

**Course ID:** LDST 210

**Instructor:** Dr. Julian Maxwell Hayter

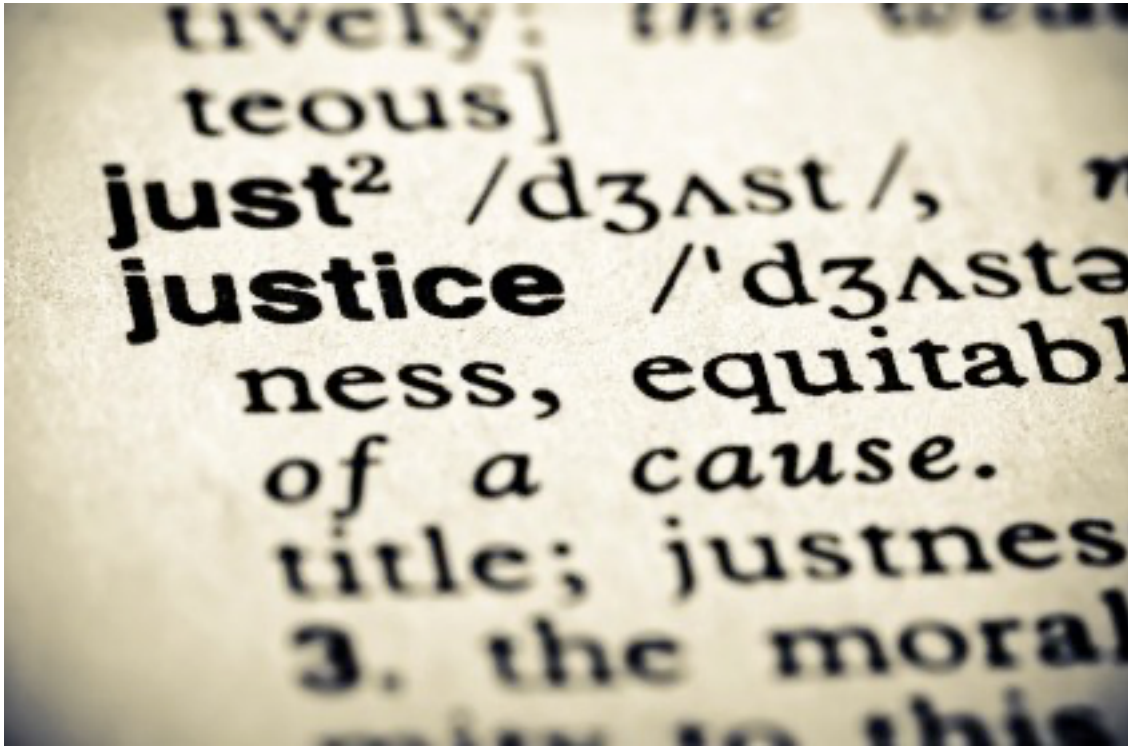
**Office Hours:** Tuesday and Thursday,  
1:30pm to 2:30pm and by virtual  
appointment

**Office Location:** Jepson Hall, 119B (Ethics  
Suite)

**Course Name:** *Justice and Civil Society*

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### Course Meetings: Fall 2025

Section 2—12:00pm to 1:15pm, Jepson 118

### Course Purpose

“There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says “Morning, boys. How’s the water?” And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes “What the hell is water?””—David Foster, 2009

The condition of America’s cities “is difficult to grasp, not because the facts are secret, but because the facts are visible everywhere”—William Grieder, *Who Will Tell the People*, 1993

“Yet in modern society, planning has come to denote a particular course of action that reflects not only rationality, foresight, and orderliness but a discernible ideological tint.”  
—Christopher Silver, *20th Century Richmond*

This course approaches matters of justice within an urban context. While we will examine several historical and contemporary interpretations of justice and obligation, most of this course considers how historical context often shapes our understanding of togetherness—especially in cities.

Cities might be humankind’s greatest invention.

Humanity has, over the last two centuries, become an urban species. With over half of the world’s population now residing in cities, people are more urban now than at any point in our history. This trend toward urbanity has not merely accelerated recently, but will also, barring some seen or unforeseen catastrophe, continue apace. By the year 2050, experts predict, nearly 68 percent of the developing world and 90 percent of the developed world will live in cities.

