

**Justice and Social Change**  
Justice Studies 350-01  
Rhode Island College, Fall 2015

Monday, 4-7:50 PM, Whipple 218

*Instructor Information*

Mikaila Mariel Lemonik Arthur

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Office: Craig Lee Hall room 451

Drop-In Availability: Mondays and Thursdays 2:30-3:30 or by appointment

**This course uses the Blackboard course management system. You must have reliable Internet access on a computer or tablet, or scheduled time in the campus computer labs, in order to successfully complete this course. You will also need to check your email regularly.**

*Course Description*

In 1967, 16 states had laws prohibiting interracial marriage. Then *Loving v. Virginia* struck those laws down, and interracial marriage became a possibility across the United States. In 2014, 15 states had laws prohibiting same-sex marriage. Then *Obergefell v. Hodges* struck those laws down, and same-sex couples could wed anywhere in the country. How does such change happen? Is it due to social movements, the courts, or some combination of law and activism? And how does society respond to these pressures for change? This course considers the relationships between law, justice, and movements for social change. It provides an introduction to the study of social movements and activism, especially the way they interact with law and legal actors. It considers the extent to which litigation can serve as an engine of social change, in part by exploring a series of case studies, including the civil rights and women's movements, marriage equality, and criminal justice. Finally, it explores the role of legal systems in suppressing protest and dissent. In summary, this course is designed to build a better understanding of how legal and social change does and does not happen in the United States.

*Course Materials*

Jasper, James M. 2014. *Protest: A Cultural Introduction to Social Movements*. Wiley. List price \$22.95. (ISBN 978-0745655178)

Rosenberg, Gerald N. 2008. *The Hollow Hope*, 2<sup>nd</sup> edition. University of Chicago Press. List price \$22.50. (ISBN 978-0226726717)

Potter, Will. 2011. *Green is the New Red*. City Lights Publishers. List Price \$16.95. (ISBN 978-0872865389)

Wallenstein, Peter. 2014. *Race, Sex, and the Freedom to Marry: Loving v. Virginia*. List price \$19.95. (ISBN 978-0700620005)

Additional reading materials will be made available via Blackboard; students are also encouraged to activate their RIC IDs at the library as soon as possible (via the Adams Library website or the circulation desk). All required texts are available on reserve at Adams Library.

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE.

## Course Requirements

This course incorporates a variety of ways for you to demonstrate your engagement, learning, and competency regarding the course material. You will have some flexibility in choosing how and where to deploy your efforts; if you were to successfully complete all possible course assignments, you could earn 110+ points (the cutoff for an A grade is roughly 95 points). Because there are so many opportunities to earn points, most assignments cannot be made up or turned in late. If you experience an unusual or extraordinary circumstance, such as hospitalization, that requires an alternative plan for completing your work, please contact me as soon as possible to discuss this.

- 1) **PARTICIPATION:** You are expected to come on time for every class meeting. If you must miss class, you are still responsible for the material we covered. Part of your attendance is the expectation that you will participate in class sessions by contributing something to our discussions, as this course will be taught in a discussion-based format. If you have significant problems speaking in class, I strongly urge you to come speak to me privately as soon as possible to develop alternative participation mechanisms (such as private meetings or e-mail discussions) so that you can meet this requirement. Remember that there are few stupid questions and that all questions and comments should be made in a spirit of respect for other students and their contributions to the class. Participation will be assessed, in part, using a rubric available in Blackboard. **15 POINTS.**
- 2) **IN-CLASS & BLACKBOARD ACTIVITIES:** At various points during the semester, you will complete in-class and Blackboard activities, graded on complete/not complete or a ✓<sup>+</sup>, ✓, ✓<sup>-</sup>, 0 basis. These include a survey in the first week of class, a proposal for your final paper, and in-class quizzes or group assignments. In-class activities and assignments will not be listed on the syllabus and cannot be made up. Extra, optional assignments in this category may be added during the semester. **10 points.**
- 3) **WEEKLY ASSIGNMENTS.** Each week, you will complete a weekly reflective blog post, viewable only by the instructor. In some weeks, you may have a choice of topics, but all assignments will require you to incorporate ideas, themes, and concepts from the reading and pose questions and ideas of your own. Expect to write an average of 600-700 words per week. Assignment details will be made available in Blackboard a minimum of 10-14 days before each assignment is due; assignments must be submitted via Blackboard *before* class begins for that week. **4 POINTS PER WEEK, 14 WEEKS.**
- 4) **FINAL COURSE PROJECT.** The largest component of your course grade will come from a final course project, due during the final exam period. You will also present on your work-in-progress during the last week in class. You will have different options for this project, including an analytical paper on a particular area of social change, a reflective activism project, or a multimedia interview project. More details will be made available in Blackboard as the semester progresses. **30 POINTS.**
- 5) **READING:** You are expected to complete all assigned course readings prior to the date for which they are assigned.

