

**LDST 210 01 (CRN #11096) JUSTICE AND CIVIL SOCIETY
FALL 2026 - COURSE SYLLABUS**

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Office hours: Monday/Wednesday, 3:00-4:30 pm
Tuesday/Thursday, 8:30 am-9:30 am
By appointment by email

Class meeting time *Section 01* Monday, Wednesday 1:30 p.m. – 2:45 p.m.
and location: Humanities 211

INTRODUCTION

This course explores justice and civility as the topics relate to contemporary metropolis and its impact on a democratic society. In addition, students will tackle readings on the nature of civil society and theories of justice. Combining an intellectual focus on social needs and justice with a community-based learning component, the course encourages students to develop their understanding of “leadership as service to society.”

During the first half of the semester, we will read and think about theories of justice as it pertains to the metropolis. This will be a broad overview of theories of justice and civility. This thinking and reflection will provide us with a foundation for our understanding of the complexity of metropolitan areas in the U.S. We will then examine a brief history of segregation and separation in the metropolitan area of Richmond, particularly the City of Richmond. The metro area of Richmond is a microcosm of what is happening across the U.S. in terms of the idea of a city as a geospatial entity and the corresponding policies and issues. (In fact, many scholars write about metropolitan Richmond because it serves as a strong case study.) The second half the course will examine the zero-sum policies influenced by changing demographics, specifically poverty, race, culture, and language, in our metropolitan areas. We will examine the impact of this change in three important areas: education, housing and juvenile justice. We will also be reflecting on your service site visits as part of the community-based learning objectives of the course.

COURSE LEARNING OBJECTIES

This course is a staple of the Jepson School's curriculum because it thinks about the fundamental questions of social justice and civil society and focuses on the following four learning objectives:

- examine various theoretical perspectives on justice and what a just society entails, particularly for metropolitan areas, drawing on philosophical, historical and contemporary texts;
- understand and analyze the socio-economic structure of the present-day metropolitan areas in the United States, including economic inequality, poverty, racial disparities, immigration, language, culture and how these contribute to systems of power and privilege;
- consider of theories of justice in a metropolitan area and the inequities in socio-economic structures in education, juvenile justice, and housing in metro-Richmond, Virginia;
- and overall, develop different perspectives on how to advance justice within the context of contemporary American society.
- engage in community-based learning opportunities to full appreciate and reflect on the

disparities in our society.

SERVICE

This course aims to foster reflective practice for students in a community-based learning (CBL) pedagogy. CBL courses allow students to engage with the community and then reflect upon this service to learn about themselves and their actions. This requires that students apply critical thinking skills while at their service site and in class. Overall, students are expected to visit and engage in the service site at least six times and approximately 10 hours for the semester.

Your service in the community should:

- engage you in a significant area of study of metropolitan Richmond in a manner that permits you to learn from those who have experienced separation and challenges from society;
- involve you in direct, face-to-face contact in a community/organization in the metropolitan Richmond area;
- take you off campus to engage with people and organizations that might be unfamiliar or different than your backgrounds and experiences;
- provide you with reflection and discernment on the academic components related to justice and civil society in a metropolitan area;
- and, finally, expand your thoughts and ideas on the role of equity (and inequity) in a metropolitan area, such as Richmond, and in turn the U.S.

The service site for this course is the **Henrico Juvenile Detention Home, 4201 E. Parham Road, Henrico, VA**. A representative from the Jepson School will give an orientation on the service site and the Community Based Learning (CBL) components of the course during class on Monday, August 31.

GENERAL EDUCATION LEARNING OBJECTIVES

This course fulfills the University's General Education Learning Outcomes for Power, Equity, Identity and Culture (IFPE) for the Integrated Focus Area by:

- Students will analyze the origins and dynamics of structural inequities and power imbalances in specific societal contexts.
- Students will analyze how attitudes, experiences, and/or beliefs are shaped both by context and/or cultural identity.
- Students will demonstrate knowledge of the effects of inequities and power imbalances on a society, and the historical or current efforts, successful and unsuccessful, used to reduce such effects.

COURSE POLICIES AND STANDARDS

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

Class and Event Attendance and Participation

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance and service site visits **are required**. More than three unexcused absences will result in a half grade reduction for each session missed. Student absences due to illness or University-required quarantine are excused absences and will not be penalized. Students who are sick

should not attend class and will not be required to provide formal documentation from a health care provider. In the event of excused absences, the instructor will support students to maintain progress toward the course learning goals. Please communicate with me about any extended absence – I want to make sure I am supporting you and assisting in any way possible. In addition, lateness will not be tolerated.

Technology

Laptops and tablets are acceptable in class for notetaking purposes. ***Smartphones are a distraction and will need to be put away during class and not checked until after class.*** Laptops and tablets will be put away during class presentations.

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

Honor Code

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.”

<https://studentdevelopment.richmond.edu/policies/honor/Honor-Code.pdf>

Religious Observance Policy

Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University’s full religious observance policy may be found here (<https://registrar.richmond.edu/planning/religious-observance.html>.)

