COURSE DESCRIPTION
According to the course catalog, Social Action 164 will analyze, “The tactics and strategies of social action. Topics may include applying social action to the local community, studying current and past U.S. and international social action organizations, or examining theories of social movements.”

Over the past eight years, this course has examined the tactics and strategies of current and past U.S. social action organizations; however, this year, we are focusing primarily on past SJSU social action campaigns (e.g., Smith & Carlos’s Olympic protest and Chicano Graduation), as well as previous Soci. 164 social action projects. I have made this change because I believe that one of the greatest factors preventing social change is that people do not believe—in their heart of hearts—that they can change the social order.

In order to begin to believe, and to learn how to do social change well, we will explore the basics of community organizing, as well as the tactics and strategies of successful Soci. 164 social action campaigns. Excitingly, you will have the opportunity to hear from previous Soci. 164 students.

As you will learn, students in this course have created both organizations and change, including:

- In 2010-2012, the Campus Alliance for Economic Justice (CAFÉ J) initiated and led the San Jose Measure D campaign, which won 60% to 40% in the November 2012 election, which raised the minimum wage from $8 to $10 an hour.
- In 2011, Students for Campus Safety won two of their demands: (1) to have an opt out system rather than an opt-in system for SJSU Action Alerts, (2) to extend the SJSU shuttle service to six blocks off the campus;
- In 2010, provided critical leadership to Collective Voices for Undocumented Students, which won the campaign to allow AB 540 (undocumented) students to use computers from Clark Hall and to receive certain SJSU scholarships;
- In 2008, Students for EOP led the successful campaign, along with faculty (Dr. Alaniz and others) to re-instate the SJSU Education Opportunity Program (EOP);
- In 2007, Students Against Sweatshops got the President to sign an executive order creating a sweatshop-free campus;
- In 2006-2009, the Gulf Coast Civic Works Project created two federal bills, had them introduced into Congress, and then lead a coalition of 200 organization to enact the bills;
- In 2006, the Student Homeless Alliance developed Poverty Under the Stars, which is now in its 9th year.
What is unique about this course is that it is designed to actually do social action. Instead of just reading about it in a book, you will learn about how to bring about social change by doing it. Of course, we will still use “book knowledge,” but my hope is that this knowledge will be challenged by your social actions, and that you will develop a more critical and deeper understanding of public issues and community change by integrating praxis with theory. Thus, this course is an action-oriented, solutions-based, course on community activism. More specifically, this class will explore various aspects of community organizing, such as issue development, target analysis, strategy and tactics, campaign implementation, leadership development, building an organization, and evaluation.

One last thing: this is a Sociology course, so you should know something about one of the most famous American sociologists, C. Wright Mills. Mills once said that, “personal troubles cannot be solved merely as troubles, but must be understood in terms of public issues - and in terms of the problems of history making.” For example, if in a nation, there is just a small minority of the population in poverty, then it is the individual’s personal trouble, and for its relief we properly look to the character of the person and her or his skills. But if in that nation, there are 47 million people in poverty (like in the United States), then that is a social problem, and relief must come from a change in social structure (i.e., the arrangement of society). Mills called this approach to understanding reality the sociological imagination. Get ready–we will be using our sociological imagination throughout this course.¹

SOCIAL ACTION PROJECTS
All students will be involved in social action. This will require a minimum of 1 ½ to 2 hours per week of community work (25 hours minimum over 15 weeks). If you do not do more than 25 hours a week, you will not receive higher than a C on your portfolio, since it is difficult to do reflection if you are not taking social action. Of course, if you want to do more community work, that is great. In fact, I can arrange for you to get an extra one to three units of course credit (Soci. 181) if you do additional community work. Please come see me if you are interested in this additional course credit.

It will be possible to do your social action on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your community projects, so you will be able to do some of your organizing in class. During the second class, you will brainstorm various social action projects, and then select one to work on. The requirements for the project are: (i) that you have a minimum of three students on your team, (ii) you have passion for the issue, and (iii) your project tries to change some type of policy. We will discuss possible social action projects on the second day of class.

READING
The readings for this course are Tools for Radical Democracy by Joan Minieri and Paul Getsos, Ending Extreme Inequality by Scott Myers-Lipton, and a reader.

