In this course about social change, we will learn about it, discuss it, research it, engage in it, and hopefully be inspired by it.

“Never doubt that a small group of thoughtful, committed [people] can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead

How will you change the world?

Required Readings:
2. Online readings
Prerequisites:
1. Willingness to think critically and sociologically; and
2. Willingness to participate in class discussions and in the community.

Requirements:
You are responsible for the information in this syllabus. Satisfactory completion of each and every major requirement is necessary for a passing grade for the course. Late assignments will be penalized unless prior approval is given.

Required E-Mail Subscription (Listserv):
Parallel to our actual class sessions, we will also have a “virtual classroom” consisting of online messages via our free course e-mail listserv. It is required that you subscribe to the listserv for our class by the third week of classes. You can do so by e-mailing socialchange-subscribe@yahoogroups.com and then replying to the confirmation message (if you haven’t already done so, you need to register for a free Yahoo account, though you do not need to have a Yahoo e-mail address) (if you do not see the confirmation message, be sure to make sure you spelled the address correctly and also check your spam/junk folder). Messages sent to socialchange@yahoogroups.com will be received in one’s e-mail inbox by everyone who subscribes and messages should also be archived on the web at groups.yahoo.com/group/socialchange. You may be responsible for information posted on this required listserv. All students are required to post to it with a substantive message as a form of class participation. If you have any trouble subscribing or with the listserv otherwise, please contact someone at one of the computer centers.

Backup:
All written work for the course, as well as any other files that are important to you, should be saved and backed up (e.g., on a disk or CD, on a flash drive or other external hard drive, on a web-based e-mail account or otherwise online, with Carbonite.com, and/or printed out as a hard copy). If you do this and something unexpected happens before an assignment is due, you will still have a copy of your work and whatever else is corrupted or lost.

Academic Integrity:
Academic honesty (i.e., doing your own work and presenting your own ideas while crediting others for theirs) is important and will be enforced; academic dishonesty (e.g., plagiarism, other forms of cheating, etc.) is unacceptable. Please read and review Earl Babbie’s “How to Avoid Plagiarism” at www.csub.edu/ssric-trd/howto/plagiarism.htm as well as SJSU’s Academic Integrity Policy (info.sjsu.edu/static/catalog/integrity.html).
According to SJSU’s Academic Integrity Policy, “cheating is the act of obtaining or attempting to obtain credit for academic work [or helping another to do so] through the use of any dishonest, deceptive, or fraudulent means”. Plagiarism is “the act of representing the work of another as one’s own without appropriate credit, regardless of how that work was obtained”. “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy, requires you to be honest in all your academic course work.” I take this very seriously as should you.
There should not be any plagiarism on any assignments, whether small or large, draft or final. As a first step, when plagiarism is suspected or detected, I will stop reading the assignment and
assign no credit; further steps will be taken afterwards. If you are ever unsure what plagiarism is or isn’t, it’s your responsibility to investigate and find out. Make sure it doesn’t happen. On the cover page of your course project, please prominently place and sign the following certification statement:
“I certify that this project complies with academic integrity standards, does not contain plagiarized content, and exceeds the minimum length requirement.”

Course Project:
The best way to understand society is to try to change it and the best way to understand social change is to engage in it. Students will engage in a minimum of two hours per week this semester toward a collective class experiential learning project related to social change (12 weeks x 2 hours/week = 24 hours/semester). Our course project will be to green SJSU by making it a more sustainable campus.
As an alternative, you can join or start a group, do individual work, and/or work with others in or out of the class, whether as a volunteer or for pay, engaging in social advocacy, social action, and/or social reform, doing one or more activities of your choosing throughout this semester (after an approved proposal).
Students will maintain and submit a typed journal, including an annotated time sheet of their experiences, briefly listing date, time, location, and activity, as well as discussing the social significance and your personal reflections about your experiences. There should also be a final cumulative reflection on your project, summing up your experience, for a total of 13 journal reflections. You should incorporate stories, ideas, and concepts from our required readings into your journal entries.
These projects should rarely, if ever, conflict with class time. Each week’s entry should be no less than 500 words of typed text, preferably more, usually 1-2 pages with a word count on each entry. The course project is worth about 50% of the course grade.

