

San José State University
College of Applied Sciences and Arts / Department of Justice Studies
JS 214 Seminar

Social Movements, Community Organizing, and Social Justice

Course and Contact Information

Instructor:	Edith Kinney
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Office Hours:	Tuesday/Thursday 1:30-2:30pm, or by appointment http://bit.ly/1uhbH3e
Class Days/Time:	Thursdays, 4:30 – 7:15 p.m.
Classroom:	Bocado Business Center, Room 126

Course Description

This course is an exploration of social movement praxis. The class investigates community organizing broadly and discusses the idea of social justice, specifically how it relates to establishing human rights in our communities through the active participation of informed citizens.

This course is designed for students to explore questions such as:

- How have people struggled to define and realize fundamental rights and/or dignity, and to what effects?
- What strategies do organizations and activists employ in social movements and community organizing to promote social justice?
- Where human rights have been defined, why/where/how/by whom have they been violated? How can human rights concepts shape remedies to such violations?
- How do struggles and dialogs over the lessons of human rights struggles and scholarship shape culture, policy, and social activism in our local and global communities?

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Students are responsible for regularly checking with the Canvas messaging system to learn of any updates. Student papers are also to be submitted through Canvas.

To log into Canvas go to: <https://sjsu.instructure.com>. If you are new to Canvas please review this tutorial: http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural.

Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Learning Outcomes and Course Goals

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

SLO 1 - Demonstrate a relative mastery of the basics of human rights.

SLO 2 - Demonstrate a reasonable familiarity with the current questions/tensions/controversies facing contemporary human rights scholars and activists in the U.S.

SLO 3 - Demonstrate an ability to connect theory to action in formulating a proposed contribution to human rights praxis in the U.S.

SLO 4 - Demonstrate an ability to propose scholarship relevant to the human rights enterprise.

SLO 5 - Demonstrate an ability to engage with local communities and community organizations to inform and create human rights related actions and projects.

Required Texts/Readings

Armaline, W., D.S. Glasberg, and B. Purkayastha [Eds.]. (2011). *Human rights in our own backyard: Injustice and resistance in The United States*. Philadelphia, PA: University of Pennsylvania Press.

This book is available at the King Library and electronically through the library's website:
<http://catalog.sjlibrary.org/record=b4783900>.

Staggenborg, S. (2010). *Social Movements*. New York, NY: Oxford University Press.

Many required readings are .pdfs that will be available on Canvas, under Files\Readings. If you choose to print them out please print on both sides (duplex) to save paper.

Other Readings

Read (at least) the headlines of a national and/or international newspaper daily.

Sign up for the Human Rights Watch Daily Brief to stay updated on current events: [Sign up here](#).

Sign up for The Marshall Project daily email for news on social movement organizing addressing criminal justice, corrections, and social justice issues.

Suggested Readings and Resources for Reference – Social Movements

- Elizabeth Armstrong, *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*, University of Chicago Press, 2002.
- Bob Clifford, *The Marketing of Rebellion: Insurgents, Media, and International Activism*, Cambridge University Press, 2005
- Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970*, Second Edition, University of Chicago Press, 1999.

- Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, University of California Press, 1995.
- Raka Ray, *Fields of Protest: Women's Movements in India*, University of Minnesota Press, 1999.
- Gay Seidman, *Beyond the Boycott: Labor Rights, Human Rights, and Transnational Activism* (Russell Sage, 2007).
- Deborah J. Yashar, *Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Postliberal Challenge*. New York: Cambridge University Press, 2005.

Suggested Readings and Resources for Reference and Research – Human Rights

- Ishay, M. (2008). *The history of human rights: from ancient times to the Globalization Era*. Berkeley, CA: University of California Press.
- Lauren, P. (2011). *The evolution of international human rights: visions seen (3rd edition)*. Philadelphia, PA: University of Pennsylvania Press.
- Soohoo, C., Albisa, C. & Davis, M. F. [Eds.]. (2008). *Bringing human rights home*. Westport, CT: Praeger.
- Steiner, H. J., Alston, P. & Goodman, R. [Eds.]. (2007). *International human rights in context: law, politics, morals (3rd edition)*. New York, NY: Oxford University Press.
- Weissbrodt, D. & de la Vega, C. (2007). *International human rights law: an introduction*. Philadelphia, PA: University of Pennsylvania Press.
- [Human Rights Review](#) and [Human Rights Quarterly](#) - the two leading academic peer reviewed journals dedicated to human rights issues. Available electronically through the library's website.