Despite these trends, most people do not know how cities function.

**Yet, cities are a series of human decisions. They do not grow organically.** People have made decisions (and continue to make decisions) about where and how we live. And these spaces have been shaped by people organizing strategies to maximize various opportunities and alleviate vulnerability. As dangerous as they are and have been, people continue to gravitate toward the opportunities that cities provide.

Primarily, this course argues that *cities are never blank slates*—historical actors brought their biases to bear on the development of America’s cities, and without knowledge of that history, we will struggle to meet contemporary and future challenges.

Whether we know it or not, modern people have initiated one of the most profound demographic shifts in human history—you are active agents in leading urbanization.

Broadly, this course questions why we live where we live – and, ultimately, how we do or do not prosper in these spaces.

A sizeable portion of the reading material is dedicated to examining how Americans, especially in the not-so-distant past, have met (or failed to meet) urban challenges. These spatial negotiations are fundamentally matters of justice.

During the first half of the semester, we will read and think not only about matters of justice, but the spatial considerations that determine where, why, and how we live.

I have designed this course in accordance with the Jepson School’s mission: to educate students about meanings of leadership and ‘draw upon the liberal arts as a vehicle to advance understandings of ‘ethical and effective engagement in society’.

Lectures are often discussion based. Please come to class having not only seriously grappled with the reading material, but also prepared to speak intelligently about the information at hand.

### Course Objectives

Many of you, but not all of you, have been critically underserved—you arrived at college with very little in the way of usable, urban history. You were, dare I say, victims of pedagogical fashion—the heritage industry and the AP system all but guaranteed that the historical forces most relevant to your lives and the forward trajectory of our union went unmined, undiscovered, and, in some cases, flat-out ignored. The twentieth century matters. Civics matters. So too does urban history. And we will discover why.

The Jepson School's *Justice and Civil Society* course 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. That is, in our estimation, fundamental to matters of leadership.

I'm not interested in changing your minds. I also 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.

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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!**

Jane Addams, *The Subjective Necessity for Social Settlements*

Aristotle, *Politics, Book One*

Mark Augé, *Non-Places: An Introduction to Supermodernity*, (London: Verso Books, 2009)

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

Michel Foucault, *Panopticism*

Tom Hanchett, *The Other Subsidized Housing: Federal Aid to Suburbanization, 1940s-1960s*, (University Park: Pennsylvania State University, 2000)

Jane Jacobs, *The Death and Life of Great American Cities* (Vintage: New York City, 1992)

Clay Jenkinson, “Thomas Jefferson, Epidemics, and his Vision for American Cities,” *Governing*, April 1, 2020

Multiple Authors, “The Doctrine of the Virtuous City of Abu Nasr Al-Farabi: A Philosophical Analysis,” *Man in India*, 97 (26) 473-484.

Harold Platt, *American Urban Planning Since 1850*, (University of Loyola: Chicago, 2018)

Derek Thompson, *The Atlantic*, “A World Without Work.”

UN Habitat, *Future of Cities*

UN Habitat, *What is a City?*

Jason Vargo, “Metro Sapiens: An Urban Species,” *Journal of Environmental Studies and Sciences*, Vol 4(4), 360-363

Andrew H. Whittemore and Sam Bass Warner, Jr., *American Urban Form: A Representative History*, (MIT Press: Cambridge, 2012)

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

### [Syllabus Meaning](#)

Consider this document a contract. Fulfill your end of the bargain—the parameters under which you will work have been clearly articulated. The rules, especially now, are important.

