

**Course ID:** LDST 210 (Section 02 & 03)  
**Instructor:** Dr. Julian Maxwell Hayter  
**Office Hours(virtual):** Tues. and Thurs.  
2pm to 3pm—see link below  
**Office Location:** Jepson Hall 237

**Course Name:** Justice and Civil Society  
**E-mail:** [jhayter@richmond.edu](mailto:jhayter@richmond.edu)  
**Phone:** 804-287-6097



### [Course Meetings: Fall 2023](#)

Sections: Tuesday and Thursday (10:30am to 11:45am and 12:00pm to 1:15) —**Room 118**

### [Office Hours](#)

<https://urichmond.zoom.us/j/86544655382>

### [Course Purpose](#)

The *Justice* course has been a part of the Jepson's curriculum for decades—it has remained committed to bridging the gap between classrooms and communities since its inception. Richmond, specifically, vulnerability in Richmond have always been the focus. You are just a few, in a long series of Jepson students, to grapple with these matters. Every professor that

teaches Justice brings their expertise to bear on the course. I am an urban historian with expertise in modern Richmond, Virginia—that is where I have settled *this* course.

*Justice and Civil Society* interrogates both theories of justice and justice in practice (especially the implications of justice in the modern United States—with particular emphasis on Richmond, VA). We will examine several historical and contemporary interpretations of justice and social obligation and think very intently on urban history. We will then study how broader historical/cultural context often shapes our understanding of togetherness.

You are the benefactors of spectacular human invention. You have also been left to atone for some of the sins of your forebears. That is the nature of things. This course is designed to examine thought evolution and consider how context shapes not just thought, but the built world. These are fundamentally matters of leadership.

More specifically:

How have these matters manifested in Richmond, VA? With particular emphasis on urban history, what seminal moments have defined justice, or more often, injustice, in Richmond? How is Richmond at the center of the story of America? And how is it also a classic case study of sites, policies, systems, and results across the nation? Then, with this knowledge, what is our role as leaders in coming to terms with this legacy?

We will not merely think about Richmond and cities through the lens of history, geography, planning, and leadership; we will work closely with urban planners and developers. Together, we will create a multi-media anthology of Richmond's urban environment through storytelling, geography, technology, and advocacy. Working closely with Ted Elmore, BridgePark RVA, the Digital Scholarship Lab, and other leaders in this space, we will develop compelling historical analysis, writing, and both analog and digital maps that tell the story of justice in Richmond.

We will then explore methods, like those proposed by BridgePark, for radical transformation of urban spaces into historically responsive, healthy, wholly representative, environmentally resilient, and inclusive communities. Our cities' future depends upon it.

### **Course Objectives**

This course is designed to make the liberal arts (e.g., the study of various social theories and history) relevant to our lives as local, national, and global citizens. I'm not interested in changing your minds. I do not care what you believe in (i.e., your political preferences and moral prerogatives do not matter to me). I will, however, ask that you question and defend what it is you believe in. To that end, this course does not lend itself to disengagement. In fact, success in this course is contingent upon your ability to make real connections between classrooms and communities (i.e., students must apply reading material and class discussion to our community-based component).

We will touch on just about every controversial topic in the contemporary American culture wars. Be prepared.

### Specific Learning Objectives

1. You will analyze various social issues and problems within the context of American justice and democracy.
2. You should learn to understand social need within the context of contemporary Richmond.

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Email: [ksoderlu@richmond.edu](mailto:ksoderlu@richmond.edu)

### Contemporary Implications

I strongly encourage students to read the *Richmond Times-Dispatch*, *New York Times*, *Washington Post*, *The Atlantic* or any other major print-media outlet. You'd be surprised how many contemporary issues pertain to course material and discussion. Please come to class prepared to incorporate local/national news into lectures.

