

Justice and Civil Society

LDST 210 | M/W 10:30-11:45am

Course Description

What is a just society? What are the historical origins of many social justice issues plaguing the United States today? What can we learn about ourselves by studying the city we live in? This course offers some answers—and many additional questions—to these topics. By exploring the historical context of many contemporary challenges affecting Richmond and beyond, we will wrestle with contested definitions of justice in the past and present. Treating post-Civil War Richmond as our case study, we will learn about key moments in the city's history in which different understandings of justice and fairness had demonstrable impacts on residents. We will also partner with a local organization to help meet their needs and learn about how justice efforts manifest in reality.

Class Location: Jepson Hall 102

Instructor: Dr. Lauren Henley (she/her)

Office Hours: Calendly appointment

Contact: lhenley@richmond.edu

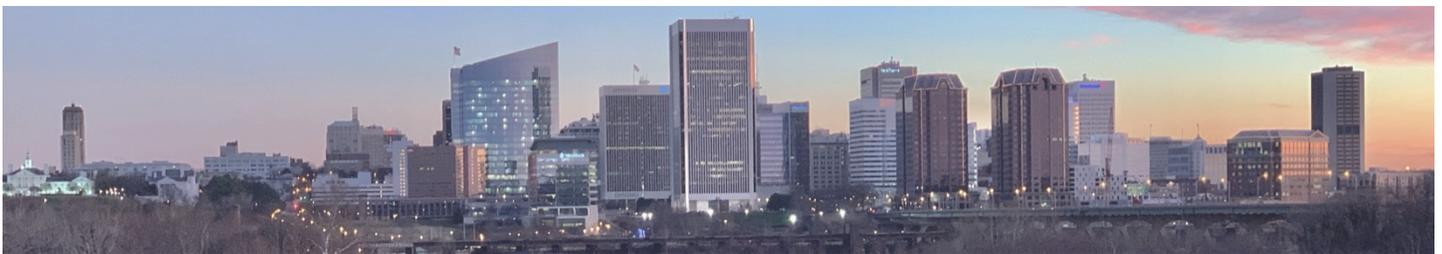
Learning Objectives

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

1. Analyze the origins and dynamics of structural inequities and power imbalances in specific societal contexts.
2. Analyze how attitudes, experiences, and/or beliefs are shaped both by context and/or cultural identity.
3. 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.

Syllabus Contents

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Content Warning

Richmond was the capital of the Confederacy and maintains a complicated relationship to this legacy. Many materials for this course discuss sensitive topics like racism, sexism, xenophobia, violence, drug use, incarceration, and lynching, among others. Some historical content contains offensive language, depictions, and assumptions. To understand how historical and contemporary actors have justified their behaviors, we will encounter arguments that may challenge your own or your peers' beliefs. If you have concerns with course content, please reach out to Dr. Henley via email or in person.

Course Requirements

Grading

This class is graded out of 1000 points. Everyone starts with 50 points and earns additional points based on fulfilling course requirements. Final grades are differentiated in 5% intervals; you must reach the threshold to earn the grade (for example, 900-949.999 points is an A-).

Grade Scale

1000: A+
950-999.999: A
900-949.999: A-
850-899.999: B+
800-849.999: B
750-799.999: B-
700-749.999: C+
650-699.999: C
600-649.999: C-
550-599.999: D+
500-549.999: D
450-499.999: D-

Points Breakdown

176 points: Engagement
(56 Surveys + 120 Exercises)
276 points: Key Competencies
142 points: Midterm
20 points: Metacognitive Reflection
30 points: Final Reflection
54 points: Verbal Documentary Analysis
212 points: Woodland Projects
40 points: Woodland Presentation

Technology Policy

Unless you have talked with Dr. Henley about a Disability Accommodation Notice (DAN) exception, use of laptops, tablets, cellphones, and any additional technology is prohibited in most class periods. Dr. Henley will let you know when technology is permitted.

Readings

All assigned readings will be provided to you as hardcopies. You are welcome to mark-up the readings as you see fit. You should bring your readings to class. If, after discussing your DAN with Dr. Henley, this delivery method is deemed insufficient, we will adjust to meet your needs.