Online Resources for Reference and Research

- www.un.org/en/rights - The United Nations Human Rights Portal
- www.ohchr.org - The United Nations High Commissioner for Human Rights
- www.amnesty.org/en/human-rights - Browse Amnesty International's website by country or issue, or search their report library
- www.hrw.org/en/publications - Human Rights Watch reports
- www.state.gov/g/drl/rls/hrrpt - The State Department Country Reports on Human Rights Practices, which cover most countries in the world (but not the U.S. itself)
- www.hurisearch.org - A search engine dedicated to human rights documents
- www1.umn.edu/humanrts - The University of Minnesota Human Rights Library – contains thousands of human rights documents
- http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm - Glossary of terms

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118, <http://libguides.sjsu.edu/justicestudies>

Students are strongly encouraged to contact their library liaison for individual help with their research.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](#) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but

because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Assignments and Grading Policy:

Readings

Students are expected to complete readings *before* the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that class time is not wasted, all students participate, and we can engage the material together. Though readings are not a graded assignment per se, the final and midterm exams will certainly focus on students’ ability to recall, understand, and integrate readings in their responses. Substantively, the readings in this course are designed to expose students to international and domestic tensions and perspectives on social movements, community organizing, and social change.

Assignments

Participation

10% of final grade

Student participation will be evaluated based on contribution to in-class and online discussions, as well as performance on quizzes and in-class activities. As this is a seminar, regular attendance is essential to effective learning, participation and success in class. Students may enhance their participation through extra credit opportunities announced periodically in class.

Social Movements, Community Organizing, and Social Justice Research Paper

30% of final grade

Students will write a 15 page paper (typed, double-spaced, 12-point font, APA citation format) assessing a current human rights or social justice issue, social movement, or community organizing campaign. The paper will analyze the specific human rights or claims involved, identify key actors and institutions, assess the strategies of advocates/activists related to the topic, and evaluate the strengths and weaknesses of the movement or organizing strategies involved. Essays must discuss relevant human rights instruments and pertinent laws and policies in detail. Essays will be graded on a 100 point scale for content, clarity, correct grammar and spelling, and persuasive analysis. Detailed instructions and the grading rubrics for the assignment will be provided in class.

Presentation of Research Paper Findings and Leading Class Discussion

10% of final grade

During the last class sessions and/or final period, students will present their research papers and guide class discussion.

Midterm Exam

20% of final grade

Final Exam

30% of final grade

The final is comprehensive, and will be a take home exam. We will discuss the expectations and parameters for the final exam in class. Students are encouraged to complete and take notes on class readings and classroom activities for use on the final. In general, the final exam will require students to recall and apply human rights discourse and instruments to analyze contemporary social problems (domestic and international). Students should expect the final to cover all significant class readings and activities, including films, lectures, and class activities.

Extra Credit

Students will periodically have the opportunity to complete extra credit by watching videos and attending lectures or presentations. Opportunities will be announced in class and via email; students must write a 1 page reflection paper linking the event/activity to class themes and discussion to receive credit for attending, viewing or participating in such events. Reflections on extra credit assignments/opportunities before the midterm should be submitted on Canvas before the midterm; reflections on events occurring after the midterm may be submitted on Canvas before the last day of instruction for the semester.

Grading Scale

Exams and final grades will be calculated as a percentage on a typical “100 point scale.” Missing, late, or plagiarized work will be given a grade of zero. Contact the professor early if you are having difficulty completing assignments or need accommodations for disabilities or absences for religious holidays.

The final course grade will be calculated based on the following standard scale:

98-100	A+	80-83	B-	64-67	D
94-97	A	78-79	C+	60-63	D-
90-93	A-	74-77	C	<60	F
88-89	B+	70-73	C-		
84-87	B	68-69	D+		

NOTE: “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

1. Students are expected to arrive to class on time, prepared to take part in their own and collective learning.
2. All classroom participants are expected to foster an environment that encourages participation, and that is respectful to others and their opinions.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence on their own.
5. As this is a seminar, the use of computers and electronic devices will not be tolerated unless as a part of class activities or during an emergency. Students may use e-readers in lieu of printing readings, but may not use e-readers to email/surf the Internet/chat during class.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located Student Wellness Center Room 300B, near the corner of 7th Street and San Carlos Street. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS 214: Social Movements, Community Organizing, and Social Justice

Fall 2015 Course Schedule

NOTE: this schedule is subject to change with fair notice. Any changes will be announced in class.