**Note:** federal guidelines (<http://ifap.ed.gov/dpccletters/attachments/GEN1106.pdf>) expect students to complete two hours of work out of class for every one hour of in-class time.

## Course Schedule

All readings and assignments are due by the time class **begins** on that date, unless otherwise noted. All assignments have specific due dates and times listed. Readings not in required course texts are available via Blackboard.

August 31                    **Introduction to the Study of Justice and Social Change**

- Read: entire course syllabus

September 7                **Labor Day—No Class Meeting**

- Complete: Blackboard survey (due 9 am Fri Sept. 4)
- Get: course texts
- Read: Jasper, *Protest*, pp. 1-14

September 14              **Rosh Hashanah—Online Class (Intro to Social Movements)**

*Today is the add/drop deadline*

- Watch: *The Activists*
- Watch: *Freedom Riders*
- Read: Jasper, *Protest*, pp. 15-125
- Read: Meyer, "How Social Movements Matter," *Contexts* 30-35
- Complete: reflective blog post, due by 8 pm tonight

September 21              **More on Social Movements**

- Read: Jasper, *Protest*, pp. 126-187
- Read: "5 Ways Powerful People Trick you Into Hating Protesters," *cracked.com*
- Read: Wendt, "Urge People Not to Carry Guns," *Louisiana History* 261-86
- Read: Burrough, "Meet the Weather Underground's Bomb Guru," *Vanity Fair*
- Complete: reflective blog post, due before class today

September 28              **Organizing for Social Change**

- Read: Chetkovich and Kunreuther, *From the Ground Up: Grassroots Organizations Making Social Change*, 12-51 and 83-110
- Read: Meyerson and Scully, "Tempered Radicalism," *CGO Insights* 1-4
- Read: Ganz, "Leading Change," *Handbook of Leadership Theory and Practice*, 1-35
- Complete: reflective blog post, due before class today

October 5                    **Cause Lawyers/Law and Social Movements**

- Read: Sarat & Scheingold, "Careers in Cause Lawyering," *Something to Believe In*, 72-97
- Read: McCann, "Law and Social Movements: Contemporary Perspectives," *Annual Review of Law and Social Science* 17-38
- Read: Hollis, "Support Structures and Constitutional Change: Teles, Southworth, and the Conservative Legal Movement," *Law & Social Inquiry* 516-536
- Read: Etienne, "The Ethics of Cause Lawyering: An Empirical Examination of Criminal Defense Lawyers as Cause Lawyers," *Journal of Criminal Law and Criminology* 1195-1260
- Complete: reflective blog post, due before class today

- October 13 **Litigation as a Legal Change Strategy**
- Read: Rosenberg, *The Hollow Hope*, 1-172
  - Complete: reflective blog post, due before class today
- Note: This week's class meets on Tuesday, October 13, which is a legislative Monday at RIC.*

- October 19 **More on Litigation as a Legal Change Strategy**
- Read: Rosenberg, *The Hollow Hope*, 173-268
  - Complete: reflective blog post, due before class today

- October 26 **Case Study: Interracial Marriage**
- Read: Wallenstein, *Race, Sex, and the Freedom to Marry*, ix-175 and 217-230
  - Complete: reflective blog post, due before class today

- November 2 **Case Study: Same-Sex Marriage**
- Read: Wallenstein, *Race, Sex, and the Freedom to Marry*, 176-216
  - Read: Rosenberg, *The Hollow Hope*, 339-419
  - Read: Ettelbrick, "Since When is Marriage a Path to Liberation?," 401-406
  - Complete: reflective blog post, due before class today

- November 9 **Responding to Rosenberg**
- Read: Delgado, "A Comment on Rosenberg's New Edition of *The Hollow Hope*," *Northwestern University Law Review* 147-152
  - Read: Lucal, "Why Marriage Equality is Not Enough," [writewhereithurts.com](http://writewhereithurts.com)
  - Read: NeJaime, "Winning Through Losing," *Iowa Law Review* 941-1012
  - Complete: reflective blog post, due before class today

- November 16 **The System Responds, Part I**
- Read: Potter, *Green is the New Red*, 1-158
  - Final Project Proposals due, Friday, November 20, 9:30 am
  - Complete: reflective blog post, due before class today