Badges

5 points (all semester)

Late work is penalized or not accepted, even if it's late by mere minutes. When accepted, late work is assessed with a penalty of 10% per day it is late. To soften the impact of these policies, you can earn additional points by collecting badges. Badges reward consistency and civility. Every three badges you earn equals 5 points. No points are awarded for less than three badges. You can earn the same badge more than once.

- *Engagement expert*: earned for getting 4/4 engagement points for four Wednesdays in a row
- *Excellent exerciser*: earned for getting 12/12 on three engagement exercises in a row
- *Weekend worker*: earned for completing all key competencies for the upcoming week by Sunday at 11:59pm, including any additional attempts
- *Key keeper*: earned for getting 12/12 right on the first try for four key competencies in a row
- *Tension diffuser*: earned for calming things down in a heated all-class discussion
- *Worthy adversary*: earned when your peer explicitly identifies you as an interlocutor who challenged their viewpoint so coherently that they are rethinking their stance on a topic/issue (note: your peer must individually alert me to this moment of genuine intellectual growth, though your badge will be anonymously awarded)
- *Woodland warrior*: earned for completing an additional two hours of service onsite at Woodland Cemetery during a workday (note: proof of this badge should be submitted on Blackboard within 24 hours of your workday attendance)

Engagement Surveys

56 points (14 x 4 points)

During 14 class periods this semester, you can earn up to 4 engagement points. You must attend these periods to earn points. Barring exceptional circumstances as identified by a Richmond or Westhampton College Dean, or an official university athletics travel letter, engagement points cannot be earned outside of the given class period.

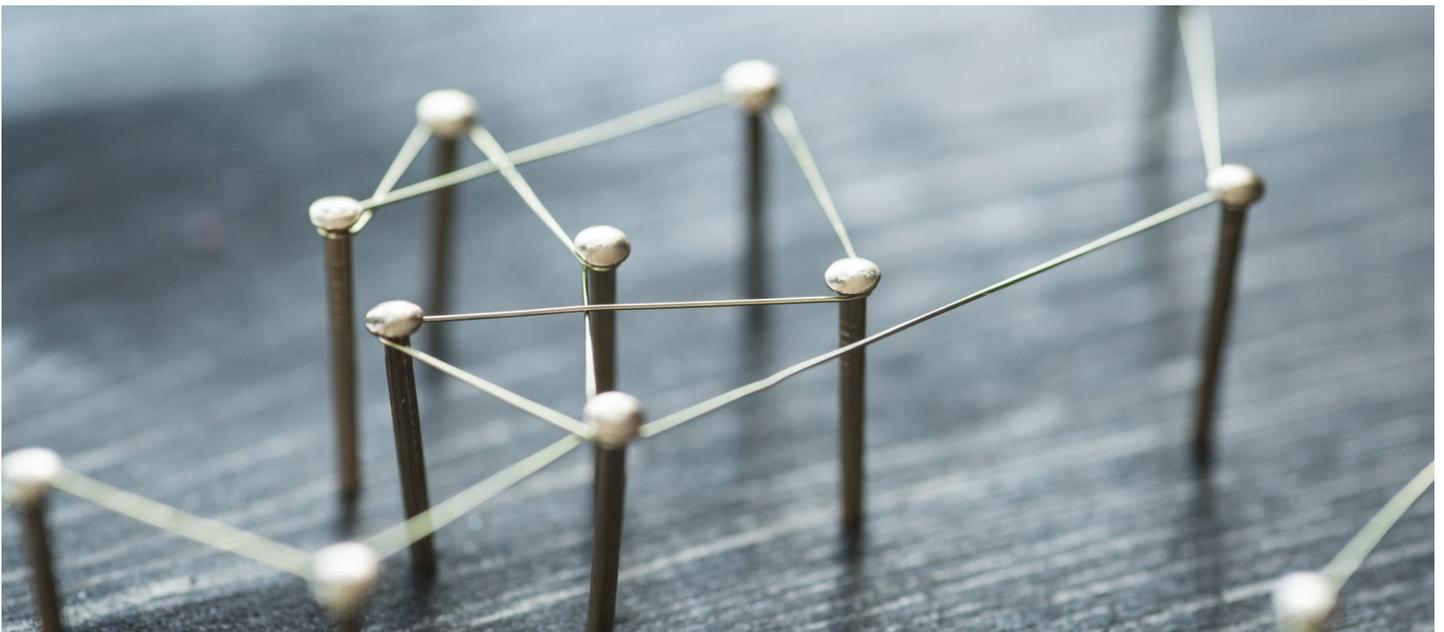
For all-class discussions and activities, engagement points will be averaged between your own self-assessment and Dr. Henley's observations.