August 20

Introductions and Course Overview

August 27

Introduction to the Study of Social Movements, Collective Action, and Community Organizing

- Staggenborg, Chapters 1-3

Extra Credit Opportunity - August 29 - Community Organizing Against Solitary Confinement

California Families Against Solitary Confinement (CFASC)

- **Saturday August 29 (10 a.m. – 4 p.m.)** Strategy/Organizing Training at First Unitarian Church in Oakland, Wendte Room, 685 14th St, Oakland, CA) RSVP: [HERE](#) - Hosted by [Prisoner Hunger Strike Solidarity Coalition \(PHSS\)](#)

September 5

Overview of Human Rights Law and Historical Foundations

- Smith, “Human Rights in International Law,” Ch. 2 in Goodhart

Introduction to the Human Rights Enterprise, and Human Rights Praxis

- Armaline et al, *Human Rights in Our Own Backyard* Forward, Introduction (p. 1-6) Read introductions to Part I – Economic Rights; Part II – Social Rights; Part III – Cultural Rights; Part IV – Political and Civil Rights; Part V – Convention on the Elimination of All Forms of Racial Discrimination; and Part VI – Convention on the Elimination of All Forms of Discrimination Against Women.
- Small Group Study and Class Discussion: Historical and Contemporary Case Studies of Human Rights Struggles

September 7th – Labor Day – Social Media and Canvas Discussion

- A Brief History of the Labor Movement – Listen to the NPR Report <http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=5758863&m=5758864>
- Chicano! PBS Documentary - *The Struggle in the Fields* <https://www.youtube.com/watch?v=FIgIaI5AVpY>

September 10

The Politics of Rights and the Civil Rights Movement in the US

- Staggenborg, Chapter 4, “The Protest Cycle of the 1960s”
- Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970* (2nd Ed.), University of Chicago Press, 1999 (Introduction, excerpts from Ch. 1-4)
- Rosenberg, “Tilting at Windmills: Brown II and the Hopeless Quest to Resolve Deep-Seated Social Conflict through Litigation” (2006) (excerpts)

Case Study: Civil Rights Protests and Movement Strategies

Guest Lecture (**TBD in November**) – Nancy Stoller, UC Santa Cruz – Protest strategies: The Students’ Movement and the Civil Rights Movements of the 1960s and Beyond

- [Capitol Offense: Desegregating the Seat of Arkansas Govt 1964-65](#)
- *Arkansas Times*, “The Fight to Desegregate the Arkansas Capitol Cafeteria”
<http://www.arktimes.com/arkansas/the-fight-to-desegregate-the-arkansas-capitol-cafeteria/Content?oid=2681828>
- *Veterans of the Civil Rights Movement*: <http://www.crmvet.org/tim/timhome.htm>

September 17

Constitution Day – Know Your Rights? Social Media Activity

Juveniles in Adult Institutions

**Conference at UC Hastings, 200 McAllister Street, San Francisco
Alumni Reception Center (4:30-8:00 p.m.)**

RVSP here: <https://uchastings.webconnex.com/juveniles>

Readings

- “When Youth Violence Spurred Superpredator Fears,” (2014)
http://www.nytimes.com/2014/04/07/us/politics/killing-on-bus-recalls-superpredator-threat-of-90s.html?_r=0
- Armaline, “Caging Kids of Color,” Ch. 17 in *Human Rights in Our Own Backyard*
- Williams, “Locked in Solitary at 14: Adult Jails Isolate Youths Despite Risk,” (Aug. 15, 2015),
http://www.nytimes.com/2015/08/16/us/citing-safety-adult-jails-put-youths-in-solitary-despite-risks.html?emc=edit_th_20150816&nl=todaysheadlines&nlid=58689494&_r=0
- Case Study: Juvenile Justice policy and practice in Santa Clara County, *Frontline*, “From Both Sides of the Bench,” <http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/bench/>
- Youth law, “The Aftermath of *Miller v. Alabama*: Hope for Those Sentenced to Live without Possibility of Parole for Juvenile Crimes,” <http://youthlaw.org/publication/the-aftermath-of-miller-v-alabama-hope-for-those-sentenced-to-life-without-possibility-of-parole-for-juvenile-crimes/>
- Issues in Juvenile Justice policy and practice in Santa Clara County, *Frontline*, “From Both Sides of the Bench,” <http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/bench/>
- Movements to Reform Juvenile Justice in California