COURSE REQUIREMENTS
There are four course requirements for Sociology 164. They include a portfolio and log, quizzes, participation, and a final presentation.

Portfolio and log (40%)
Students will keep a portfolio of the weekly assignments. Importantly, the portfolio is where you demonstrate your knowledge of the text and you are integrating with your social action experiences. Therefore, you must integrate the text throughout each portfolio. Generally, you demonstrate that you understand the main ideas from the readings in an exam. In this class, portfolios take the place of exams. Thus, in this course, you will demonstrate your knowledge of the reading by talking about your social action in light of the text. So be clear: with no integration of text, you cannot get above a C on your portfolio.

In addition, you can not get higher than a C if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). I will email you a log to keep track of your community work, and it will be turned in with each portfolio. Please buy a very thin folder for your portfolio and log. Your portfolio and log will be collected every three to four weeks. Late portfolios will be accepted for one week after the due date, but 1/3 grade will be deducted for each school date it is late.

Four Very Short Quizzes (5% each / 20% of total grade)
The purpose of these very short quizzes (i.e., less than 5 minutes) is to encourage reading. In order to encourage the reading process, you will be given short quizzes throughout the semester. Actually, you will take five quizzes and the lowest one will be dropped. If you do the reading for each class, these short quizzes will be very easy to answer.

Participation (20%)
The purpose of evaluating your participation is to encourage and reward students who prepare for, and engage in, the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class. Your classroom participation grade will be based on the following criteria:

Excellence (A) requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.

Above average (B) requires that you participate regularly, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.

Average (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and your team.

Below average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.
Final Presentation (20%)
On the final exam, students will give a group presentation of their social action project.

GRADING SCALE
Since the various parts of the course add up to 100%, each percent equals a point. For example, your participation is 20% of your grade; thus, this assignment is worth 20 points. The scale that I use to measure your work is the following:

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<td>A+</td>
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<tr>
<td>A</td>
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<td>D</td>
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<td>F</td>
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EXTRA CREDIT
There will also be extra credit opportunities throughout the semester (see reading schedule). To receive the extra credit, you need to attend the campus or community event that I have assigned, and then write a 3-4 paragraph reflection paper on how the event is connected to this course. Depending on the quality of the extra credit paper, one to three points will be added to a quiz.

SJSU WRITING CENTER
The SJSU Writing Center is located in Clark Hall in Room 126. Please take advance of this resource. The Writing Center website is: http://www.sjsu.edu/writingcenter.

FACULTY WEB PAGE
You can download a copy of the syllabus at my faculty web page, which is at: http://www.sjsu.edu/people/scott.myers-lipton. You can also get to my web page at the SJSU home page and go to More Quick Links>Faculty Pages link.

ACADEMIC INTEGRITY POLICY
According to the University’s Academic Integrity Policy, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means (see Section 1.1.1 through 1.1.7), while plagiarism is “the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements (see Section 1.2.1 and 1.2.2). The university’s Academic Integrity Policy is available at: http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf.

If I determine there has been a violation of this policy, students will receive an automatic zero for the paper. In addition, I will file a report with the Academic Affairs Judicial Officer regarding the violation of the academic integrity policy. (Please note: I often checks papers on the web!) To learn more about student conduct and ethical development, go to http://www.sa.sjsu.edu/judicial_affairs/index.html.
CAMPUS POLICY IN COMPLIANCE WITH THE AMERICAN DISABILITIES ACT
Sociology 164 complies with campus policy regarding the American Disabilities Act. If you need course adaptations or accommodations because of a disability (e.g., if you need a note taker, you need to view the course readings on a screen, or you need special arrangements in case the building must be evacuated), please contact me as soon as possible. In addition, if your disability Presidential Directive 97-03 requires that a student with a disability register at SJSU’s Disability Resource Center (DRC, Admin 110, 924-6000) to establish a record of that disability.

OTHER INFORMATION
1. Cell Phones and Computers:
Cell phones and texting are BANNED from my classroom. If you are texting in class (on your lap counts), I will give one verbal warning, take your name down, and then the next time you are texting, I will ask you to leave the class. You are free to return the following class, of course, without the cell phone. To avoid confusion, please do not take notes with your phone.

I have also BANNED any type of networking on the computer. If you use your computer, and it is open to facebook, Gmail, etc, I will give you one warning, and then ask you to leave the class if it occurs again.