For small group discussions and activities, engagement points will be averaged between your own self-assessment and your peers' guided surveys.

For final presentations, engagement points will be earned by asking questions of your peers on the day your group is NOT presenting.

At the end of most Wednesday class periods, you will receive a survey to report your own and/or your peers' engagement for the day. Regardless of the survey, you must provide evidence supporting your assessment. Below are the expectations for each point level:

- 4 points: I/My peer pushed our conversation forward by asking thought-provoking questions AND giving thought-provoking answers. Give one example of each.
- 3 points: I/My peer pushed our conversation forward by asking thought-provoking questions OR giving thought-provoking answers. Give one or two examples.
- 2 points: I/My peer pushed our conversation forward by asking reasonable questions AND/OR giving reasonable answers. Give one or two examples.
- 1 point: I/My peer contributed to our conversation by restating information AND/OR soliciting clarification. Give one or two examples.
- 0 points: I/My peer was quiet, unproductively inflammatory, discussing off-topic information, AND/OR distracted. Give one or two examples.



Engagement Exercises

120 points (8 x 12 points + 1 x 15 points + 1 x 9 points)

Engagement exercises are 15-minute in-class writing prompts that ask you to grapple with the week's assigned materials in relation to a theory of justice, the weekly theme, and the contemporary moment. We will have 8 engagement exercises worth 12 points each (two readings), one worth 15 points (three readings), and one worth 9 points (one reading). They will be on Wednesdays at the beginning of class. A practice engagement exercise will take place on January 21. Graded engagement exercises start on January 28.

Points Rubric

| | | | |
|---|--|---|--|
| 4 | Readings analyzed in sufficient detail to ascertain you comprehended theme thoroughly | 2 | Readings superficially analyzed to ascertain you read them, but not thoroughly |
| 2 | Thoughtful analysis of a theoretical approach to justice | 1 | Theoretical approach to justice named without explanation |
| 2 | Connection of theory of justice to the weekly theme via both readings | 1 | Connection of theory of justice to the weekly theme via one reading |
| 2 | Explicit defense of the weekly theme as just or unjust based on a theoretical approach | 1 | Explicit defense of the weekly theme as just or unjust |
| 2 | Connection of weekly theme to national or international current event | 1 | Connection of weekly theme to campus-related event |

Key Competencies

276 points (23 x 12 points)

Key competencies are timed content comprehension checks comprised of 12 multiple-choice or fill-in-the-blank questions based on the day's reading. They are 12 minutes and must be taken using the lockdown browser. We will have 23 key competencies worth 12 points each. A practice key competency will be available to you for the reading assigned for January 19 if you want to see what's expected. Graded key competencies start with the reading assigned for January 21.

Key competencies can be retaken up to five times, or until you have earned a 12/12. If you retake a key competency, the first attempt you've done is now weighted at 50% of your grade. All other attempts are averaged to account for the remaining 50% of your grade.

For example, if you earned an 8/12 on your first attempt, a 10/12 on your second attempt, and a 12/12 on your third attempt, you would earn 9.5 points. Here's the math: 50% of 8/12 [4/12] plus 50% of (10/12+12/12)/2 [5.5/12] = 9.5/12. If you only attempted this key competency once, you would earn 8 points.

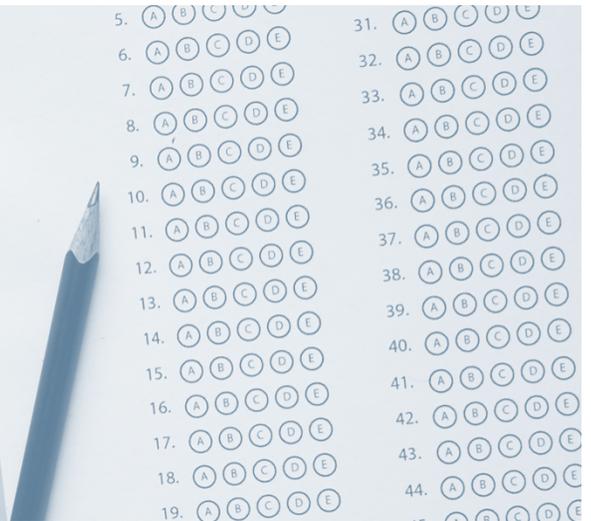
Key competencies must be completed by 11:59pm the day before class, including any additional attempts. Key competencies cannot be submitted late.

