

**Course ID:** LDST 210

**Instructor:** Dr. Julian Maxwell Hayter

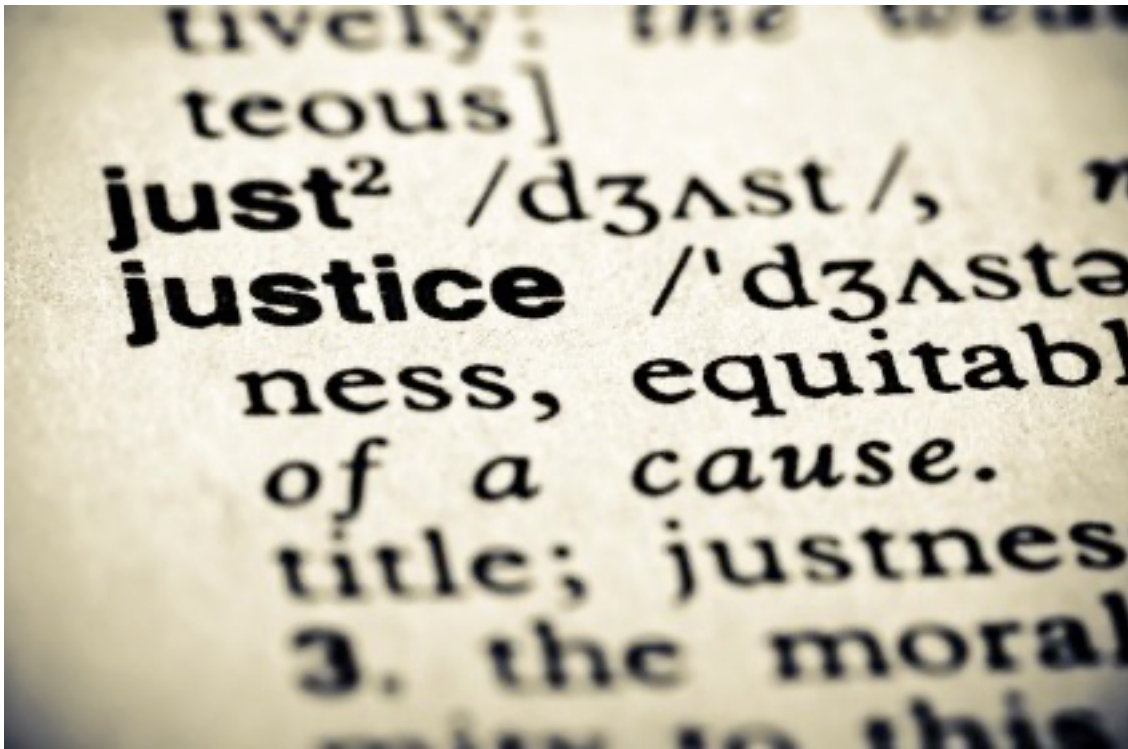
**Office Hours (virtual):** Tuesday and Thursday, 12:30pm am to 1:30pm and by appointment—see link below

**Office Location:** Jepson Hall, 237

**Course Name:** Justice and Civil Society

**E-mail:** [jhayter@richmond.edu](mailto:jhayter@richmond.edu)

**Phone:** 804-287-6097



### [Course Meetings: Spring 2022](#)

Sections 2 and 4—7:30am to 8:45am and 10:30 to 11:45, Jepson 118

### [Office Hours Link:](#)

<https://urichmond.zoom.us/j/89436505910>

### [Course Purpose](#)

In time, future generations will ask, “where were you between 2020 and 2022?” The United States—and the world—is at an inflection point: a point wherein a series of otherwise disconnected incidents and small changes begin to bring about larger,

more important transformations. Sometimes, these larger changes are characterized by harbingers—forewarnings and patterns that, in hindsight, help explain the present. 2020, 2021, and perhaps 2022, have all the indicators of a breakpoint:

- a pandemic
- an impeachment
- economic uncertainty
- ongoing war
- racial unrest
- climate crisis
- profound political polarization
- unprecedented demographic changes
- urbanization

What brought us this point? 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.

