COURSE DESCRIPTION
I believe that the single greatest thing that Sociologists can do is to get people (both students and community members) out into the world doing community work, and then integrate this action with an analysis of sociological theory and concepts. I believe that this dialectical movement between action (i.e., praxis) and theory/concepts is what sociologists need to do in the 21st century.

Soci. 263: Social Change will provide you an opportunity to integrate action and sociological theory/concepts by either doing community work for a social change organization (1 ½ - 2 hours a week) or doing a research project for them (if your schedule doesn’t allow for community work). There are several social change projects occurring in Soci. 164: Social Action, and I encourage you to work with these student groups. However, you can also work for an off-campus social change organization or by doing a research project on a social change project.

Social Change 263 will “un-cover” four things:

1) How to bring about social change (i.e., community organizing principles)
2) How U.S. Americans have brought about social change
3) A social change framework: The Economic Bill of Rights
4) Theoretical issues of social change

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 / RESEARCH PROJECTS
All students will be involved in either a social change project or doing research for a change organization. This will require a minimum of 1 ½ - 2 hours per week of community work.

READING
There are four books for this course. They are:

- *Tools for Radical Democracy: How to Organize for Power in Your Community* by Joan Minieri and Paul Gestos
- *Roots of Justice: Stories of Organizing in Communities of Color* by Larry Salomon
- *Ending Poverty and Excessive Inequality: An Economic Bill of Rights Approach* by Scott Myers-Lipton

The first three books are available at the Spartan Bookstore. The fourth book is not yet published and will be available as a reader.

COURSE REQUIREMENTS
There are four course requirements for Sociology 263.

1. **Social Action Analysis Essays (40%)**
   All students (both students doing social action and research) will analyze a social change organization. Each week, you will be assigned a different topic of social change to explore. These “social action analysis essays” will integrate your knowledge of the text with your social action experiences (or if you are doing the research project, from your interviews of group members from a social change organization). Your essays will be collected every three weeks.

2. **Final Social Action Essay or Research Project (20%)**
   Students doing the social action project will write a 5-page essay at the end of the semester evaluating your project. Students doing the research project will complete a target analysis, a power analysis, and a historical overview of the issue (about 20-30 pages).

3. **Final Exam (20%)**
   Students will take a final exam on the readings from my book, as well as the books by Harper & Leicht, and Salomon.

4. **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 class, 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.

   Above average (B) requires that you participate regularly in the classroom discussions, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; work to achieve understanding, listen to other viewpoints, ask sound questions, but you do not take a strong leadership role in the overall class discussion.
Average (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions.

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. This evaluation will be taken seriously when participation grades are determined.

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:

98-100=A+ 88-89=B+ 78-79=C+ 68-69=D+ 59 & below =F
93-97=A 83-87=B 73-77=C 63-67=D
90-92=A- 80-82=B- 70-72=C- 60-62=D-

SJSU WRITING CENTER
The SJSU Writing Center is located in Clark Hall in Room 126. Please take advantage 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.
READING SCHEDULE

1/23  Course Expectations / Begin Discussion of Social Action Projects or Research

1/30  Identifying the Right Issue / Critical Theory

   BOOK:  Minieri & Getsos, p. 125-144
   Handout:  Plato, “The Allegory of the Cave,” p. 2-4
             Myers-Lipton, “Policy Service-Learning…”
             Myers-Lipton, “Diss, Ch. 1: Critical Theory”
             King, quotes from 1967 Speeches

2/6   Power / Underground Railroad & Filipino Farmworkers

   BOOKS:  Minieri & Getsos, p. 1-18, 23-29
            Salomon, Chapters 1 and 2

2/13  Researching an Issue / Zoot Suit Riots & Salt of Earth Strike

   BOOKS:  Minieri & Getsos, p. 155-171, 415-423
            Salomon, Chapters 3 and 4

2/20  Recruiting / SF Jobs and Welfare

   BOOKS:  Minieri & Getsos, p. 37-51
            Salomon, Chapters 5 and 7

   Due:  Social Action Analysis Essays #1

2/20, 2 pm -- National Screening: “Inequality for All”

2/27  A Winning Strategy / I Hotel and Alcatraz

   BOOKS:  Minieri & Getsos, p. 183-197
            Salomon, Chapters 8 and 9

3/6   A Comprehensive Campaign / Broken Treaties and Reparations

   BOOKS:  Minieri & Getsos, p. 209-223
            Salomon, Chapters 11 and 12
3/13  Involving Members

BOOK:  Minieri & Getsos, p. 61-71

READER: Myers-Lipton, Prologue/Ch 1 (students choose current approaches)

Due:  Social Action Analysis Essays #2

3/18, 2-4 pm  Non-Profit & Public Service Forum, Student Union Ballroom

3/20  An Effective Campaign

BOOK:  Minieri & Getsos, p. 239-255

READER: Myers-Lipton, Chapter 2  (students choose current approaches)

Spring Break

4/3  Running Kick-A** Actions

BOOK:  Minieri & Getsos, p. 261-294

READER: Myers-Lipton, Chapter 3  (students choose current approaches)

4/10  Exploring Social Change: America and the World

READER: Myers-Lipton, Chapter 4  (students choose current approaches)

BOOK:  Harper & Leicht, Chapter 1 and 2 (1-42)

4/17  Exploring Social Change

READER: Myers-Lipton, Chapter 5  (students choose current approaches)

BOOK:  Harper & Leicht, Chapter 3 and 4 (43-82)
4/24 Exploring Social Change

READER: Myers-Lipton, Chapter 6 (students choose current approaches)

BOOK: Harper & Leicht, Chapters 5 and 6 (83-132)

Due: Social Action Analysis Essays #3

5/1 Evaluating / Exploring Social Change

BOOKS: Minieri, Chapter 13
Harper & Leicht, Chapters 7 and 9 (133-158, 189-228)

5/8 Evaluating / Exploring Social Change

BOOK: Harper & Leicht, Chapter 13 and 14

5/15 Final Exam

Due: Research Paper or Evaluation of Campaign Essay