### Required Reading

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

Required readings are also on Blackboard. Required Blackboard readings are delineated in **BOLD PRINT. There may also be readings in the schedule below that ARE NOT delineated in this section. They ARE STILL REQUIRED**

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

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

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

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

Michael Sandel, *Justice: What's the Right Thing to Do?* (New York: Farrar, Straus, and Giroux, 2010) [only book in book store]

**E. Fuller Torrey, *The Insanity Offense: How America's Failure to Treat the Seriously Mentally Ill Endangers Its Citizens* (New York, W.W. Norton & Company, Inc. 2012)**

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

**Thomas Wren, *The Leader’s Companion: Insights on Leadership Through the Ages*  
(New York: Free Press, 1995)**

### General Expectations

Success in this course hinges upon your ability to read course material effectively (you will not do well in this course if you do not read), write about the readings, and other course material intelligently. Be prepared to participate thoroughly in class discussion/lectures. Failure to adequately complete service learning requirements can wreak havoc on not only your grade, but also your learning experience in this course.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. The extent to which I take attendance is contingent upon the state of the university’s COVID-19 protocol (i.e., it may change should the color-coding change). Unless you have a mandated, university-based accommodation, you ***may not*** use laptops to take notes during class. Please keep your iPhones and iPads off of the desks!
2. **Reading Material: THIS COURSE IS READING 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.
4. **Writing:** Papers are downgraded ½ of a letter grade for each day late. I will not accept late papers that are more than 3 days late.
5. **Cheating:** 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”.
6. **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.
7. **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.
8. **Exams and Quizzes:** 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 a time that's more convenient for you. The final schedule is what it is. Take it up with administration if you think you've been conned. I didn't make the schedule. If you miss an exam, your score is zero.

9. **NO EXTRA CREDIT. NEVER. FOREVER EVER. FOREVER EVER.**

### **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.

### **Assessment**

Principally, the Jepson School abides by the provisions articulated in the Honor System. All written material, including papers, exams, etc. must have the word, "Pledged", along with students' signatures. Writing "Pledged" signifies—"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."

Class Participation & Attendance:	20% of final grade
Progress Reports:	15% of final grade
Quizzes:	15% of final grade
Mid-Term:	20% of final grade
Final Project:	30% of final grade

### **Grading Scale:**

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

## Major Assignments

### a. Quizzes:

- b. We will have reading quizzes throughout the semester. These quizzes pertain specifically to the material we've recently traversed. I've designed quizzes to showcase how well you understand the reading material *and* lecture. You should make strong associations between lecture material and the readings when writing your responses to the prompts.
- c. Generally, these quizzes will take no more than 10 minutes. They're not trick questions. In fact, I will ask you very straightforward queries about the reading and lecture material.
- d. Quizzes will be completed on notecards—ONE SIDE ONLY!
  - i. Quiz Dates
    - a. September 7
    - b. September 21
    - c. November 7
    - d. November 30

### 2. Group Project with Bridge Park:

- a. Over the course of the semester (the 3<sup>rd</sup> week forward), you will work with BridgePark RVA (<https://www.bridgeparkrva.com>), historicizing areas of interest in Richmond. We ask that you bring the course material to bear on the project. Each of you will work in groups of roughly 3 to 4. You will pick (or be assigned) from a list of pre-selected sites and, in the end, submit your work in slide format (PowerPoint, Prezi, or Keynote)
- b. This project and the sites you have chosen will eventually inform descriptions of spaces on maps prepared by BridgePark and the DSL. Your analysis of these spaces should be driven by several questions: What is the heretofore told history of this site? How and by whom was it told? What was the site before it became the site, how and why did it become what it became? Is there a story about the site that demonstrates what we've learned? What stories remain untold? What role does this site play in the city's urban development? How should this site be reimagined? Are pending and approved plans for this site appropriate in light of what we've learned?
- c. Your projects are both intense academic analyses bearing on the course's subject matter and real-life work product for a local non-profit. BridgePark plans to employ your research and analysis both in its planning and communications—both digital and analog. Thus, we have the opportunity to bring scholarly research and critical thinking to bear on an important City initiative.
- d. Important Dates
  - i. Progress Report Due Dates: one-page synopses that answer question about the where you are in the process.
    1. Progress Report 1: October 2, Week Six
    2. Progress Report 2: November 15, Week Twelve

- ii. Final Project Due:
  1. December 11, 11:59pm—email only.
3. **Midterm:**
  - a. Mid-Term Exam— October 19, in class

### [University Resource](#)

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)

**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 31 will appear beneath the heading on August 29.**

**Week One: Introductory Week**

August 29: Course Introduction

Readings (for August 31, immediately below):