Research Paper:
An original research paper on a sociological topic related to social change of your choosing (within certain constraints and after consultation with the instructor) will constitute the final paper. This will give students the opportunity to explore in depth a facet of social change that fits with their personal interests. Be sure to explain, not just assert, how the chosen topic illustrates something about “social change”. You cannot use a paper you have written for another class. Any topic chosen must be preceded by a brief (and approved) proposal, clearly and concisely explaining what you plan to do (and, if necessary, how it relates to social change) and why you chose it.
The paper should be a minimum of 2000 words of text (numbered, typed, double-spaced, 1-inch margins, regular 12-point Times New Roman font, without numbering the title page or leaving extra space between paragraphs and, preferably, double-sided pages), utilizing a minimum of eight sources (at least 4 books and at least 4 articles).
Those are acceptable minimums, however more might be useful, while less will be penalized. Do not number any pages, such as a cover page, that precede the paper (the first page of your paper is page 1). If you have a cover page, you should not repeat any information on any other page (with the exception of optional headers).
All facts and ideas not your own (e.g. quotes, paraphrases, statistics, concepts) must be properly
cited with any academically-recognized citation method.
In addition to at least 2000 words of text, the paper should be titled and wrapped with a cover page and an annotated bibliography. Each annotation (for at least the minimum sources) should contain a very brief summary and a very brief evaluative comment, totaling, on average, a few sentences for each reference.
The paper can employ any social science methodology, any ideology, any perspective, be on any level of analysis, and cover any time period or location. These are research papers and should not simply be book reports, literature reviews, personal reflections, or the like. Feel free to take a strong position. What is important, however, is how clearly you present the information, how you support and defend your argument(s), and how you incorporate your research and your own sociological analysis.
It is highly recommended that you start the paper early: begin by thinking about and then choosing a topic, doing preliminary research, formulating some ideas, and making some notes. Remember, good writing (and a good grade!) usually requires cycles of thinking, researching, outlining, writing, editing, and proofreading.

Your paper should have a thesis statement (or main argument) on the first page; you should also state here what your paper will cover. Correspondingly, your paper should end with a conclusion, one that ties the paper together and wraps up your main idea(s), bringing closure. Between the introduction and conclusion should be the story, e.g. support and defense of your arguments, evidence, examples, anecdotes, history, comparisons and contrasts, etc. Personal commentary and autobiography are only appropriate when accompanied by critical analysis and/or thoughtful synthesis, which can include linking it to the literature on your topic and/or placing it in a comparative or historical context.
There will also be presentations based on your research. The paper and presentation combined is worth approximately 25% of the course grade.

Research Proposal:
If you do not choose a topic that really interests you, you have chosen the wrong topic. A research proposal should be a short explanation of what you plan to research, how it relates to social change, and why you chose that topic. A few sentences to a paragraph is the expected minimum length for this proposal. It is better to err by being too specific and analytical with your topic than by being too broad and scattered; depth is more important than breadth for this assignment, so focus and dive in!

Classroom Protocol (Attendance/Class Participation/Classroom Behavior):
Sociology should be a “contact” activity, for participant-observers, not one simply for spectators or audience members. This is a seminar and, therefore, a discussion class in which the dialogues and exchanges between instructor and students, and among the students themselves, are essential for the full functioning of the “mini-society” of the classroom. Spirited, but friendly, debate, as well as active listening, is absolutely essential for critical analysis, intellectual development, mutual respect, human creativity, political pluralism, and civic participation in a democratic society. There will be an emphasis in this class on discussion and interactivity.
The purpose of discussion in our course is to provide a forum in which students can safely and supportively ask questions, present and debate their ideas, receive and interpret new information and perspectives, and develop and clarify their thinking and communication skills. Students are
expected to prepare for, attend, and participate in discussions as actively as possible. Therefore, both attendance and participation are vitally important. Students are also strongly encouraged to share relevant items/stories/miscellanea as another form of class participation.

If you miss any classes, be sure to get notes and information about missed information and assignments, if any, from another student, as you are responsible for whatever happens in class, whether you are present or absent for any reason.

I expect students to be on time to class, to silence their electronics (e.g., computers, phones, iPads, iPods, etc.) while in the classroom, to only use them for course purposes, and to be otherwise respectful of the learning environment and fellow students. Coming to class late, leaving early, texting, checking one’s phone too often, using a phone or computer for non-class activities, listening to earbuds/headphones, side conversations, and other distracting or disruptive activities are negative forms of class participation.

Class participation is worth approximately 25% of the course grade.