There ain't no such thing as the good old days. People's lives have almost always been subjected to forces beyond their control. Life has been, and continues to be, hard on people. Very few people have been lucky enough to live out the duration of their lives without some calamitous occurrence disrupting plans. Imagine the generations of people that weren't waiting on the plague, the eruption of Krakatoa, Spanish Conquistadors, WWII, or any number of personal tragedies. Those people had plans too. Life is most often indifferent (if not outright hostile) to our plans. Most historical actors have lived demonstrably difficult lives. Luck, it seems, matters.

But people have endured—usually under very tough circumstances—because they've committed themselves to solutions. We will contemplate these circumstances and how recent historical struggles may (or *may not*) inform the path forward. This course has been designed to historicize many of the factors that got us to this point. We will contemplate how history, the ethics of context, and leadership shaped the past and the roles historical actors/leaders played in making the present more likely. Could we have prevented contemporary problems?

Above all else, this course grapples with the politics of contingencies and the ethics of historical context.

It is impossible to understand current events without context. In fact, the social unrest and epidemiological 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.

We have currently resolved to suspend and reimagine the service learning component of the Justice course. Each of this semester's sections has been designed to take a topical approach to thinking about this course's path forward: especially with our community partners—our course will contemplate modern urban history and climate justice.

## **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 human interactions. 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.

I also demand that you prove me wrong—this course, like any course, makes implicit and explicit arguments about the order of things. Think about those arguments and how you feel about them. You do not have to agree with me to do well in this course. To that end, this course lends itself toward controversy and requires that you *not* disengage from it. Try, as best as you can, to divorce ideas from your identity.

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) and respect. If you're unable to do this, perhaps this isn't the course for you.

## **Office Hours Link:**

<https://urichmond.zoom.us/j/89436505910>

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## Required Reading

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

Aside from the books, required readings can also be found on Blackboard. Required Blackboard reading is delineated in **BOLD PRINT (BB on the reading schedule)**. **There are also readings on the schedule below that *are not* delineated here in “required reading”—they too will be on blackboard and are required reading!**

Lawrence T. Brown, *The Black Butterfly: The Harmful Politics of Race and Space in America* (Baltimore: Johns Hopkins University Press, 2021)

**Dipesh Chakrabarty, “The Climate of History,” *Critical Inquiry*, Vol. 35 No. 2 (Winter 2009), pp. 197-222**

**Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed* (New York: Penguin Books, 2011)**

Taylor Dorceta, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility* (New York: New York University Press, 2014).

Amitav Ghosh, *The Great Derangement: Climate Change and the Unthinkable* (Chicago: University of Chicago Press, 2017)

Lorraine Hansberry, *A Raisin in the Sun* (New York: Random, 2004)

Daniel L. Hatcher, *The Poverty Industry: The Exploitation of America’s Most Vulnerable Communities* (New York: New York University Press, 2019)

**Julian Maxwell Hayter, *City Profile of Richmond*, (Charlottesville: Thriving Cities, 2015)**

**Nelson Lichtenstein, *Who Built America? Vol. 1: Working People and the Nation’s History* (New York: Bedford, 2007).**

Michael Sandel, *Justice: What’s the Right Thing to Do?* (New York: Farrar, Straus, and Giroux, 2010)

Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York: Liveright, 2017)

Ronald Wright, *A Short History of Progress*, (New York: Hatchett Books, 2005)

## 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 is essential to your success in this course. The extent to which I take attendance is contingent upon the state of the university's COVID-19 protocol (i.e., it may change should the color coding change). Unless you have a mandated, university-based accommodation, 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 INTENSTIVE!** 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.
7. **Exams and Quizzes:** Unless mandated by administrators for the purposes of contract tracing, other COVID-19 related demands, and/or serious issues, **exams and quizzes cannot be rescheduled.** Period. If you miss an exam your score is zero.