2. Office Hours:
My office hours are on Tuesday and Thursday. Office hours are generally used to help clarify information from lectures, discussions, group activities, readings, essays, or social action projects. However, at least once this semester, you should come by my office so that I can get to know you better on a personal basis.

3. Late Papers:
The late policy for any work is a 1/3 drop in grade for each school day that it is late. Thus, if the paper is due on Tuesday, and you turn it in on Thursday, your grade will be dropped by 2/3s (i.e., a grade of B would be a C+). I will still accept a paper five school days late (or one week). After one week, I will not accept the paper, and a zero will be recorded for the assignment.

4. Strongly Recommended for Students in Community Change Concentration:
This class is strongly recommended for students in the Sociology Department’s Community Change Concentration (CCC), and is recommended for anyone interested in being an engaged, democratic citizen. The prerequisite is Soc. 1 or equivalent; the professor also has discretion.
READING SCHEDULE

8/26 Syllabus and Course Expectations

8/28 Identifying the Right Issue / SML, a Kingian
BOOK: Minieri & Getsos, p. 125-144
READER: King, Speech at 10th Anniversary SCLC Convention, p. 0

9/2 Issue Development & The Allegory of the Cave
Myers-Lipton, “Policy Service-Learning…”, p. 4-6
Myers-Lipton, “Ch. 1: Critical Theory”, p. 7 – 19.1

9/4 Decision Making & Power
READER: Rocky Mt. Peace Center, “Decision Making”, 20
Markham, “The Man with the Hoe”, p. 21-22 (SJSU: early 20th century)
BOOK: Minieri & Getsos, p. 1-18, 23-29

9/9 Consensus Decision Making & Research
READER: Consensus Decision-Making, p. 23
Making Group Decisions, p. 24
Notice: Headquarters Western Defense Command, p. 25
BOOK: Minieri & Getsos, p. 155-171

9/11 Group Facilitation & Recruitment
READER: Rocky Mt. Peace Center, “Group Facilitation”, p. 28
BOOK: Minieri & Getsos, p. 37-50

9/16 SJSU: The Legacy of Smith and Carlos
READER: De Alba & Myers-Lipton, “Taking a Stand…”, p. 29 (SJSU: 1968)
Bonk, “San Jose Statement”, p. 30-31
Walker, “It is Finished”, p. 32-35
Leonard, “What Happened to the Revolt Black…”, p. 36-41
King, Speech at 10th Anniversary SCLC Convention, p. 42-
9/18  A Winning Strategy

BOOK: Minieri & Getsos, p. 155-163, 183-197

Due: Portfolio

9/23  Chicano Graduation and the Chavez Monument

READER: Rodríguez, “A Bold Statement that Still Resonates”, p. 43-44
E-mail from Gabriel Thompson, p. 45
Tejada-Flores, “Cesar Chavez”, p. 46-48
Baca, “The Cesar Chavez Monument Unveiled...”, p. 49-50

9/25  A Comprehensive Campaigns

BOOK: Minieri & Getsos, p. 209-223

9/30  Students Against Sweatshops and the Workers Rights Consortium (2000-2007)

Spartan Daily, “Groups Rally for WRC Support”, p. 54-55
“Highlights from April 4th, 2001 National Student...”, p. 56
AS University Affairs Meeting, p. 57
Parker, “SJSU Signs with Labor Rights Group”, p. 58-59
Reflections: Austin Geiger, Class of 2008, p. 60-64
Reflections: Darcie Kiyan, Class of 2007, p. 65-67

Speaker: Austin Geiger

10/2  Involving Members

READER: Reflections: Rochelle Jackson Smarr, Class ‘08, p. 68-73

BOOK: Minieri & Getsos, p. 61-71

10/7  Gulf Coast Civic Works Project (2006-2010)

READER: Diroy, “Louisiana Winter Project Seeks...”, p. 74-75
Goldston, “Forgotten in Louisiana”, p. 76-77
Flier, “38 Colleges: National Post Katrina Summit”, p. 78
Chu, SJSU Group Hosts Post Katrina Summit”, p. 79
Lieurance, “Students to March for Katrina...”, p. 80-81
Lieurance, “Gulf Coast Bill Passed by Assembly”, p. 82
Reflections: Josh Barousse, Class of 2007, p. 87-90