Grading Criteria:
Assignments are graded holistically based on the following qualitative rubric:

“A” level work consists of cogent, well-articulated, and well-developed written and oral presentation, demonstrating insight, originality, and complexity in both form (e.g., language, expression, organization) and substance (e.g., logical argumentation, factual accuracy, and appropriate examples); critical thinking skills are amply demonstrated; sociological imagination is highly active; tasks are completed on time and according to the guidelines, often going “above and beyond”. “A” level work is considered excellent.

“B” level work may be thoughtful and developed, but may not be original, particularly insightful, or precise. While ideas might be clear, focused, and organized, they are less likely to be comprehensive or dialectical. Critical thinking skills are satisfactory; sociological imagination is active. “B” level work is considered good.

“C” level work is reasonably competent, yet may be unclear, inconsistent, and minimally inadequate in form and/or content. Critical thinking skills are minimal; sociological imagination is weak. “C” level work is considered mediocre and barely adequate.

“D” level work is not competent, appropriate, relevant, complete, and/or adequate in form and/or content, thereby not fully meeting the minimum requirements. Critical thinking skills are largely absent; likewise with sociological imagination.

“F” level work is generally not enough work, often missing assignments or parts thereof, doing work below the minimum requirements, not demonstrating critical thinking skills or sociological imagination, engaging in plagiarism or other forms of academic dishonesty, or is otherwise unacceptable for credit. “F” level work is failing.

Web Sources:
Excellent web sites for independent news and views include the automated news.google.com for mostly mainstream news links and non-profit www.commondreams.org and www.alternet.org for mostly progressive ones; non-profit www.zmag.org is also quite useful. Each of these are, essentially, news portals, having many links to many issues. I also recommend the New York Times at www.nytimes.org. There are many other sources on (and off) the world wide web that would be interesting, useful, and relevant, as well.
**Accommodation, Inclusion, Civil Rights, & Cooperation:**

Respect for diversity, both of people and perspectives, is expected and encouraged in this class. All students are welcome, should feel safe, and should have equal access and opportunity for optimal learning in this course, department, university, and society, regardless of race, ethnicity, national origin, home language, sex, gender, sexual orientation, sexuality, gender identity, religion, creed, ideology, ability or disability, appearance, socio-economic class, marital or parental status, housing status, veteran status, political or other affiliation, or any other similar or equivalent quality, identity, or status.

Any student who has any sort of disability, special need, condition, situation, or circumstance, whether permanent or temporary, which requires “reasonable accommodations” or assistance of any kind should contact the campus Accessible Education Center (formerly Disability Resource Center) (Admin Bldg 110, tel: 408-924-6000, TTY: 408-924-5990, fax: 408-924-5999, aec-info@sjsu.edu, http://www.sjsu.edu/aec) and/or speak with me directly. Everyone deserves the support and resources they need to succeed.

Students are encouraged to use the methods of “legitimate cheating”, which include, but are not limited to: studying, working, playing, and plotting together; consulting with the writing center and reference librarians; getting a tutor; searching the web (especially the many social science, sociology, and writing sites); as well as brainstorming and discussing issues and ideas with students, friends, family, teachers, coaches, workers, managers, leaders, organizers, activists, and others, both on and off campus. And, of course, I’m available in my office and via e-mail, as well as before, during, and after class. When writing to me by e-mail, please put something identifying in the subject line.

**Campus and Other Resources:**

The Academic Success Center (Clark Hall First Floor, 408-924-3322, www.sjsu.edu/asc) has all sorts of services, including peer mentoring, writing, tutoring, computers, and more.

The Learning Assistance and Resource Center (LARC) (SSC 600, 408-924-2587, www.sjsu.edu/larc) offers academic support in the form of tutoring as well as reading, writing, study, and selected software skills to ensure academic success.

The Writing Center (Clark Hall 126, 408-924-2308, www.sjsu.edu/writingcenter) offers tutoring, workshops, and other services for all students, all disciplines, and all levels of writing.

There is a Sociology Reference Librarian in King Library. Library tutorials can be found at tutorials.sjlibrary.org/tutorial.

The Student Computer Service (SCS) (King Library L67, 408-808-2470, LibrarySCS@sjsu.edu) is available for computer help; there’s also the AS Computer Services Center (Student Union, 408-924-6976, ascsc@as.sjsu.edu). Computer labs for student use are available in the Academic Success Center (1st floor of Clark Hall) and on the 2nd floor of the Student Union. Computers are also available in King Library. Additional computer labs are available in some departments.
Media Services (IRC 112) has a wide variety of audio-visual and computer equipment available for checkout.

