

# Justice and Civil Society

(27904)

**Class meetings:** Jepson Hall 120,  
Tuesdays and Thursdays,  
9:00-10:15am

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

**Office Hours:** Jepson Hall 234  
(Tuesdays, 10:30-11:30am  
and 1:30-2:30pm)

**Contact Method:** Email  
(lhenley@richmond.edu)



## 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 21<sup>st</sup> 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.

This class takes seriously different ways we can learn about social justice issues beyond the UR classroom. Indeed, 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. We will also partner with local organizations to help meet their needs.

## 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 Partner
  - Reflections

# Participation

I expect that you will attend all classes. More importantly, I expect that you will 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

part 1 by February 9  
part 2 by February 18

## Part 1:

Food insecurity is a rampant problem in the United States. For individuals who struggle to put food on the table, cost is but one factor. Access is also a significant barrier. To more concretely understand how access shapes the dietary choices many people are forced to make, you must spend two full days (i.e. 48 hours) eating whatever you'd like from the following store(s) *exclusively*: Dollar Tree, Dollar General, Family Dollar, Big Lots, CVS, Walgreens, and gas stations. You cannot go to a traditional grocery store (Target, Walmart, Publix, Kroger, Aldi, etc.). You must save your receipts for all items purchased during these two days. You should document your meals.

As your final assignment can take different forms, you should document this experience in a manner commiserate with the finished product you intend to submit. If, for example, you choose to create a short film, you could record footage of you planning your meals, shopping, preparing your meals, and reflecting on how you feel.

## Part 2:

After our in-class discussion on food insecurity on February 10, you will have more context for the food decisions you made during Part 1. We will dissect your receipts, talk about your choices, and consider the extent to which they align with government requirements for those who rely on federal assistance. Based on this conversation, you will have additional material to draw from in creating your final assignment. Detailed guidelines and framing questions are provided on Blackboard. Select one of the assignment options listed to submit by February 18 at 11:59pm ET.



A **short film** (10-12) minutes critically recounting your experience as it relates to government standards regarding SNAP and nutrition. Your documentation should be interwoven into the film and a typed script should accompany the finished product.

A **5-7-page essay** analyzing your experience as it relates to government standards regarding SNAP and nutrition. Your essay should include your documentation as an appendix at the end.

Note: this assignment is not designed to trivialize the lived experiences of anyone who has faced food insecurity. 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 financial or medical reasons why you cannot or should not complete this assignment, please speak with me. This assignment was cocreated with feedback from former LDST 210 students.

# Series Review

by March 18

- *The Good Place* (Netflix, Season 1)
- *Squid Game* (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*, *Squid Game*, *The Handmaid's Tale* or *House*, consider how the main protagonist negotiates their sense of right and wrong. Using Sandel's book, what theory of justice best aligns with his/her approach to various problems? What examples support your argument? Does the protagonist shift their understanding of what is just throughout the season? If so, what examples support your argument? How do secondary characters and/or specific events 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? What social justice issues appear in the show? 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? Drawing from Sandel's book, where do you see theories of justice on display in A.I. approaches to problem solving? How can A.I. be used to make a more just society? How can A.I. be used to make a more unjust society? 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 a personal device (computer, phone, etc.), please see me so we can create a different assignment that still fulfills this prompt.



# Museum Visit

by April 15

Pick one of the below museum exhibits to visit and write a **3-4-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(s)? What kinds of artifacts are on display? How are they displayed? Why do you think the exhibit(s) is curated in a specific way? What are you supposed to prioritize during your visit? What is conveyed as most important? How?

Who do you think is the intended audience? Why? Who is implicitly (or explicitly) *not* welcome? What is your emotional response to the exhibit(s), both in terms of content and being in the space? What resonates with you in the exhibit(s)? Why?

Can museums be spaces for social justice? Why or why not? How should we assess the utility of museums? What purpose do they serve? How are museums both active and passive spaces of consumption? If you had to summarize the main takeaway of the exhibit(s) you visited, what would it be?



- *Harnett Museum of Art: Alterations*. tailored solutions for climate change (free)
- *Black History Museum and Cultural Center of Virginia* (\$10/person)
- *American Civil War Museum: A People's Contest: Struggles for Nation and Freedom in Civil War America* (\$16)
- *Virginia Holocaust Museum* (free)





# 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. You are expected to attend the symposium (**date TBA, but please tentatively save 3/26 and 4/2**). The symposium will only be one Saturday. Additional details about the symposium are forthcoming.

## Community Partner

After the add/drop deadline, we will partner with Woodland Cemetery to take our learning from the classroom to the local community. Woodland is a historically African American cemetery in Henrico County that is currently being restored. It is approximately 20 minutes away from campus. In small groups (~4 students), you will be helping Woodland with four projects:

1. Probing, locating, and flagging headstones that have been returned to the earth.
2. Cleaning up exposed headstones and gravesites.
3. Capturing the cemetery's history through a yearbook to be placed in a time capsule.
4. Creating educational materials to give to school-aged visitors.