AI tools

The rise of AI technology raises fundamental questions about what it means to be a human being as well as the future of global society. It is also raising fundamental questions about the learning process and the nature of higher education. Whatever the ultimate answers to those questions, this course takes it as given that it is a good thing for human beings to be able to think, and think deeply, for themselves. Being able to think deeply means developing the cognitive tools that allow one to critically assess arguments, to question ideologies, to form your own conclusions.

You will not fully develop either your understanding of the material in this class or your capacity to think and act upon the injustices and inequities we will discuss if you do not do the reading or engage in the assignments fully. AI generated supplemental reading guides are not substitutes for wrestling with the text itself. Using AI-generated summaries of the assigned materials is not an acceptable way to prepare for class or to engage this material. This class isn’t about providing you information to regurgitate - it’s about getting you thinking critically about challenging questions that often do not have easy answers and questions that are (or ought to be) central both to how we conduct our shared lives in a community.

In this course, students are asked and expected to follow the guidelines regarding AI tools:

Use of Artificial Intelligence (AI) software, websites, devices and so forth is strictly prohibited in (a) undertaking any assignments for this class (b) doing the assigned reading for the course and (c) using AI-generated summaries of assigned readings

for assignments and other requirements.

Using any AI tools without explicit permission of the instructor, particularly in the completion of the assignments, is a form of academic dishonesty and a violation of the UR Honor Code.

ADDITIONAL SUPPORT

There are also other resources that can support you in your efforts to meet course requirements.

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

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876):

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

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.
 - 2) Request a meeting with each professor to create an accommodation implementation plan.
- Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation.

Speech Center (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling

multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

COURSE REQUIRED READINGS

The classroom work in this course will center on the reading assignments. Since the course involves as much discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class. *To be successful in this course you should devote 10 – 14 hours in class, reading and studying the material, and preparing assignments.*

Texts:

Davidson, D. (2023). *Justice and cities: Metro morals*. New York, NY: Routledge. (online in Library)

Freire, P. (2000). *Pedagogy of the oppressed*. (B. Ramos, Trans). Continuum. (Original worked published in 1970).

McGhee, H. (2022). *The sum of us: What racism costs everyone and how we can prosper together*. New York, NY: One World.

Articles:

You can access other readings under the Modules section on the **Canvas website**. These will be labeled as *Canvas* on the schedule in the syllabus.

COURSE ASSIGNMENTS

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary and please do not use AI tools. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation.**

The assignments for this class are:

Metro Morals Question and Application Response (10%)

Each student will be responsible for examining one chapter in the book, *Metro Morals*, and creating an application to a metro area. These are a brief overview and an application of the ideas to an issue in a metropolitan area. The application will be detailed and have one citation. These are due on our Canvas site by 10 am prior to each class. Here is a list the list of students and due date:

Sep. 7	Sep. 9	Sep. 14	Sep. 16	Sep. 21
Penny Valbuena	Emma Mueller	Sophia Beaver	Tess Carpenter	Hallie Scholl
Ruby Wallach	Brady McIntyre	Zach Berger	Lauren Scott	Declan O'Sullivan
Jake Coykendall	Grayson Casey	Mia Brodowski	Brady Dransfield	Anya Roeske
Sydney Phillips	Sophie Atiyeh	Campbell Johnson	Ryan Rossi	Gabriel Heard-hernandez

Mid-term Examination (20%)

There will be an in-class mid-term examination on the material from the first half of the class.

Service Site Journal (15%)

Two journal entries about your engagement with the service site will be required. These will be due on Canvas after attending the service sites in the second half of the semester. In the journal entries, there will be a reflection and application of ideas from Freire's book, *Pedagogy of the Oppressed*.

"Solidarity Dividend": RVA Neighborhood Project (20%)

Students will be placed into groups on a group project that will entail creating a presentation comparing justice and civil society in two neighborhoods in the Richmond metro-area. This will be done using data and maps from the Unpacking the Census website and other materials found on the internet. The ideas from the book, *The Sum of Us*, regarding the zero-sum game in our public policies and need for a "solidarity dividend" will be applied.

Final Exam Essays (20%)

This will be a final exam composed of essays that are both summative and reflective will be conducted on the exam date: Friday, Dec. 11, 9-12 pm

Leadership (15%)

Class preparation and attendance are expected and will help determine both your experience and success in the course. We will call this leadership because it will require you to act as leaders and followers in our course community.

COURSE GRADING

- 10% Chapter Response and Application
- 20% Mid-term Examination
- 15% Service Site Journal and Application to *Pedagogy of the Oppressed*
- 20% "Solidarity Dividend": RVA Neighborhood Project
- 20% Final Exam Response Essays
- 15% Leadership (Attendance, quality class participation)

For additional information on the type of writing that is expected in this class please see the Course Grading Rubric.

Addressing Microaggressions on Campus

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

The University of Richmond is committed to building an inclusive community. To 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.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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

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

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

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

⁵ <https://inclusion.richmond.edu/>

COURSE SCHEDULE

Week 1

Mon., Aug. 24

Introduction - syllabus

Reading:

There are no readings for the first day. Please review the syllabus.