**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
Exams:	25% of final grade
Final Group Project and Presentations:	25% of final grade

**Grading Scale:**

<b>A+ 4.0</b>	<b>B+ 3.3</b>	<b>C+ 2.3</b>	<b>D+ 1.3</b>
<b>A 4.0</b>	<b>B 3.0</b>	<b>C 2.0</b>	<b>D 1.0</b>
<b>A- 3.7</b>	<b>B- 2.7</b>	<b>C- 1.7</b>	<b>D- 0.7</b>
<b>F 0.0</b>	<b>I 0.0</b>	<b>M 0.0</b>	<b>V 0.0</b>

**Major Assignments**

**Midterm and Quizzam: THERE ARE NO EXAM RESCHEDULES**

1. Mid-Term Exam— March 3, in class

## 2. Multiple Choice Quizam—April 7, in class

**Papers:** Each student will write **one** reading response paper. The paper will address specific issues about the nature of course material, etc. It is your responsibility to not merely answer the question, but to answer the question creatively by using primary/secondary sources from the course. The reading response paper's effectiveness hinges your ability to clearly answer the questions argumentatively and support an argument with relevant source material.

### **Reading Response Paper One: February 14, 11:59pm**

3. Basic Guidelines
  - a. Microsoft Word or Pages (NO PDFs)
  - b. Page Length—roughly 800 to 1000 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.

### **Service Component: Symposium Project**

4. We have recently resolved, particularly given the current situation with COVID-19, 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. We are planning a symposium that will take place tentatively mid-semester (date TBD). Attendance for the symposium is mandatory.
  - a. Following the add/drop deadline, I will organize the class into four groups.
  - b. Each group will grapple with a problem and bring forward 1-2 individuals from their chosen community partner to serve on a panel for the symposium.
  - c. In time, I will provide a list of community partners. It is your responsibility to reach out to these partners early

on, learn about their mission and work, and assess the extent to which they match with your group's objectives.

- d. The Final Project will emerge from conversations between each group and their respective partners.

**More on the logistics of this project to come.**

2. Group Project Presentation:

- a. In late April, all of you (in groups of four) will present a PowerPoint lecture on a subject of your choosing (and, my approval). These presentations should grapple with several major questions:
  - i. What is the history of service-based learning?
  - ii. Where does the *Justice* course fit into that history and how might we move forward (see questions below)?
  - iii. Is your topic a pressing need for the course and, if so, how might the partner you have chosen help meet these demands (or not)?
  - iv. How might recognizing the importance of your topic speak directly to how Jepson might better serve not merely students; but the City of Richmond.
  - v. To what extent should urban and climate history inform the path forward and how might the partner you've worked with transform this course for the future.

### Discussion Questions

6. On the course schedule below, you will find certain dates have been reserved for discussion. Come to class with 2 to 3 printed discussion questions. These questions should be open-ended (i.e., they *should not* be yes or no questions). These questions should help drive discussion by asking larger questions of the readings—they should, ideally, bring in material outside of the course (e.g., cite an article, media, etc.) that grapples with the subject matter and rope that subject matter into the reading material in question.

### [University Resources](#)

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> 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> 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)

### **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.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> 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).<sup>3</sup> 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.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.<sup>5</sup> 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.

<sup>1</sup>Sue, 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>

<sup>2</sup>Bergom, 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>

<sup>3</sup>Nadal, 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>

<sup>4</sup>Rolón-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>

<sup>5</sup> <https://inclusion.richmond.edu/>

## [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 January 13 will appear beneath the heading on January 11.**

### Week One: **Interrogating Notions of Leadership**

January 11: Course Introduction

Readings (for January 13 immediately below):

Sandel, *Justice*, Chapters 1 through 3

Wren, *The Leader's Companion*, Part I, 25-38 **(BB)**

January 13: 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)**

January 18: Justice and Leadership

Readings

Sandel, *Justice*, Chapters 8 through 10

January 20: Justice and Leadership

Readings

Wright, *A Short History of Progress*, Entire Book

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Week Three: **Thinking Broadly**