**As a class, we will meet at Woodland on Saturday, January 22 or Saturday, February 12 at 9am for an official introduction with Mr. Marvin Harris.** You will not be allowed to begin working with Woodland until you have attended an orientation. For your first 2-3 trips out to Woodland, it is expected that you will visit in groups and additional volunteers may accompany you to help.

This community partnership has been designed to give your group the utmost flexibility while still meeting some of Woodland's needs. To that end, after a few trips, your group does not need to visit the cemetery at the same time, but you should individually document your time there by photographing your arrival and departure (with timestamps). It is highly encouraged that you work at Woodland in pairs (or more) to stay accountable, build community, and promote efficiency.

**Additional details on your projects will be provided after the add/drop deadline. It is expected that each member of your group will contribute approximately 20 hours of service to the project.**

Note: the CCE can provide transportation to and from Woodland if you do not have a car. I recognize working at a cemetery in winter may be challenging for some of you. Please speak with me if this is a concern. We can make appropriate modifications that still fulfill the assignment's expectations.



# Reflections



## **Peer Feedback (Throughout)**

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 while working with your community partner. You will also be asked to practice giving and receiving feedback on various assignments and in-class activities. All feedback should be earnest and productive.

## **Mid-Semester Reflection (February 27)**

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. You will meet with me to discuss your progress during the week before spring break. Your reflection should be honest, thoughtful, and suggest ways to grow.



## **Final Reflection and Grade Recommendation (April 24)**

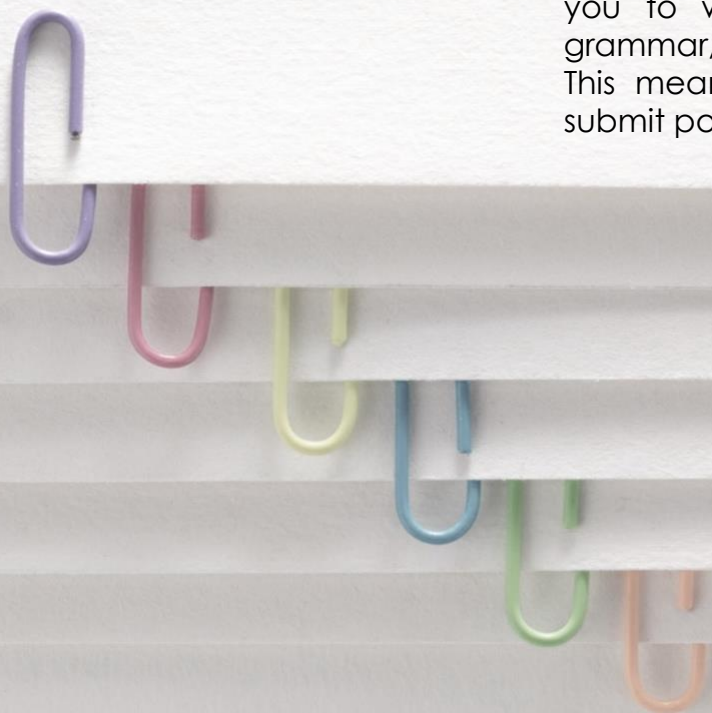
Completed after you've submitted all course materials, the final reflection will be similar to the mid-semester reflection but will also include a section requiring your self-assessment on your class assignments, as well as your final grade recommendation. You will be asked to assess your work on each 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. If your grade recommendation does not appear commiserate with the work I believe you've put into this class, we will have the chance to meet on Zoom (or in person) to discuss these discrepancies and reach a resolution. This means you should continue to check your email even after classes have ended.

# Expectations

Because this class allows for a significant amount of flexibility in terms of selecting assignments, self-reflection, and ungrading, 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.**



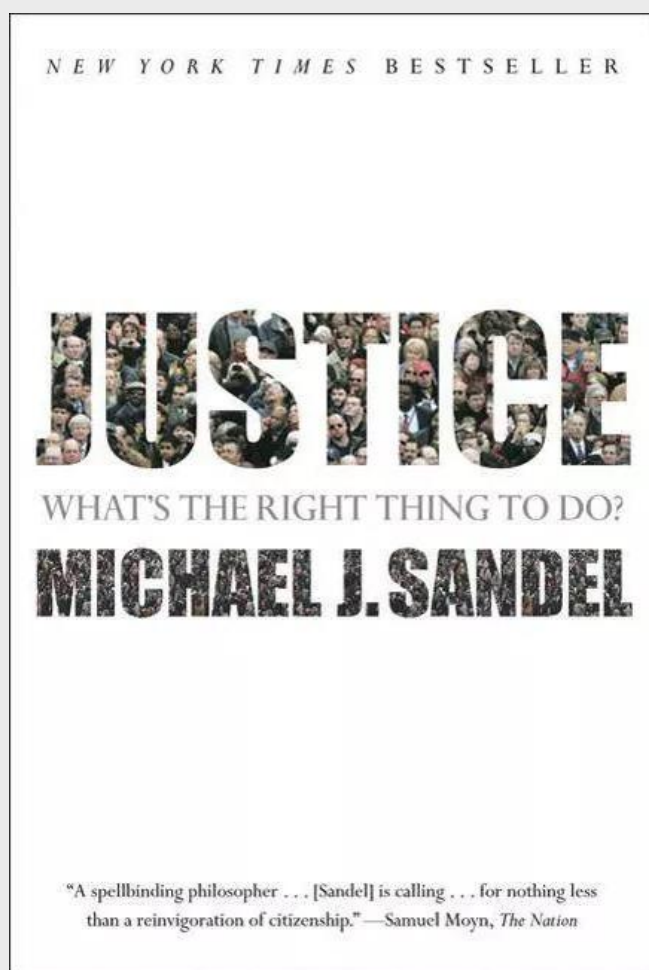
All papers should be double-spaced in Times New Roman, size 12 font, with 1-inch margins. **Submit all electronic assignments through Blackboard as either PDF or Word files.** Citations should adhere to the [Chicago Manual of Style](#) (notes-bibliography style). While papers can be written in first-person, 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.<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 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.<sup>5</sup> 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.