Midterm

142 points (March 4)

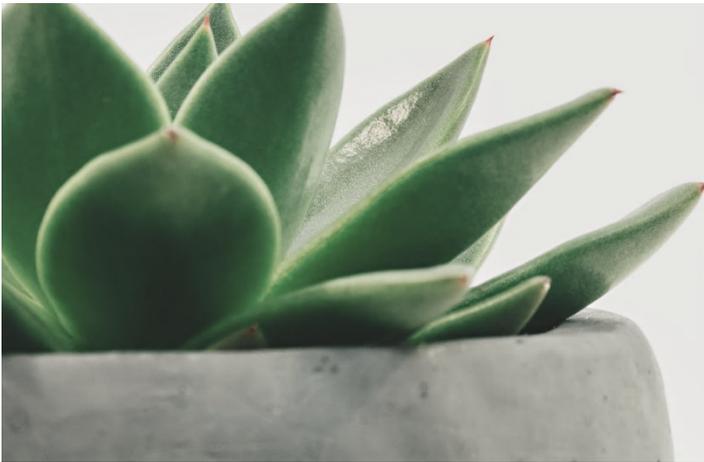
Our closed-note midterm will take place in class on March 4. It will include:

- 30 multiple-choice questions (3 points each)
- 10 true/false questions with required explanations (1 point for T/F and 2 points for explanation)
- 2 short-answer questions similar to engagement exercises (11 points each)



Metacognitive Reflection

20 points (March 4)



Following the midterm, you will have the opportunity to reflect on how you convey knowledge, the assessment format, and your own preparedness. This reflection will occur on Blackboard and can be taken as soon as you have finished the midterm, but no later than 11:59pm on March 4.

Final Reflection

30 points (April 29 by 12:00pm)

We do not have a final exam; we have a final reflection that is due on Blackboard at the end of our exam block (12:00pm on April 29). Unlike the metacognitive reflection following the midterm, this reflection is comprehensive and asks about your experience throughout the semester.



Verbal Documentary Analysis

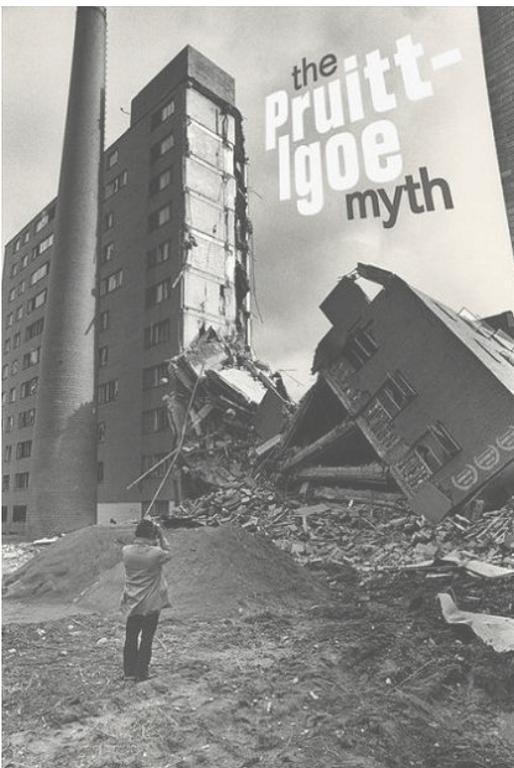
54 points (April)

In April, you will chat with me individually for 20 minutes about one of the social justice documentaries below. You will draw one question from each of six categories reflecting Bloom's taxonomy of learning. The higher on the taxonomy the question falls, the more points it is worth. You must pick one question from each category, but the order is up to you. Part of this assignment is an assessment of your ability to manage tasks of different values under a time constraint.