Hayter, *City Profile of Richmond*, Entire Piece

August 31: First Lecture

Readings

Sandel, *Justice*, Chapters 1 through 3

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

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**Week Two: The Morality of Leadership**

September 5: Justice and Leadership

Readings

Sandel, *Justice*, Chapters 4 and 6

Wren, *The Leader's Companion*, Part III—49-80 **(BB)**

September 7: Justice and Leadership **(Quiz 1)**

Readings

Sandel, *Justice*, Chapters 8 through 10



Wright, *A Short History of Progress*, Intro

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Week Three: **Thinking Broadly**

September 12: Contemplating Path Dependency

Reading

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

September 14: River City Reclamation

Readings

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

Mark Dent, "Who Made the Suburbs White," *Slate*

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Week Four: **Toward a New Liberalism**

September 19: Reimagining Cities

Readings

David R. Hill, *Jane Jacobs' Ideas on Big, Diverse Cities: A Review and Commentary*, Entire Article (BB)

September 20: The Depression the American Paradox (Quiz 2)

Readings

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

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Week Five: **Urbanism and Housing**

September 26: Grid Plans

Readings

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

September 28: Grid Plans Continued

Readings

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

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Week Six: **Contemplating Hansberry**

October 3: *Citizen Jane: Battle for the City*, Documentary

Readings

Hansberry, *A Raisin the Sun*, Act 3

October 5: Contemplating Hansberry, **Discussion** (come with 2 to 3 open-ended discussion questions)

Readings

No Reading

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Week Seven: **The Politics of Inclusion**

October 10: Hansberry and the Complexion Revolution  
No Reading

October 12: No Class  
No Reading—Study for Exam

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Week Eight: Exam Week

October 17: NO CLASS

October 19: **Midterm**

Reading:

Torrey, *The Insanity Offense*, Chapters 1-7 **(BB)**

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Week Nine: **The Insanity of Injustice**

October 24: Deinstitutionalization and its aftermath

Readings

Torrey, *The Insanity Offense*, Chapters 8-12 **(BB)**

October 26 Deinstitutionalization and its aftermath

Readings

Elaine Kamarck, "The Challenging Politics of Climate Change,"  
<https://www.brookings.edu/articles/the-challenging-politics-of-climate-change/>, **(BB)**

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Week Ten: **Cooked!**

October 31: Contemplating Climate Change

Readings:

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

November 2: Contemplating Climate Change Continued

Elaine Kamarck, "The Challenging Politics of Climate Change,"  
<https://www.brookings.edu/articles/the-challenging-politics-of-climate-change/>, **(BB)**

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Week Eleven: **Urbanization and Climate Change**

November 7: *Anthropocene*, Documentary **(Quiz 3)**

Readings

Watch, "The Meaning of Climate Change,"  
<https://www.youtube.com/watch?v=Uj5Dqf-c5JMd>  
**(BB)**

November 9: **Discussion** on *Anthropocene* & Chakrabarty Vide

Readings

Extreme Heat and Public Health:  
<https://www.rvagreen2050.com/extremeheat>

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**Week Twelve: Urbanization and Climate Change**

November 14: How we Got to Now

Readings:

K. Saverino, et al, "Thermal Inequity in Richmond, VA: The Effect of an Unjust Evolution of the Urban Landscape on Urban Heat Islands,"  
Entire Article **(BB)**

November 16: *Cooked: Survival by Zip Code* Documentary

Readings:

Hounsell, [The Same Old Principles](#)  
Thompson, *A World Without Work*, Entire Article **(BB)**

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**Week Thirteen: Thanksgiving BREAK!**

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**Week Fourteen: Labor Mechanization, Labor Automation, and a Workless World**

November 28: Workless Worlds

Kelly, [The Possibility of a Dark and Frightening Side...](#)

Korinek and Juelfs, [Preparing for the \(non-existent?\) Future of Work](#)

November 30: **Discussion** on a workless world **(Quiz 4)**

No Reading

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**Week Fifteen: Finish Projects**

December 5: In-class consultation

No Reading

December 7: In-class consultation

No Reading

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**Week Sixteen: Final Exam Week: Exam TBD**