- The Case of Sarah Kruzan: At the Intersection of Multiple Movements; “Deal Reached in Sara Kruzan’s Case,” Youthlaw, <http://youthlaw.org/publication/deal-reached-in-sara-kruzans-case/>
- Books Not Bars Campaign, Ella Baker Center
- Ella Baker Center, Transforming Juvenile Justice in California, “Learning from Our Mistakes,” <http://ellabakercenter.org/books-not-bars/learning-from-our-mistakes>

FYI: Extra Credit Opportunity - Sunday September 20 / Monday September 21

Re-Entry and Formerly Incarcerated Persons Movements

Community Organizing Event - Sunday September 20 (9 a.m. - 5 p.m. + post-event dinner/discussion) and 21, 2015

Formerly Incarcerated Peoples Western Regional Conference, organized by [All of Us or None / Legal Services for Prisoners with Children](#). Conference flyer: <http://bit.ly/1KjXOav>

Organizing Strategies to Build a Movement: Inaugural Meeting of Formerly Incarcerated and Convicted People’s Movement: <https://www.youtube.com/watch?v=1xWYOz-0FOY>

Readings on Re-Entry and Formerly Incarcerated People’s Rights

Alessandro di Giorgio, “Reentry to Nothing” Series in *Social Justice Journal*, <http://www.socialjusticejournal.org/?p=2273>

September 24

The Legacy of the Civil Rights Movement and the “New” Civil Rights Movement – Social Movements, Racial Justice and Criminal Justice Reform: History / Resistance / Reform / Abolition

- Excerpts from *The New Jim Crow* and related community organizing materials
- Read Hammer, Ch. 22 “Critical Resistance and the Prison Abolitionist Movement,” Ch. 22 in Armaline et al, *Human Rights in Our Own Backyard*; additional readings on Critical Resistance, anti-violence, and prison abolition movements on Canvas
- #BlackLivesMatter Movement Case Study: Readings and Media Analysis (Canvas)
- *We Charge Genocide*, 1951 and 2014. Watch testimony and read WCG’s 2014 Shadow Report to the UN Committee Against Torture, “Police Violence Against Chicago’s Youth of Color” <http://report.wechargegenocide.org/>
- Campaign Zero <http://www.joincampaignzero.org/#campaign>
- Right on Crime and the Conservative Case for Criminal Justice and Corrections Reform, <http://rightoncrime.com/the-conservative-case-for-reform/> (Canvas)

Class Workshop: Leveraging Justice Studies Scholarship and Building Coalitions for Criminal Justice Reform

October 1

Inter/national Movements for Women's Rights as Human Rights

- Staggenborg, Ch 5, "The Women's Movement"
- Miller, Alice. "Sexuality, Violence against Women, and Human Rights: Women Make Demands and Ladies Get Protection," 7 HEALTH AND HUMAN RIGHTS 16-47 (2004). [Miller_Sexuality VAW and HR](#)
- Merry, Sally E. 2006. Human Rights and Gender Violence: Translating International Law into Local Justice. Chicago: University of Chicago Press (excerpts)
- Barnard Center for Research on Women, watch the video [More Laws = More Violence: Criminalization as a Failed Strategy for Anti-Violence Movements](#), <https://vimeo.com/104752683>

Case Study on Prostitution Decriminalization Debates: Criminal Justice, Social Justice, Gender Justice

