

Course ID: LDST 210

Instructor: Dr. Julian Maxwell Hayter

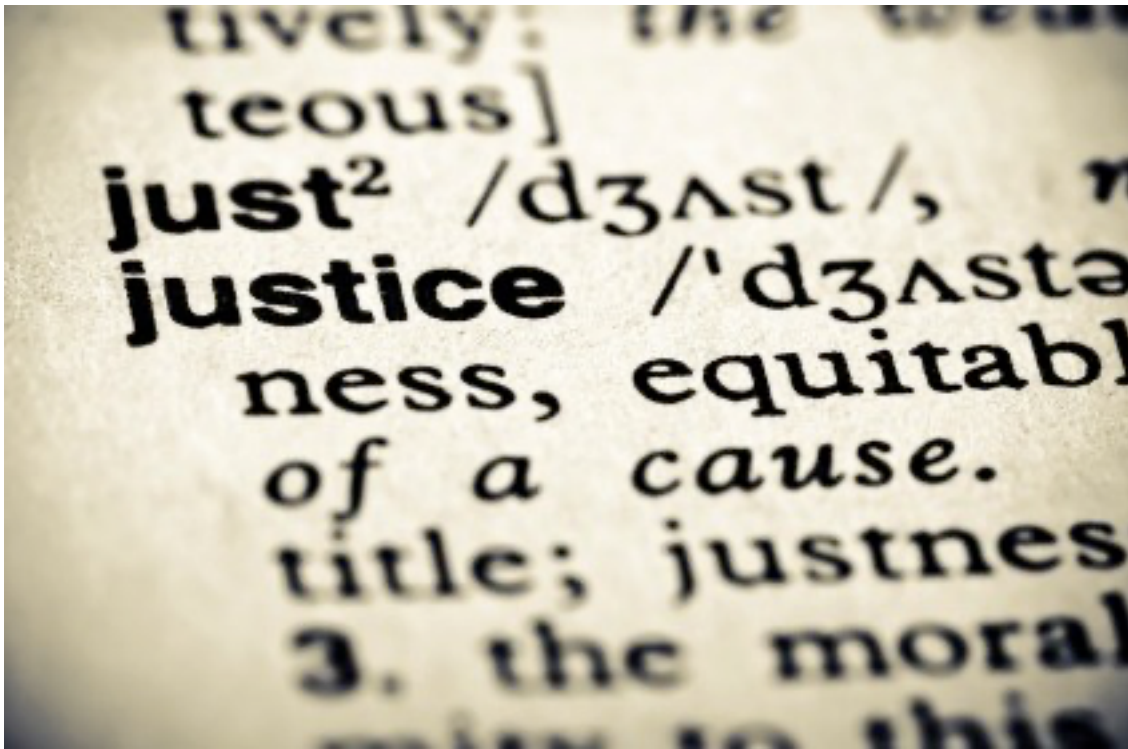
Office Hours (virtual): Monday and Wednesday, 2:15pm am to 3:15pm and by appointment—see link below

Office Location: Jepson Hall, 237

Course Name: *Justice and Civil Society*

E-mail: jhayter@richmond.edu

Phone: 804-287-6097



[Course Meetings: Spring 2023](#)

Sections 1 and 2—9:00am to 10:15am and 10:30am to 11:45am, Jepson 118

[Office Hours Link:](#)

<https://urichmond.zoom.us/j/88039323867>

[Course Purpose](#)

This course interrogates both theories of justice and justice in practice (especially the implications of justice in the modern United States). We will examine several historical and contemporary interpretations of justice and social obligation. We will then study how broader historical/cultural context often shapes our understanding of togetherness.

A sizeable portion of the reading material is dedicated to examining how Americans, especially in the not-so-distant past, have met the challenges of addressing vulnerable communities. We will interrogate how these historical actors brought their biases to bear on vulnerability in America and, of course, Richmond, Virginia. To this end, expect to not merely read and discuss how historical actors often used contemporary theories of justice to establish/maintain what we now consider intolerable anachronisms, but also the ways people devised strategies (be they political, economic, or social) to meet the challenges of various forms of social marginalization.

During the first half of the semester, we will read and think not only about matters of justice, the some of the factors that got Richmond to now. This portion of the semester is designed to inform your experiences in community service. After the break, we will think more broadly about issues that directly affect America and the world—I have chosen several issues that I think will inspire lively discussion.

I have designed the course's community-based and reading components 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.

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.

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.

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!**

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)

Daniel L. Hatcher, *The Poverty Industry: The Exploitation of America’s Most Vulnerable Communities* (New York: New York University Press, 2019)

Julian Maxwell Hayter, *City Profile of Richmond*, (Charlottesville: Thriving Cities, 2015)

Nelson Lichtenstein, *Who Built America? Vol. 1: Working People and the Nation’s History* (New York: Bedford, 2007).