Documentary options:

- *13th* (Netflix)
- *Mossville: When Great Trees Fall* (UR library)
- *The Pruitt-Igoe Myth* (UR library)

While you can have notes on the documentary to reference during our conversation, you will not receive the questions in advance. It is also highly unlikely that any two students will draw the exact same questions. You will have access to the assignment rubric before these conversations begin.



Woodland Projects

212 points (all semester)

Traditionally, Justice and Civil Society partners with a local organization in central Virginia that is working to make some part of our community more just. Our partner this semester is Woodland Cemetery, which is owned by the Woodland Restoration Foundation.

The Project

The Woodland Restoration Foundation has asked us to create a newsletter template they can use to disseminate updates about the cemetery's restoration on a monthly basis. This newsletter template needs to be digital and printable, able to be edited using only Microsoft Word or Google Docs, and expansive enough to include a variety of updates, campaigns, events, etc.

Points Distribution

130 points: deliverable
12 points: orientation day
10 points: workday #1
10 points: workday #2
40 points: peer evaluations
10 points: self-evaluation



Woodland Presentations

40 points (April 20 and 22)

During the last week of class, members of the Woodland Restoration Foundation's Board of Directors will observe group presentations on the newsletter templates. The Board's favorite template will be used by the organization going forward.

To get a full sense of the template's possibilities, presentations should be formatted as a demonstration of the template being edited, not simply a recount of your group's experience throughout the semester.

Points Distribution

30 points: presentation
8 points: peer evaluations
2 points: self-evaluation

Course Values

Student Rights

- 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, unless you have documentation requiring such for an accommodation. 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 my 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 the answer can be found in the syllabus or on Blackboard, my response will point you in the direction of the 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 will not respond to emails sent during the weekend (after 5:00pm ET on Friday 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

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

Religious Observance

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

Addressing Microaggressions on Campus

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

The University of Richmond is committed to building an inclusive community. To 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/>

Updated Policies

Artificial Intelligence Technology & Honor Code

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

Disability Services

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 experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Once accommodations have been approved, students must

- 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, and
- 2) Request a meeting with each professor to create an accommodation implementation plan.

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. Disability Services is available to assist, as needed.

Sometimes things don't go to plan. I get that. I also recognize that, when things aren't going well, it can be hard to reach out. I can't know what you're going through unless you feel comfortable sharing. But, if you do share, I promise I will use my resources to help you and/or connect you to folks who can help.

If at any point during your college years you experience an emergency and don't have the funds to address it, use this [Student Support Form](#) (and chat with me if you feel comfortable doing so).

All students have the right to come to class without worrying about basic needs. If you experience food or housing insecurity during your time at UR, even after our class has ended, please arrange a meeting with me so I can help.



Weinstein Learning Center

The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at the University of Richmond. To learn more and view service schedules and appointment times, visit wlc.richmond.edu. Available services are outlined below.

Academic Coaching

Meet with a professional staff member who will collaborate with you to assess and develop your academic and life skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, and more).

Content Tutoring

Peer consultants offer assistance in specific courses and subject areas. They are available for appointments (in person and virtual) and drop-in sessions. See schedules at wlc.richmond.edu for supported courses and drop-in times.

English Language and Intercultural Learning

Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and intercultural skills.

Quantitative and Programming Resources

Peer consultants and professional staff offer workshops or one-on-one appointments to build quantitative and programming skills and provide statistical support for research projects.

Speech

Prepare and practice for academic presentations, speaking engagements, and other occasions of public expression. Peer consultants offer recording, playback, and coaching for both individual and group presentations. Students can expect recommendations regarding clarity, organization, style, and delivery.

Technology Studio

Visit our student lab dedicated to supporting digital media projects. Services include camera checkout, video/audio recording assistance, use of virtual reality equipment, poster printing, 3D printing and modeling, and consultation services on a variety of software.

Writing

Assists student writers at all levels of experience, across all majors. Meet with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies.

