the Right Thing" in <i>Justice: What's the Right Thing to Do?</i> (1-30)
	September 2	Theories of Justice	Read: Heather Richardson, "Introduction" in <i>How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America</i> (xiii-xxix)
	September 7	Colonizing America	Read: Richardson, "Chapter 1: The Roots of Paradox" in <i>How the South Won the Civil War</i> (1-22)
	September 9	Founding America	Read: Richardson, "Chapter 2: The Triumph of Equality" in <i>How the South Won the Civil War</i> (23-51)
	September 14	Reconstructing America	Read: Eric Foner, "Appendix" and "Preface" in <i>The Second Founding: How the Civil War and Reconstruction Remade the Constitution</i> (179-216, xiv-xxix)
	September 16	Responses to Reconstruction	Read: Richardson, "Chapter 4: Cowboy Reconstruction" in <i>How the South Won the Civil War</i> (75-96) Read: Sandel, "The Greatest Happiness Principle" in <i>Justice</i> (31-57)

Immigration	September 21	Early Policies	<p>Read: Roger Daniels, "The Beginnings of Immigration Restriction, 1882-1917" in <i>Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882</i> (3-26)</p> <p>Read: Sandel, "Do We Own Ourselves" in <i>Justice</i> (58-74)</p>
	September 23	Asian Immigration	<p>Read: Madeline Y. Hsu, "Chapter 1" in <i>The Good Immigrants: How the Yellow Peril Became the Model Minority</i> (1-17; no chapter outlines)</p> <p>Read: Yao Li and Harvey L. Nicholson Jr., "When 'Model Minorities' Become 'Yellow Peril'—Othering and the Racialization of Asian Americans in the COVID-19 Pandemic" in <i>Sociology Compass</i> (1-13)</p>
	September 28	Latino Immigration	<p>Read: Alexandra Minna Stern, "Quarantine and Eugenic Gatekeeping on the U.S.-Mexican Border" in <i>Eugenic Nations: Faults & Frontiers of Better Breeding in Modern America</i> (57-81)</p> <p>Read: Sandel, "Hired Help" in <i>Justice</i> (75-102)</p>
	September 30	Making Whiteness	<p>Read: David Roediger, "Inbetween Peoples: Race, Nationality, and the 'New-Immigrant' Working Class" in <i>Colored White: Transcending the Racial Past</i> (138-168)</p> <p>Read: Daniels, "'Controlling Our Borders': Struggles over Immigration Policy" in <i>Guarding the Golden Door</i> (232-259)</p>
Healthcare	October 5	Tuskegee	<p>Read: Susan Reverby, "Introduction" in <i>Examining Tuskegee: The Infamous Syphilis Study and Its Legacy</i> (1-10)</p> <p>Read: Sandel, "What Matters is the Motive" in <i>Justice</i> (103-139)</p>
	October 7	Consent	<p>Read: Harriet Washington, "Preface" in <i>Carte Blanche: The Erosion of Medical Consent</i> (8-23)</p>
	October 12	Fall Break	

	October 14	Insanity & Mental Health	<p>Read: Robert Whitaker, "Bedlam in Medicine" in <i>Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill</i> (3-18)</p> <p>Read: Oliver Sacks, "The Man Who Mistook His Wife for a Hat" and "Cupid's Disease" in <i>The Man Who Mistook His Wife for a Hat and Other Clinical Tales</i> (8-22, 102-107)</p> <p>Read: Sandel, "The Case for Equality" in <i>Justice</i> (140-166)</p>
	October 19	Ableism	<p>Read: Michelle R. Nario-Redmond, "Introduction: Defining Ableism" in <i>Ableism: The Causes and Consequences of Disability Prejudice</i> (1-11, 34-36)</p> <p>Read: Sandel, "Who Deserves What?" in <i>Justice</i> (184-207)</p>
	October 21	Gendered Disabilities	<p>Read: Stephen Pemberton, "The Curious Case of the 'Professional Hemophiliac': Medicine, Disability and the Contested Value of Normality in the United States, 1940-2010" in <i>Disability Histories</i> (237-257)</p> <p>Read: Susan K. Cahn, "Border Disorders: Mental Illness, Feminist Metaphor, and the Disordered Female Psyche in the Twentieth-Century United States" in <i>Disability Histories</i> (258-282)</p>
Prison Industrial Complex	October 26	Getting In	<p>Read: Michelle Alexander, "Introduction" and "The Color of Justice" in <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> (1-23, 121-174)</p> <p>Watch: <i>Just Mercy</i> (136mins; library)</p>
	October 28	Getting Out	<p>Read: Alexander, "The Cruel Hand" in <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> (175-220)</p> <p>Watch: <i>Just Mercy</i> (136 mins; library)</p>

Housing and Urbanization	November 2	White Flight	<p>Read: Richard Rothstein, "Preface" and "Racial Zoning" in <i>The Color of the Law: A Forgotten History of How Our Government Segregated America</i> (vii-xvii, 39-57)</p> <p>Read: Sandel, "Arguing Affirmative Action" in <i>Justice</i> (167-183)</p>
	November 4	Public Housing	<p>Read: Rothstein, "Public Housing, Black Ghettos" in <i>The Color of the Law: A Forgotten History of How Our Government Segregated America</i> (17-38)</p> <p>Read: Matthew Desmond, "Prologue" and "The Business of Owning the City" in <i>Evicted: Poverty and Profit in the American City</i> (1-19)</p>
Environmental Justice	November 9	Domestic Challenges	<p>Read: Dorceta E. Taylor, "Introduction" and "Internal Colonialism" in <i>Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility</i> (1-5, 48-68)</p> <p>Read: Sandel, "What Do We Owe One Another" in <i>Justice</i> (208-243)</p>
	November 11	International Challenges	<p>Read: Mary Robinson, <i>Climate Justice: Hope, Resilience, and the Fight for a Sustainable Future</i> (ix-55)</p>
Ageism	November 16	Getting Older	<p>Read: Liat Ayalon and Clemens Tesch-Römer, "Introduction to the Sections: Ageism—Concept and Origins" in <i>Contemporary Perspectives on Ageism</i> (1-10)</p> <p>Watch: "The Try Guys Test Old Age Body Simulators"</p> <p>Watch: "The Try Guys Live Like 80-Year-Olds for a Day"</p>
	November 18	Generational Divides	<p>Read: Margaret Morganroth Gullette, "The Elder-Hostile: Giving College Students a Better Start at Life" in <i>Ending Ageism, or How Not to Shoot Old People</i> (54-84)</p> <p>Read: "On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Gen Z So Far"</p>

Imagining Otherwise	November 23	No Class	
	November 25	Thanksgiving	
	November 30	A Just Society	<p><i>Read:</i> Ursula K. Le Guin, "The Ones Who Walk Away from Omelas"</p> <p><i>Read:</i> Sandel, "Justice and the Common Good" in <i>Justice</i> (244-269)</p>
	December 2	Course Evaluations & Revised Think-piece	