Michael Sandel, *Justice: What’s the Right Thing to Do?* (New York: Farrar, Straus, and Giroux, 2010)

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

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)

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

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)

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 (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”. **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:** 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 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.

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:	30% of final grade
Service:	25% of final grade
Exams:	20% of final grade
Group Project and Presentations:	25% of final grade

Grading Scale:

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

To access service sites and all forms for Justice and Civil Society,
go to: <https://jepson.richmond.edu/student-resources/justice/index.html>

If you have further questions or concerns, 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— March 1, in class
2. Final Exam—TBD

Justice & Civil Society Community Project ~ Spring 2023

Each student must complete a total of 30 hours of service-based learning. 24-26 of those hours must be completed at an approved site. You will also complete 4-6 hours in various, mandated activities (TBD—also see major assignments sections of syllabus)

A sizeable portion of your service learning and the course work will be dedicated to the *Justice and Civil Society Community Project*.

Project Overview: This project requires that you work intimately with students at various community organizations. The aim? To research a Richmond-related topic that not only grapples with the course material, but that incorporates the young people at the service site itself. Students will spend the semester developing a presentation that describes a relevant issue, defines the historical context that shaped said issue, describes how said project relates to the community partner, and, in the end, provides possible solutions for addressing the issue. These presentations will take place in the final weeks of the course along with the community partners.

Project Objective: This project has both research and teaching implications. Ultimately, students should consider not merely understanding the topic at hand but sharing said knowledge with the students they are working with—in real time. You should also, over the course of the semester, demonstrate proper research techniques that will help the young people that you're interacting with. This should be a mutually beneficial project. You should aim to share the knowledge you are learning in LDST 210 and help students discover ways to discover knowledge for themselves. Objectives:

- Learn how to conduct credible research that relates to justice, Richmond, and the service site
- Locate proper historical context that shapes the project and relates to the service site
- Discuss the topic with students at the service site
- Assemble a presentation that defines the issue, demonstrates its relevancy to matters of justice and to the community partner, describes how community partner students informed the topic, and presents possible solutions

Topics may include, but are not limited to: educational issues (e.g., standardized testing, disciplinary issues, mandates), food insecurity, housing, criminal justice, access to healthcare, environmental justice, etc.

Project Milestones: in the schedule below, you will find several important due dates for material specific to the project

- **February 6**—choose topic
- **February 20 (100 points)—annotated bibliography due:** An annotated bibliographies are lists of citations to books, articles, documents, other sources (primary and secondary sources, more specifically). Following each citation is a brief (typically 150 words) descriptive and evaluative paragraph, *the annotation*. Annotations must inform the reader of the relevance, accuracy, and quality of the source at hand.
- **February 26 (100 points)—thesis statement due:** The problem or argument you present in your project must be organized argumentatively. A thesis statement *must* establish not just a contestable claim, but reasons that justify the claim put forward. In fact, your project should be organized in the image of a thesis statement/argument. A solid argument consists of a status quo, a destabilizing condition, and a thesis statement.
- **March 19 (100 points)—synopsis due:** Presentation synopses should summarize the project, its’ arguments, findings, conclusions, and, in the end, posit potential solutions. They should make a contention about the subject, (i.e., you need a thesis statement), give the historical/situational context surrounding the subject, and summarize why this topic is critical to matters of justice and the service site. You might even begin to think about possible solutions.
- **March 26 (100 points)—solution synopsis:** a synopsis of solution—what was the problem and why does your solution address it directly.
- **Final Presentations TBD (600 points)**

Week Of	Weekly Topic/Work
January 9, 2023	No Meeting w/Community Partner First week of UR classes - intro to Justice
January 16, 2023	No Meeting w/Community Partner Second week of UR classes—intro to Justice
January 23, 2023	First Week w/Community Partner Introductions/Ice Breakers
January 30, 2022	Second Week w/Community Partner Form groups, contemplate issues of Justice in RVA and at community partner. Read community partner’s annual report
February 6, 2023	Third Week w/Community Partner Group discusses/debates top two issues of interest—discusses with Dr. Hayter
February 13, 2023	Fourth Week w/Community Partner Group votes on top issue and strategies for research—Dr. Hayter must approve