- New York Times Room for Debate, "Should Prostitution Be a Crime?," (Aug. 26, 2015) <http://www.nytimes.com/roomfordebate/2015/08/26/should-prostitution-be-a-crime>
- Amnesty International, Draft Policy on Sex Work, <https://amnestysgprdasset.blob.core.windows.net/media/10243/draft-sw-policy-for-external-publication.pdf>
- Coalition Against Trafficking in Women, Change.org Petition, "Vote NO to Decriminalizing Pimps, Brothel Owners, and Buyers of Sex"
- Global Network of Sex Work Projects, Change.org Petition, "We call on the Amnesty International Council to stand firm and support decriminalisation of sex work and protect the human rights of sex workers"
- Overs and Yingwana, "Prostitution is a human right," said nobody ever," WhyDev.org, (Aug. 21, 2015) <http://www.whydev.org/prostitution-is-a-human-right-said-nobody-ever/>
- LGBT Rights Organizations - Joint Statement in Support of Amnesty International Resolution, <http://transgenderlawcenter.org/archives/11885>

Discussion and Class Debate – Policing and Prosecuting Online Prostitution Platforms: *MyRedbook.com* and *Rentboy.com* Raids

October 8

Guest Speaker, Taeva Scheffler, Esq., California Prison Focus

Case Study on Social Movements Strategies and Tactics -

Prisoners' Rights Movement and the Fight Against Solitary Confinement: Organizing Strategies from the Prison to the Grassroots to the Courtroom

- Keramet Reiter, “Prisoners Rights” *Social History of Crime and Punishment in America*, Sage [Reiter Prisoner's Rights](#)
- Historical contexts: State responses to the prisoner’s rights movement and the path to “Supermax” prisons
 - o Watch Introduction to “Day of the Gun” <https://www.youtube.com/watch?v=CO4HK8VXNtE>
 - o *Watch Clips on Attica Uprising*: https://www.youtube.com/watch?v=J4or4JH_q6c
- NPR, “How Solitary Confinement Became Hardwired in US Prisons,” Aug. 23, 2015, Part I <http://www.npr.org/2015/08/23/432622096/how-solitary-confinement-became-hardwired-in-u-s-prisons>
- Overview of Solitary Confinement Legal and Justice System Issues: ACLU Prison Project, <https://www.aclu.org/issues/prisoners-rights/solitary-confinement>
- Reiter, Brief History of Pelican Bay Prison: [Reiter_PB](#)
- Prisoners’ Rights Mobilization: [Hunger Strikes](#) and the Pelican Bay Prisoner “[Agreement to End Hostilities](#)”; Prisoner Art and Resistance
- Community Organizing, Monitoring, and Social Media
 - o Families Against Solitary Confinement, Prisoner Hunger Strike Solidarity Network, California Prison Focus, Legislative Hearings (video)
 - o Explore Solitary Watch website <http://solitarywatch.com/> and Multimedia Resources & Infographics: <http://solitarywatch.com/resources/multimedia/infographics-2/infographic-anatomy-of-a-supermax-prison/>
- Federal Class Action Litigation:
 - o The Eighth Amendment, Solitary Confinement, and *Ashker v. Brown*
 - o Press Releases and Briefs from [CCR](#) and CDCR
 - o Expert Evaluation and Reports from Dr. Craig Haney
 - <https://prisonerhungerstrikesolidarity.wordpress.com/2015/08/08/solitary-confinement-a-social-death-new-york-times-on-shocking-data-from-lawsuit-video-included/>
 - “Effects of Solitary Confinement” – Inmates at Pelican Bay State Prison, by Archdeacon and Center for Constitutional Rights, Aug. 3, 2015 <http://www.nytimes.com/video/science/100000003831139/effects-of-solitary-confinement.html>

October 15

Social Movements, Sex Crime, and Sentencing: The Victims’ Rights Movement and the Movement to Reform Sex Offender Policy

- Leon, *Sex Fiends, Perverts and Pedophiles: Understanding Sex Crime Policy in America*, (2010) NYU Press (excerpts)
- Polly Klass Foundation, “Polly’s Story,” <http://www.pollyklaas.org/about/pollys-story.html>