July 2025

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

Course Schedule

| Day | Theme | Materials |
|-------------|--|---|
| January 12 | Syllabus Day | <input type="checkbox"/> Engagement points earned automatically in class |
| January 14 | Theories of Justice | <input type="checkbox"/> Read Miller, "Justice," in the <i>Stanford Encyclopedia of Philosophy</i> (1-49) <input type="checkbox"/> Engagement points earned in class |
| January 19 | No Class Richmond's Background | <input type="checkbox"/> Hoffman, "Introduction," in <i>Race, Class and Power in the Building of Richmond, 1870-1920</i> (8-20) <input type="checkbox"/> Complete practice Hoffman key competency by 1/18 by 11:59pm |
| January 21 | Woodland Partnership | <input type="checkbox"/> Read Palmer, "For the Forgotten African-American Dead," in <i>The New York Times</i> (1-8) <input type="checkbox"/> Complete Palmer key competency by 1/20 by 11:59pm <input type="checkbox"/> Take practice engagement exercise in class (includes Miller, Hoffman, and historic Black cemeteries) <input type="checkbox"/> Engagement points earned in class for talking with guest speaker <input type="checkbox"/> Onsite Woodland Cemetery orientation on 1/24 at 9:00am |
| January 26 | Emancipation, Reconstruction, and the Meaning of Justice | <input type="checkbox"/> Read Ayers and Nesbit, "Seeing Emancipation: Scale and Freedom in the American South," in <i>The Journal of the Civil War Era</i> (3-24) <input type="checkbox"/> Complete Ayers and Nesbit key competency by 1/25 by 11:59pm |
| January 28 | | <input type="checkbox"/> Read Downs, "Dying to be Free," in <i>Sick from Freedom</i> (18-41) <input type="checkbox"/> Complete Downs key competency by 1/27 by 11:59pm <input type="checkbox"/> Engagement exercise #1 in class <input type="checkbox"/> Engagement points earned in class |
| February 2 | | <input type="checkbox"/> Read Pilgrim, "The Garbage Man," in <i>Understanding Jim Crow</i> (1-27) <input type="checkbox"/> Complete Pilgrim key competency by 2/1 by 11:59pm |
| February 4 | Cultural Jim Crow | <input type="checkbox"/> Read Brumfield, "How 'Judge Lynch' Influenced Virginia Courts, Lawmakers, and Journalists," in <i>Lynching in Virginia</i> (150-172) <input type="checkbox"/> Complete Brumfield key competency by 2/4 by 11:59pm <input type="checkbox"/> Engagement exercise #2 in class <input type="checkbox"/> Engagement points earned in class |
| February 9 | | <input type="checkbox"/> Read Trounstine, "A Theory of Segregation by Design," in <i>Segregation by Design</i> (23-45) <input type="checkbox"/> Complete Trounstine key competency by 2/8 by 11:59pm |
| February 11 | Legal Jim Crow | <input type="checkbox"/> Read Chiles, "'Down Where the South Begins'," in <i>The Journal of African American History</i> (56-82) <input type="checkbox"/> Complete Chiles key competency by 2/10 by 11:59pm <input type="checkbox"/> Engagement exercise #3 in class <input type="checkbox"/> Engagement points earned in class |
| February 16 | Housing, Redlining and | <input type="checkbox"/> Read Rothstein, "Racial Zoning," in <i>The Color of the Law</i> (39-58) <input type="checkbox"/> Complete Rothstein key competency by 2/15 by 11:59pm |