Follow them. The success of this course hinges on our ability to work together in a manner that respects the group. Do your job so that I can do mine. It's that simple

### General Expectations

Success in this course hinges upon your ability to read course material effectively, write about readings and lecture material intelligently, and pertinently discuss various issues during lectures. To that end, I have several expectations for students during this semester's duration.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. I do not take daily attendance, but I am keenly aware of students who are chronically absent. In fact, this course is designed (i.e., the quizzes and exams) to punish those of you who are frequently absent. Unless you have a mandated, university-based accommodation, you ***are not allowed*** to use laptops to take notes during class. Please keep your iPhones and iPads off the desks! During study sessions and group work, you may use these devices.
2. **Reading Material: THIS COURSE IS READING INTENSIVE!** 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. Missing class regularly and not participating is "D to C level" participation. Missing class regularly, yet participating is "B- level" work. Coming to class regularly yet failing to contribute is "B/B+ level" participation. Coming to class and participating regularly is "A-/A level" participation. Also, I can't see alligator arms, if you've got something to say, raise your damn hand (high) or speak up (I won't be offended).
4. **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".
5. **Pledging: 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:** Only students with extraordinary circumstances may move their final exams in consultation with the faculty member. Unless mandated by administrators for the purposes of athletics, contract tracing, other COVID-19 related issues, and/or university-approved issues (of the serious persuasion), **exams and quizzes cannot be** rescheduled. Period. You're not rescheduling final exams to leave for home at a time that's more convenient for you. The final schedule is what it is. Take it up with administration if you think it's unfair. If you miss an exam, your score is zero. Also, if you have a DAN, you need to either schedule to take your exam with Christina Mills in Jepson or with Disability Services.
8. **Grade Grubbing: It is unethical to dole out grades that students haven't earned.** At Jepson, we prioritize ethics (this will become clear as the semester rolls on) and it is my job, as an expert, to assess your comprehension of the subject matter. Inflating grades gives rise to cognitive dissonance between students you have earned their grade and those that they think they deserve more. Hard work doesn't always pay off—we don't give grades for effort; we give them for performance. There are any number of things that people pay for that require them to follow rules—this is place is one of many.
9. **Generative AI tools** are authorized for use in this class for the following activities only—ARC GIS StoryMap project. The use of generative AI, however, must be cited in Chicago Manual of Style and within the citation, you must specify precisely how you used AI. Failure to cite AI usage will be considered a violation of the honor code.
  - a. You MAY NOT use AI on any other assignment in this course.
10. **NO EXTRA CREDIT. NEVER. EVER. FOREVER EVER NEVER.**

### 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."

Participation (reports and DQs included):	30% of final grade
Midterm Term:	20% of final grade
Final Exam:	30% of final grade
Group Project and Presentations:	20% 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>
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***If you have further questions or concerns about police ride-alongs, please contact:***

Dr. Kerstin Soderlund  
 Associate Dean for Student and External Affairs  
 Phone: (804) 287-6082  
 Email: [ksoderlu@richmond.edu](mailto:ksoderlu@richmond.edu)

### **Major Assignments**

#### **Midterm and Final: THERE ARE NO EXAM RESCHEDULES**

1. Mid-Term Exam— October 9
2. Final Exam—December 8, 2-5pm

**Ride-Along Reports:** You are to write a 500–800-word report that reflects on your experiences during the police ride along. These reflections are to be handed in no more than 72 hours after the ride-along. These reflections should not only consider what you experienced but also these experiences to the course material. In essence, these reflections must attempt to wed your experiences in the classroom.

#### **Guidelines**

- a. 500-800 words (in this case, you may exceed the word limit)
- b. 12-point font
- c. 1" margins
- d. Times New Roman or Cambria ONLY
- e. Single-spaced
- f. Name and Pledge
- g. Due in hard-copy no more than 72 hours after the ride along—**must be hard copy**

#### **Discussion Questions**

1. On the course schedule below, you will find certain dates have been reserved for discussion. Come to class with 1 or 2 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 need to demonstrate command of the material, blend that material with lecture, and, ideally, bring in material outside of the course (e.g., cite an article, media, etc.) that grapples with the subject matter and the reading material in question
  - a. Discussion Dates:



- i. September 4
  - ii. September 18
  - iii. October 2
  - iv. October 28
- b. DQ Details
  - i. 150-200 words
  - ii. 12-point font
  - iii. 1" margins
  - iv. Times New Roman or Cambria ONLY
  - v. Single-spaced
  - vi. Name and Pledge
  - vii. Due in hard copy on day of the discussion

### **StoryMap Presentations**

1. Groups will use ARCGIS StoryMaps to historicize an urban place of interest. More specifically, each group will choose a place and tell its history in a manner that brings to bear all that you've learned about urban history over the semester. You can choose a place in Richmond or any city within the United States. All that I ask is that you bring the course material to bear on the project and explore even more material. Each of you will work in groups of roughly 3 to 4. We will begin this project on in November.
  - a. Prompt to come!