Wed., Aug. 26

Introduction Continued – “City as Family”

Reading:

Canvas, Griffin, “Defining the Just City Beyond Black and White”

Canvas, Moeser, “The Best of Times and the Worst of Times: An Overview of Richmond”

Week 2

Mon., Aug. 31

Introduction to Service Site

***Dr. Kerstin Soderlund and Ms. Linda Trent will visit class to discuss service sites**

Wed., Sep. 2

Justice and Cities

Reading:

Davidson, Introduction

Week 3

Mon., Sep. 7

Utilitarianism Theories of Justice and the Metropolis

Reading:

Davidson, Chap. 2

DUE:

Chapter response and application

Wed., Sep. 9

Libertarianism Theories of Justice and the Metropolis

Reading:

Davidson, Chap. 3

DUE:

Chapter response and application

Week 4

Mon., Sep. 14

Liberalism Theories of Justice and the Metropolis

Reading:

Davidson, Chap. 4

DUE:

Chapter response and application

Wed., Sep. 16

Communitarianism Theories of Justice and the Metropolis

Reading:

Davidson, Chap. 6

DUE:

Chapter response and application

Week 5**Mon., Sep. 21****Reading:****DUE:****Conservatism Theories of Justice and the Metropolis**

Davidson, Chap. 7

Chapter response and application

Wed., Sep. 23**Reading:****Segregation in the Metropolis**

Davidson, Chap. 10 (pp.

History of a Segregated/Separate City: Case of Richmond**Reading:***Canvas*, Moeser and Silver, excerpt from “Race, Social Stratification, and Politics: The Case of Atlanta, Memphis, and Richmond”**Week 6****Mon., Sep. 28****Reading:****Current Segregation in the City of Richmond***Canvas*, Williamson, Hayter, and Howard, “The Persistence of Segregation”
excerpt from *The Making of Twenty-First-Century Richmond***Guest speaker:**

Dr. Thad Williamson, Professor, Jepson School of Leadership Studies

Wed., Sep. 30**Reading:****Field Trip to the Black History Museum and Cultural Center***Canvas*, Website of the Black History Museum and Cultural Center**Week 7****Mon., Oct. 5****Reading:****The Role of the Suburbs in Separating/Segregating: Voting****Disenfranchisement and Annexation in Metro-Richmond***Canvas*, Chiles, “Annexation: The Only Answer”*Canvas*, Shields, “The Fight for Political Representation: The Use of the Voting Rights Act and Federal Court System by Black Plaintiffs in Henrico, VA”**Wed., Oct. 7****Midterm examination****Week 8****Mon., Oct. 12****Reading:****Fall Break – NO CLASS**Freire, *Pedagogy of the Oppressed*, Introduction and Foreword**Wed., Oct. 14****Reading:****Creating Co-intentional Learning with the Oppressed: Service Site Discussion**Freire, *Pedagogy of the Oppressed*, Chap. 1-3**Week 9****Mon., Oct. 19****Reading:****Zero Sum Hierarchy with Public Goods**McGhee, *The Sum of Us*, Chap. 1-4**Mon., Oct. 21****Reading:****Solidarity Dividend**McGhee, *The Sum of Us*, Chap. 7, 9, 10

Week 10**Mon., Oct. 26****Reading:****Zero Sum and Education in Metro-Richmond***Canvas*, Shields, Siegel-Hawley, Bridges, et. al, “Can We Learn & Live Together 2.0: Housing and School Segregation in the Richmond Region” report**Wed., Oct. 28****Reading:****Guest Speaker: Lyons Sanchezconcha, Executive Director, Sacred Heart Center and former-principal in Richmond Public Schools***Canvas*, websites of Sacred Heart Center and local public schools**Week 11****Mon., Nov. 2****Reading:****Zero Sum and Juvenile Justice in Metro-Richmond***Canvas*, readings on youth justice in Richmond and Virginia**Wed., Nov. 4****Reading:****Guest Speaker: Valerie Slater, Executive Director of RISE for Youth***Canvas*, Rise for Youth website**Week 12****Mon., Nov. 9****Reading:****Zero Sum and Housing in Metro-Richmond***Canvas* readings on housing segregation in Richmond**Wed., Nov. 11****Reading:****Guest Speaker: Woody Rogers, Policy Director of Partnership for Housing Affordability (PHA)***Canvas*, Partnership for Housing Affordability report and website**Week 13****Mon., Nov. 16****Reading:****“Solidarity Dividend”: RVA Neighborhood Project Presentation Introduction***Canvas*, Assignment page outline of project**Wed., Nov. 18****Workday on “Solidarity Dividend”: RVA Neighborhood Project****Week 14****Mon., Nov. 23****NO CLASS – HAPPY THANKSGIVING****Wed., Nov. 25****NO CLASS – HAPPY THANKSGIVING****Week 15****Mon., Nov. 30****Workday on “Solidarity Dividend”: RVA Neighborhood Project****Wed., Dec. 2****Solidarity Dividend”: RVA Neighborhood Project Presentations****Week 16****Mon., Dec. 7****Solidarity Dividend”: RVA Neighborhood Project Presentations****Fri., Dec. 11, 9:00 am-12 pm Final Exam**