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| February 18 | Neighborhood Inequality | <input type="checkbox"/> Read Taylor, "Unfair Housing," in <i>Race for Profit</i> (25-54) <input type="checkbox"/> Complete Taylor key competency by 2/17 by 11:59pm <input type="checkbox"/> Engagement exercise #4 in class <input type="checkbox"/> Engagement points earned in class |
| February 23 | Labor, Wealth, and Economic Opportunity | <input type="checkbox"/> Read Bowen, "The Transformation of Richmond's African American Commercial Corridor," in <i>Southeastern Geographer</i> (260-278) <input type="checkbox"/> Complete Bowen key competency by 2/22 by 11:59pm |
| February 25 | | <input type="checkbox"/> Read Love, "In Defiance of Custom and Tradition: Black Tobacco Workers and Labor Unions in Richmond, Virginia 1937-1941," in <i>Labor History</i> (25-47) <input type="checkbox"/> Complete Love key competency by 2/24 by 11:59pm <input type="checkbox"/> Engagement exercise #5 in class <input type="checkbox"/> Engagement points earned in class |
| March 2 | Education and School Segregation | <input type="checkbox"/> Read Pratt, "A Shameful Legacy," in <i>The Color of Their Skin</i> (1-20) <input type="checkbox"/> Complete Pratt key competency by 3/1 by 11:59pm |
| March 4 | | <input type="checkbox"/> Read Epps-Robertson, "The Race to Erase <i>Brown v. Board of Education</i> : The Virginia Way and the Rhetoric of Massive Resistance," in <i>Rhetoric Review</i> (108-120) <input type="checkbox"/> Complete Epps-Robertson key competency by 3/3 by 11:59pm <input type="checkbox"/> Midterm in class (no engagement exercise today) |
| March 9 | Spring Break | |
| March 11 | | |
| March 16 | Crime, Policing, and Punishment | <input type="checkbox"/> Read Alexander, "Introduction," in <i>The New Jim Crow</i> (1-19) <input type="checkbox"/> Complete Alexander key competency by 3/15 by 11:59pm |
| March 18 | | <input type="checkbox"/> Read Thompson, "How Prisons Change the Balance of Power in America," in <i>Voter Suppression in U.S. Elections</i> (97-105) <input type="checkbox"/> Complete Thompson key competency by 3/17 by 11:59pm <input type="checkbox"/> Read Hernandez, "Amnesty or Abolition?," in <i>Boom</i> (54-68) <input type="checkbox"/> Complete Hernandez key competency by 3/17 by 11:59pm <input type="checkbox"/> Engagement exercise #6 in class [worth 15 points] <input type="checkbox"/> Engagement points earned in class |
| March 23 | Alternatives to Punishment | <input type="checkbox"/> Read Shelby, "Introduction," in <i>The Idea of Prison Abolition</i> (1-17) <input type="checkbox"/> Complete Shelby key competency by 3/22 by 11:59pm |
| March 25 | | <input type="checkbox"/> Read Davis, "Abolitionist Alternatives," in <i>Are Prisons Obsolete?</i> (105-115) <input type="checkbox"/> Complete Davis key competency by 3/24 by 11:59pm <input type="checkbox"/> Engagement exercise #7 in class <input type="checkbox"/> Engagement points earned in class |
| March 30 | Environmental Inequality | <input type="checkbox"/> Read Bullard, "Race, Class, and the Politics of Place," in <i>Dumping in Dixie</i> (21-36) <input type="checkbox"/> Complete Bullard key competency by 3/29 by 11:59pm |
| April 1 | | <input type="checkbox"/> Read Saverino et al., "Thermal Inequity in Richmond, VA: The Effect of an Unjust Evolution of the Urban Landscape on Urban Heat Islands," in <i>Sustainability</i> (1-18) |

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|----------|-----------------------------|---|
| | | <input type="checkbox"/> Complete Saverino et al. key competency by 3/31 by 11:59pm <input type="checkbox"/> Engagement exercise #8 in class <input type="checkbox"/> Engagement points earned in class |
| April 6 | Memory, Harm, and Repair | <input type="checkbox"/> Read Leib, "Separate Times, Shared Spaces," in <i>Cultural Geographies</i> (286-312) <input type="checkbox"/> Complete Leib key competency by 4/5 by 11:59pm |
| April 8 | | <input type="checkbox"/> Listen to Reveal News, " Monumental Lies " (55:42 podcast) <input type="checkbox"/> Complete Reveal News key competency by 4/7 by 11:59pm <input type="checkbox"/> Engagement exercise #9 in class <input type="checkbox"/> Engagement points earned in class |
| April 13 | Justice Futures in Richmond | <input type="checkbox"/> Read Le Guin, "The Ones Who Walk Away from Omelas," in <i>The Unreal and the Real</i> (1-7) <input type="checkbox"/> Complete Le Guin competency check by 4/12 by 11:59pm |
| April 15 | Presentation Prep | <input type="checkbox"/> Engagement exercise #10 in class [worth 9 points] <input type="checkbox"/> Engagement points earned in class |
| April 20 | Presentations | <input type="checkbox"/> Engagement points earned in class today or Wednesday |
| April 22 | | |
| April 29 | | <input type="checkbox"/> Final reflection due on Blackboard by 12:00pm |