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<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://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](http://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 \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://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](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](#).

**Career Services:** ([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** ([caps.richmond.edu](http://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](http://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](http://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](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.

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



# Course Schedule

Unit	Day	Theme	Materials
	January 11	Semester Overview	
Context	January 13	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)
	January 18	What is Justice	Read: Sandel, "Doing the Right Thing" in <i>Justice: What's the Right Thing to Do?</i> (1-30)
	January 20	Historicizing 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)  Read: Sandel, "The Greatest Happiness Principle" in <i>Justice</i> (31-57)
	January 25	Equality as Justice	Read: Richardson, "Chapter 1: The Roots of Paradox" and "Chapter 2: The Triumph of Equality" in <i>How the South Won the Civil War</i> (1-51)
Immigration	January 27	Early Policies	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)  Read: Sandel, "Do We Own Ourselves" in <i>Justice</i> (58-74)
	February 1	Latino Immigration	Read: Alexandra Minna Stern, "Quarantine and Eugenic Gatekeeping on the U.S.-Mexican Border" in <i>Eugenic Nations: Faults &amp; Frontiers of Better Breeding in Modern America</i> (57-81)  Read: Sandel, "Hired Help" in <i>Justice</i> (75-102)

	February 3	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>
	February 8	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>
	February 10	Beyond Campus Experience	<p>Read: Maureen Berner and Alexander Vazquez, "Can You Put Food on the Table? Redefining Poverty in America" in <i>Food and Poverty: Food Insecurity and Food Sovereignty among America's Poor</i> (17-29)</p> <p>Read: Carmel E. Price and Natalie R. Sampson, "Food Pantries on College and University Campuses: An Emerging Solution to Food Insecurity" in <i>Food and Poverty</i> (245-257)</p> <p>Bring: <b>Receipts from Beyond Campus Experience</b></p>
Healthcare	February 15	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>
	February 17	Consent	<p>Read: Harriet Washington, "Preface" in <i>Carte Blanche: The Erosion of Medical Consent</i> (8-23)</p> <p>Submit: <b>Beyond Campus Experience by 2/18 at 11:59pm ET</b></p>

	February 22	Insanity & Mental Health	<p>Read: Gerald N. Grob, "Prologue" in <i>Mental Illness and American Society, 1875-1940</i> (3-6)</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>
	February 24	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> <p>Submit: <b>Mid-semester Reflection by 2/27 at 11:59pm ET</b></p>
	March 1	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>
	March 1-3	Learning Conferences	Submit: Thesis statement + two examples for Series Review OR 1-2-page outline for Series Review
	March 8	Spring Break	Give: <b>Thoughtful and earnest feedback to two peers on their Series Review materials by 3/13 at 11:59pm ET</b>
	March 10		
Prison Industrial Complex	March 15	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; <a href="#">library</a>)</p>

	March 17	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; <a href="#">library</a>)</p> <p>Submit: <b>Series Review by 3/18 at 11:59pm ET</b></p>
Housing and Urbanization	March 22	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>
	March 24	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>
Environmental Justice	March 29	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>
	March 31	International Challenges	<p>Read: Mary Robinson, <i>Climate Justice: Hope, Resilience, and the Fight for a Sustainable Future</i> (ix-55)</p>
Ageism	April 5	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: "<a href="#">The Try Guys Test Old Age Body Simulators</a>"</p> <p>Watch: "<a href="#">The Try Guys Live Like 80-Year-Olds for a Day</a>"</p>



	April 7	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: "<a href="#">On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Gen Z So Far</a>"</p>
Imagining Otherwise	April 12	A Just Society	<p>Read: Ursula K. Le Guin, "The Ones Who Walk Away from Omelas"</p> <p>Read: Sandel, "Justice and the Common Good" in <i>Justice</i> (244-269)</p>
	April 14	No Class	Submit: <b>Museum Visit by 4/15 at 11:59pm</b>
Presentations	April 19	Community Partner Presentations	Examine: <a href="#">Paths to the Burying Ground: Enslavement, Erasure &amp; Memory</a>
	April 21	Course Evaluations & Community Partner Presentations	Submit: <b>Final Reflection and Grade Recommendation by 4/24 at 11:59pm ET</b>