February 20, 2023	Fifth Week w/Community Partner Research techniques begin—annotated bibliography of sources due February 20, 11:59pm via email. ONE OF THE SOURCES MUST BE THE SERVICE SITES ANNUAL REPORT
February 27, 2023	Six Week w/Community Partner Group continues research—thesis statement due February 26, 11:59pm via email
March 6, 2023	UR SPRING BREAK - NO CLASSES
March 13, 2023	Seventh Week w/Community Partner Group actively works to research various items related to solutions for the issue
March 20, 2023	Eighth Week w/Community Partner Group begins to compile research and finalize presentation—synopsis of topic due March 19, 11:59pm via email
March 27, 2023	Ninth Week w/Community Partner Group research on how to address the issue—solutions?
April 3, 2023	Tenth Week w/Community Partner Group adds solutions to case/presentation—solution synopsis due March 26, 11:59pm via email
April 10, 2023	Eleventh Week w/Community Partner Group practices presenting case/presentation
April 17, 2023	Twelfth Week w/Community Partner Group practices presenting case/presentation Culminating Event w/All Community Partners at UR—date TBD

Weekly Reports: You are to write weekly reports that encapsulate your experiences “in the field.” You will hand in a compilation of reports at the mid-term and at just before the final exam. Each report should be roughly than 75-100 words (more is acceptable, but not less). These reports should not only reflect on your daily experience at the site in question, but also relate the activity to the course material. In essence, these reports must attempt to wed your experiences in the classroom and greater Richmond community.

1. Guidelines

- a. 75-100 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 class on midterm and final—**must be hard copy**

Discussion Questions

3. 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 should, 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.

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

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/

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

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

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

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 January 11 will appear beneath the heading on January 9.**

Week One: **Introductory Week**

January 9: Course Introduction

Readings (for January 11 immediately below):

Hayter, *City Profile of Richmond*, Entire Piece

January 11: Understanding Richmond and Urban History

Readings

Sandel, *Justice*, Chapters 1 through 3

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

Week Two: **The Morality of Leadership**

January 16: Justice and Leadership

Readings

Sandel, *Justice*, Chapters 4 and 6

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

January 18: Justice and Leadership

Readings

Sandel, *Justice*, Chapters 8 through 10

Wright, *A Short History of Progress*, Intro

Week Three: **Thinking Broadly**

January 23: Justice and Leadership

Reading

Wright, *A Short History of Progress*, Intro

January 25: Contemplating Path Dependency

Readings

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

Week Four: **Toward a New Liberalism**

January 30: Reimagining Cities

Readings

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

February 1: The Depression the American Paradox
Readings
Rothstein, *The Color of Law*, Chapters 5 thru 8

Week Five: **Urbanism and Housing**

February 6: Grid Plans
Readings
Hanchett, *The Other "Subsidized Housing"*, full article **(BB)**

February 8: Grid Plans Continued
Readings
Hansberry, *A Raisin in the Sun*, Acts 1 and 2

Week Six: **Contemplating Hansberry**

February 13: *Jim Crow of the North*, Documentary
Readings
Hansberry, *A Raisin the Sun*, Act 3

February 15: Contemplating Hansberry, **Discussion** (come with 2 to 3 open-ended discussion questions)
Readings
No Reading

Week Seven: **The Politics of Inclusion**

February 20: Hansberry and the Complexion Revolution
Torrey, *The Insanity Offense*, Chapters 1-7 **(BB)**
ANNOTATED BIBLIOGRAPHY DUE
February 22: No Class
No Reading—Study for Exam

Week Eight: Exam Week

February 26—**THESIS STATEMENT DUE**
February 27: **Study Session**
Readings
No Reading—Study for Exam!

March 1: **Midterm**

Week Nine: Spring Break—relax, be safe, decompress



Week Ten: **The Insanity of Injustice**

March 13: Deinstitutionalization and its aftermath

Readings

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

March 15: Deinstitutionalization and its aftermath

Readings

Chakrabarty, *The Climate of History*, entire article **(BB)**

Week Eleven: **Cooked!**

March 19—**SYNOPSIS DUE**

March 20: Contemplating Climate Change

Readings:

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

March 22: Contemplating Climate Change Continued

Multiple Authors, *Climate Change and Cities*, Introduction **(BB)**

Week Twelve: **Urbanization and Climate Change**

March 27: *Anthropocene*, Documentary

Readings

Multiple Authors, *Climate Change and Cities*, Introduction **(BB)**

SOLUTION SYNOPSIS DUE

March 29: **Discussion** on *Anthropocene*

Readings

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

Week Thirteen: **Urbanization and Climate Change**

April 3: Heat Indexes and How we Got to Now

Readings:

Multiple Authors, *Climate Change and Cities*, Chapter 7 **(BB)**

April 5: *Cooked: Survival by Zip Code* Documentary

Readings:

Hounsell, [The Same Old Principles](#)

Thompson, *A World Without Work*, Entire Article **(BB)**

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

April 10: Workless Worlds

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

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

April 12: **Discussion** on a workless world

No Reading

Week Sixteen: **Prepare for presentation**

April 17: In-class consultation

No Reading

April 19: In-class consultation

No Reading