- November 23 **The System Responds, Part II**
- Read: Potter, *Green is the New Red*, 159-250
  - Read: Schlosser, "Break-In at Y-12," *The New Yorker* 46-69
  - Read: Brief selections on the aftermath of Sister Megan Rice's case
  - Complete: reflective blog post, due before class today

- November 30 **Case Study: Criminal Justice**
- Read: Rosenberg, *The Hollow Hope*, 304-338
  - Read: Moore, "Make Them Hear You: Participatory Defense and the Struggle for Criminal Justice Reform," *Albany Law Review* 1-41
  - Additional reading TBA, posted in Blackboard
  - Complete: reflective blog post, due before class today

- December 7                   **Special Topics TBA**
- Readings TBA, posted in Blackboard
  - Complete: reflective blog post, due before class today

- December 14                   **Conclusion: Hope for the Future?**
- Read: Rosenberg, *The Hollow Hope*, 420-433
  - Additional reading TBA, posted in Blackboard
  - In class: Work-in-Progress Presentations
  - Complete: final reflective blog post (don't worry, it's shorter than usual), due before class today

December 21                   **Final Projects Due, 9 AM**

## Course Policies

### *Academic Integrity*

All students enrolling in this course are expected to abide by the Rhode Island College guidelines on academic honesty. More information about academic integrity and avoiding plagiarism, as well as RIC policies, can be found at <http://ric.libguides.com/integrity>. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student's paper. Think about how you would feel if someone passed off your hard work as their own.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please see me or reference the RIC Sociology Term Paper Guide at <http://www.ric.edu/sociology/termpaperguide.php>.
- Turning in research reports that are fabricated or which do not accurately represent the research activities in which you engaged.
- Turning in work completed for other classes without prior permission.
- Working together with other students or seeking help from professionals or peers on assignments which prohibit such activities.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.

You should be aware that I have caught many students who have engaged in academic dishonesty. Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe, and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and report to the Vice President for Academic Affairs at RIC for all offenses. If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course.

### *Extensions, Absences, and Attendance*

You are expected to attend class regularly, but I am aware that emergencies do come up and that this class is not the only priority in your life. It is your responsibility to get notes from a classmate (I do not provide notes to students) and to meet with me to clarify what you have missed. If you must be late to a class or if you must leave early, be sure not to disturb other students with your comings and goings. Be aware that repeated absences, even if excused, may imperil your ability to do well in the course, and that you cannot

earn participation points (or points for in-class assignments, which cannot be made up) if you are not present. As this course meets **once per week**, lateness and absence adds up quickly and it will be hard to catch up if you miss class.

Unless otherwise noted, assignments are due in Blackboard at specific times as indicated in Blackboard. Assignments that are not posted directly to a Blackboard application (like blog posts) **must** be saved in \*.rtf, \*.doc, or \*.docx (preferred), or \*.pdf if necessary. Blackboard does log your submissions; you can return to an assignment yourself to see if you have submitted it correctly, and I am happy to show you how to do this so that you will not need to email me to see if I have received your work. If unavoidable circumstances require you to seek an extension on your work, I am generally open to providing one **if** you request the extension via email at least 24 hours prior to the due date (unless the extension is due to a major emergency such as a health crisis or death in the family). Blog posts will not be accepted late due to the fact that they are designed to demonstrate your engagement with material in advance of the class meeting.

### *Course Technology*

Students are expected to check their RIC email addresses and Blackboard frequently, at a minimum twice a week. If you primarily use another email account, you must forward your RIC email, as I do use email to disseminate important information about the course. Students are also responsible for being able to access Blackboard. If you are not able to access email or Blackboard, you should seek assistance from User Support Services (<http://www.ric.edu/uss/> or x8886) right away so that you do not fall behind in the course.

### *Students with Disabilities*

If you have a disability that might interfere with your ability to perform at your best in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at <http://www.ric.edu/disabilityservices/>

### *Supplemental Services*

Writing center: <http://www.ric.edu/writingcenter/>

Academic and Study Skills: <http://www.ric.edu/oasis/>

Counseling Center: <http://www.ric.edu/counselingctr/>

Career Development Center: <http://www.ric.edu/careerdevelopment/>

\*\*\*Your tuition pays for these resources. **Use them!**

### *Course Learning Outcomes*

This course is designed to meet the following learning outcomes of the Justice Studies program<sup>1</sup>:

- To prepare future leaders both in the academic and applied setting.
- To study criminal justice in the context of larger justice issues and with attention to the total environment in which the system operates.
- To advance knowledge about the design, evolution, operation, and maintenance of justice system.
- To provide an up-to-date understanding of law, human behavior, and social institutions.

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<sup>1</sup> See <http://www.ric.edu/sociology/programJSTD.php>.