January 25: *A Short History of Progress*, documentary

Readings

Chakrabarty, *The Climate of History*, entire article **(BB)**

Diamond, *Collapse*, Prologue and Chapter 1 **(BB)**

January 27: Contemplating Path Dependency and Climate Change

Readings

Lichtenstein, *Who Built America*, 368-401 **(BB)**

Rothstein, *The Color of Law*, Preface and Chapters 1 thru 4

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Week Four: **Toward a New Liberalism**

February 1: Reimagining Cities

Readings

Rothstein, *The Color of Law*, Preface and Chapters 1 thru 4

February 3: The Depression the American Paradox

Readings

Rothstein, *The Color of Law*, Chapters 5 thru 8

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Week Five: **Urbanism and Housing**

February 8: *The Pruitt-Igoe Myth* (documentary)

Readings

Hanchett, *The Other "Subsidized Housing"*, full article **(BB)**

February 10: Grid Plans

Readings

Hansberry, *A Raisin in the Sun*, Acts 1 and 2

**First Reading Response Paper Due by 11:59 pm in my email inbox on Monday, February 14**

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**Week Six: Contemplating Hansberry**

February 15: Contemplating Hansberry Discussion (come with 2 to 3 open-ended discussion questions)

Readings

Hansberry, *A Raisin the Sun*, Act 3

February 17: *Jim Crow of the North*, Documentary

<https://www.youtube.com/watch?v=XWQfDbbQv9E>

Readings

Moynihan, *The Negro Family*, 1-48 **(BB)**

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**Week Seven: The Politics of Inclusion**

February 22: *Jim Crow of the North* and the Moynihan Report, discussion (come with 2 to 3 open-ended discussion questions)

No Reading

February 24: The Complexion Revolution

No Reading—Study for Exam

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**Week Eight: Exam Week**

March 1: **Study Session**

Readings

No Reading—Study for Exam!

March 3: **Midterm**

Readings

Brown, *The Black Butterfly*, 1-104

Hayter, *City Profile of Richmond*, Entire Article

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**Week Nine: Spring Break—relax, be safe, decompress**

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**Week Ten: The South and Segregation**

March 15: Thinking about Baltimore and Beyond

Readings

Brown, *The Black Butterfly*, 105-148

Hatcher, *The Poverty Industry*, Intro and Chapters 1 and 2

March 17: Beyond Baltimore

Readings

Brown, *The Black Butterfly*, 149-225

Hatcher, *The Poverty Industry*, Chapters 3 thru 5

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## Week Eleven:

March 22: *Cooked: Survival By Zip Code*, Documentary

Readings:

<https://www.theatlantic.com/projects/planet/>

[pick any three articles from this page—come to class with three discussion questions from each respective reading]

March 24: *Cooked*, discussion (come with 2 to 3 open-ended discussion questions)

Readings:

Ghosh, *The Great Derangement*, Part 1

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Week Twelve: **Urbanization and Climate Change**

March 29: Contemplating Climate Change

Readings

Multiple Authors, *Climate Change and Cities*, Introduction **(BB)**Ghosh, *The Great Derangement*, Part II

March 31: Contemplating Climate Change

Readings

Multiple Authors, *Climate Change and Cities*, Chapter 3 **(BB)**Ghosh, *The Great Derangement*, Part III

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Week Thirteen: **Urbanization and Climate Change**April 5: *Anthropocene*, Documentary

Readings:

Multiple Authors, *Climate Change and Cities*, Chapter 7 **(BB)**Ghosh, *The Great Derangement*, Part IIIApril 7: *Anthropocene*, discussion (come with 2 to 3 open-ended discussion questions), Quizam

Readings:

Dorceta, *Toxic Communities*, Intro and Chapters 1-5

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Week Fourteen: **Group Presentations**

April 12: Group 1 Presentation

No Reading

April 14: Group 2 Presentation

No Reading

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Week Sixteen: **Group Presentations**

April 19: Group 3 Presentation

No Reading

April 21: Group 4 Presentation

No Reading