- Yoder, “Collateral damage: Harsh sex offender laws may put whole families at risk,” (Aug. 2015) *Al Jazeera*, <http://america.aljazeera.com/articles/2015/8/27/harsh-sex-offender-laws-may-put-whole-families-at-risk.html>
- “Federal lawsuit challenges sex offender registration for prostitutes,” (Feb. 6, 2011), http://www.nola.com/crime/index.ssf/2011/02/sex_offender_registration_for.html
- Women with a Vision, Louisiana’s Crime Against Nature Law, #UDHR2014 campaign, <https://www.youtube.com/watch?v=6KIQ57cVRMs>
- Human Rights Watch, “Raised on the Registry: The Irreparable Harm of Placing Children on Sex Offender Registries in the US,” (2013); Summary, <https://www.hrw.org/news/2013/05/01/us-more-harm-good>
- Women Against the Registry, <https://www.womenagainstry.org/> (watch 2-3 videos)

October 22

Midterm Exam / Film and Online Discussion Forum

October 29

LGBTQI Rights

Guest Speaker – Daniel Faessler, Transgender Law Center, “Trans 101”

- Staggenborg, *Social Movements*, Ch. 6, “Gay and Lesbian Movement” [Staggenborg LGBT Movement](#)
- Watch the trailer for “United in Anger,” a documentary on ActUp direct action protests for HIV/AIDS activism, <https://youtu.be/X4ZacAyc4b8>
- Leachman, “From Protest to *Perry*: How Litigation Shaped the LGBT Movement’s Agenda,” *UC Davis Law Review* (2014). [Leachman LGBT Litigation](#)
- Excerpt from Leachman & Aviram, “[The Future of Polyamorous Marriage: Lessons from the Marriage Equality Struggle](#),” *Harvard Journal of Law & Gender* (2015)
- Dean Spade, *Impossibility Now* - a trans* politics manifesto, <https://www.youtube.com/watch?v=OU8D343qpDE>
- Chua, Lynette J. “Pragmatic Resistance, Law, and Social Movements in Authoritarian States: The Case of Gay Collective Action in Singapore.” *Law & Society Review* 46, no. 4 (2012): 713–748.
- Recommended:
 - o Elizabeth Armstrong, *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994* (University of Chicago Press, 2002)
 - o Mary Bernstein, “Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement,” *American Journal of Sociology* 1997, pp. 531-65.

November 5

Movements, Countermovements, and The New American Right

- Staggenborg, *Social Movements*, Ch. 8, “The New American Right”
- Case studies in conservative activism and contemporary legal challenges (TBA - Canvas)

In-Class Activity: Evaluating Advocacy and Organizing Strategies of Movements and Countermovements

November 12

Immigration, Community Organizing, and Social Movements: Immigrant’s Rights, Dreamers, and Backlash

- Nicholls, [The Dreamers: How the Undocumented Youth Movement Transformed Immigrant Rights Debate](#) (excerpts)
- Kil, Allen, and Hammer, “The Border Action Network and Human Rights: Community-Based Resistance Against the Militarization of the U.S.-Mexico Border,” Ch. 13 in Armaline et. al, *Human Rights in Our Own Backyard*
- Amnesty International, “Jailed Without Justice,” <http://www.amnestyusa.org/pdfs/JailedWithoutJustice.pdf> (read “Introduction” and “Immigrants Rights are Human Rights”)
- Human Rights Watch, “US: Trauma in Family Immigration Detention,” <https://www.hrw.org/news/2015/05/15/us-trauma-family-immigration-detention-0>
- Robbins, “Immigration Crisis Shifts from Border to Courts,” Aug. 23, 2015, http://www.nytimes.com/2015/08/24/nyregion/border-crisis-shifts-as-undocumented-childrens-cases-overwhelm-courts.html?emc=edit_th_20150824&nl=todaysheadlines&nid=58689494

November 19

No Class: ASC Conference

Paper Proposal and Working Outline – Due on Canvas by midnight, Friday, November 20

December 3

Class Presentations and Conclusions

- Staggenborg, *Social Movements*, Ch. 10 “Conclusion: Social Movements and Social Change”

Class Finale

Students will review the empirical studies and theoretical articles we have examined throughout the semester in preparation for a “conceptual slam” and class finale. This activity provides students an opportunity to challenge existing theoretical frameworks and methodological approaches to the analysis of law and social movements. Students will discuss their own research projects and understanding of law, social movements, and social change. Our in-class finale will ask students to engage scholarly, advocacy, and policy materials to develop and propose a social movement organizing strategy around a key issue.

December 11: Final Exam

Final Exam: Take-home exam on Canvas, due 12/11/2015 by 5:00 p.m.