### **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. Toward the end of the schedule below, some readings are hyperlinked (be mindful of that).**

**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 August 28 will appear beneath the heading on August 26.**

Week One: **Introductory Week**

August 26: Course Introduction

Readings (for August 28, immediately below):

**Aristotle, *Politics: Book One* (BB)**

**UN Habitat, *What is a City?*, (BB)**

August 28: Cities—Macro

Readings

**Multiple Authors, “The Doctrine of the Virtuous City of Abu Nasr Al-Farabi: A Philosophical Analysis,” (BB)**

**Vargo, *Metro Sapiens*, (BB)**

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Week Two: **Cities—Macro (continued)**

September 2: Henrico PD Consultation

Readings

Whittemore and Bass, *American Urban Form*, Intro and Chapters 1, 2, and 3

**Clay Jenkinson, “Thomas Jefferson, Epidemics, and his Vision for American Cities,” (BB)**

September 4: Discussion One

Readings

Whittemore and Warner, *American Urban Form*, Chapters 4, 5, and 6  
**Jane Addams, *The Subjective Necessity for Social Settlements*, (BB)**

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Week Three: **The Modern Grid**

September 9: The State and (of) Modern Cities

Reading

**Platt, *American Urban Planning Since 1850*, (BB)**

September 11: The State and (of) Modern Cities

Readings

Jacobs, *The Death and Life*., Intro & Part 1

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Week Four: **Better, Faster, Stronger...**

September 16: Documentary: Citizen Jane

Readings

Jacobs, *The Death and Life*, Part 2

September 18: Discussion Two

Readings

Jacobs, *The Death and Life*, Part 3

Whittemore and Bass, *American Urban Form*, Chapter 7

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Week Five: **Sprawl**

September 23: Sprawl

Readings

**Hanchett, *The Other Subsidized Housing*, (BB)**

Jacobs, *The Death and Life*, Part 4

September 25: Sprawl Continued

Readings

Auge, *Non-Places*, 1-120

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Week Six: **Contemplating the New**

September 30: A More Modern City

Readings

Whittemore and Warner, *American Urban Reform*, Chapters 8 and 9

October 2: Discussion Three

Readings

No Reading

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Week Seven: **Midterm Week**

October 7: Midterm Study Session

October 9: Midterm

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Week Eight:

October 14—**No Class, FALL BREAK**

October 16—No Class

Readings

**UN Habitat, *Future of Cities*, BB**

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Week Nine: **The Future...**

October 21: Guest Lecture, Ted Elmore

**Diamond, *Collapse*, Prologue**

October 23: Future of American Urban Planning

**Diamond, *Collapse*, Chapter 1**

**Wright, *A Short History of Progress*, BB (excerpt)**

**Thompson, *A World Without Work*, BB**

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Week Ten: Thinking Broadly...

October 28: Discussion Four

Readings

Hounsell, [\*The Same Old Principles\*](#)

October 30: ARCGIS StoryMap tutorial

Readings

No Readings

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Week Eleven: **Begin Projects**

November 4: Work on Projects in Class

Readings:

No Reading

November 6: Work on Projects in Class

Readings:

No Reading

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Week Twelve: **Projects**

November 11: Project Consultation

Readings

No Reading

November 13: Project One

Readings

Multiple Authors, Climate Change and Cities, Chapter 3 **(BB)**

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Week Thirteen: **Projects**

November 18: Project Two

Readings:

No Reading

November 20: Project Three

Readings:

No Reading

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Week Fourteen: **Thanksgiving Break, NO CLASS**



Week Fifteen: **Projects**

December 2: Project Four

No Reading

December 4: Project Five

No Reading