Video: When the Levees Broke
10/9 An Effective Campaign

READER: Reflections: Roberto Garcia-Ceballos, Class of ‘10, p. 91-92
BOOK: Minieri & Getsos, p. 239-255

10/14 Gulf Coast Civic Works Project (2006-2010)

READER: Myers-Lipton, “The Improbably History…”, p. 93-105
ACT letter to President-elect Obama, p. 106-107
Reflection: Latu Tapa’atoutai, graduating 2014, p. 111-114
Reflection: Eric Acedo, Class of 2013, p. 115-119

Speaker: Joshua Barousse and Eric Acedo

10/16 An Effective Campaign

READER: Minieri & Getsos, p. 239-255

Due: Portfolio

10/21 Students for EOP and the Restoration of the Equal Opportunity Program (2008)

READER: Kimbrel, “Protestors: No More budget Cuts”, p. 120-121
Lanham, “Protest Yields Support for Student…”, p. 122-123
Ziemendorf, “Rights Leader’s 80th Birthday…”, p. 124-125
Reflection: Christopher Temblador, Class of 2011, p. 126-134

Speaker: Christopher “Timbo” Temblador

10/23 Running Kick-A** Actions

BOOK: Minieri & Getsos, p. 261-294


AS, SJSU, Board of Directors’ Resolution, p. 136-138
Reflections: Lucila Ortiz, Class of 2010, p. 139-141

Speaker: Lucila Ortiz
10/30  Developing Leaders from All Walks of Life

READER: Rocky Mountain Peace Center, “Leadership”, p. 142-143
BOOK: Minieri & Getsos, p. 81-100

11/4  What Change? Eliminating Excessive Inequality: An Economic Bill of Rights Approach to Ending Poverty

BOOK: Myers-Lipton Prologue: Eliminating Excessive Inequality

11/6  CAFÉ J and the Minimum Wage Campaign (2010-2012)

READER: Noguchi, “Measure Set Sights on Wage Increase”, p. 144
         Allegretto, “Higher Minimum Wage in SJ…”, p. 145
         Wong, “SJSU Classroom Leading…”, p. 146-147
         SJ Mercury News, Readers’ Letters, p. 148
         Seipel, “Minimum-wage High Measure Heads…”, p. 149
         Guevera & Krenak, Higher Minimum Wage…”, p. 150
         SJ Mercury News, Internal Affairs, “Labor has…” p., 151
         Reflection: Leila McCabe, Class of 2012, p. 152-154

11/11 The Right to a Job

BOOK: Myers-Lipton, Ch. 1: Problems & Current Approaches (not historical section)


READER: Aronowitz, “The Off Line Wage Wars…”, p. 155-166
         Reflection: Elisha St. Laurent, Class of 2013, p. 165
         Reflection: Diana Crumedy, Class of 2012, p. 166-167
         Myers-Lipton, Speech: “Lessons Learned”, p. 168-171

Speaker: Elisha St. Laurent

11/18 The Right to a Living Wage

BOOK: Myers-Lipton, Ch. 2: Problems & Current Approaches (not historical section)

Due: Portfolio
### Students for Campus Safety and Two Demands Won (2011)

**READER:** Rey, “Campus Safety: A Reason to be…?” p. 172-174  
Bradley, “Campus Safety and Statues Garden”, p. 175  
Clark, “UPD to Expand its Escort Program”, p. 176-177  
Students Auto-Enrolled in Alert-SJSU, p. 178  
Reflections: Natasha Bradley, Class of 2012, p. 179-180

**Speaker:** Natasha Bradley

### 11/20

#### No Class

### 11/23

#### Thanksgiving

### 12/2

#### The Right to a Decent Home

**BOOK:** Myers-Lipton, Ch. 3: Problems & Current Approaches (not historical section)

### 12/4

#### Preparation for Presentations / The Right to a Good Education

**BOOK:** Minieri & Getsos, p. 301-314  
Myers-Lipton, Ch. 4: Problems & Current Approaches (not historical section)

### 12/9

#### Preparation for Presentations / The Right to Adequate Medical Care

**BOOK:** Myers-Lipton, Ch. 5: Problems & Current Approaches (not historical section)  
Epilogue

**Due:** Last Portfolio… turn in all Portfolios

### 12/16, Tu.

#### Final Presentations

9:45 am - noon