Student Health Center (Health Bldg 106, 408-924-6122, www.sjsu.edu/studenthealth) offers medical care with a pharmacy, family planning, physical therapy, x-rays, and more. Peer Health Education runs a Condom Co-op (Health Bldg 209, 408-924-6203).

If you get the flu or any other illness that may be contagious, please do not attend class. For comprehensive info about the flu, check out flu.gov (also available in Spanish) for “know[ing] what to do about the flu”: get vaccinated; cover coughs and sneezes; wash hands frequently; avoid people who are ill; and stay home if sick.

Counseling Services (Admin 201, 408-924-5910, counseling.services@sjsu.edu, www.sjsu.edu/counseling) provides individual or group psychological support to help resolve difficult problems that may interfere with academic issues. The Peer Mentor Center (Clark Hall, ASC, 1st floor, 408-924-2198, http://www.sjsu.edu/muse/mentoring) is also useful and has services that are free and available on a drop-in basis with no appointment required.

Women’s Resource Center (Mod. B, 408-924-6500, www.sjsu.edu/wrc) is “a multi-cultural group dedicated to the promotion of women’s issues and social change”.

MOSAIC Cross Cultural Center (408-924-6255, sa.sjsu.edu/mosaic) supports, advocates, and celebrates diversity, equity, and social justice.

Center for Community Service and Leadership (Clark Hall 203 & 126A, 408-924-3540), SJSU’s service learning center, can assist you with all your service learning needs. Also visit the related Cesar Chavez Community Action Center (AS House 105, 408-924-4144, cccac@asjsu.edu, as.sjsu.edu/cccac) for service learning ideas and opportunities.

The Environmental Resource Center (WSQ 115, 408-924-5467, erc@e-mail.sjsu.edu, erc.thinkhost.net) is green central for SJSU.

The SJSU Career Center (Admin 154, 408-924-6031) helps students find internships and jobs. For practice in finding jobs, they move the Career Center periodically.

10 Things You Can Do to Improve Your Grades:
www.sjsu.edu/muse/students/resources/bettergrades

A listing of student resources is available at www.sjsu.edu/students/student_resources/index.jsp.

National Resources:
The National Suicide Prevention Hotline is available anytime, 24/7/365, toll-free at 1-800-SUICIDE (there are also warmlines, textlines, etc.); my article on suicide is at tikkun.org/tikkundaily/2013/10/22/suicide. The National Domestic Violence Hotline is available anytime, 24/7/365, toll-free at 1-800-799-7233. The Substance Abuse and Mental Health Services Administration (SAMHSA) (1-800-662=HELP) offers referrals 24/7/365.
**Miscellaneous:**
*** If you have ANY concerns, questions, problems, or issues regarding ANY aspect of the course (or anything else) that isn’t addressed during class or isn’t clear enough to you, please make sure to speak to me either in or out of class. ***

**Course Schedule & Class Assignments:**

**Wk1, Thurs, 1/22/2015**
Course Introduction & Syllabus
Earl Babbie, “How to Avoid Plagiarism” at www.csub.edu/ssric-trd/howto/plagiarism.htm

**Wk2, T/Th, Jan 27-29**
Class Interviews
Loeb, *Soul of a Citizen*, Introduction & ch. 1

or Dan Brook, *Social Truths*, www.smashwords.com/books/view/242645

**Wk3, T/Th, Feb 3-5**
Loeb, *Soul of a Citizen*, ch. 2

**Wk4, T/Th, Feb. 10-12**
Loeb, *Soul of a Citizen*, ch. 3

**Wk5, T/Th, Feb. 17-19**
Loeb, *Soul of a Citizen*, ch. 4
Research Paper Proposal Due In (or Before) Class During Wk 5

**Wk6, T/Th, Feb. 24-26**
Loeb, *Soul of a Citizen*, ch. 5

**Wk7, T/Th, March 3-5**
Loeb, *Soul of a Citizen*, ch. 6
Wk8,  T/Th, March 10-12
Loeb, *Soul of a Citizen*, ch. 7
Ned Resnikoff, “Think riots have never caused change in America? Think again”:
america.aljazeera.com/articles/2014/11/26/american-social-movements-have-always-included-riots.html
www.popularresistance.org/nonviolent-action-minimizing-the-risk-of-violent-repression

Wk9,  T/Th, March 17-19
Loeb, *Soul of a Citizen*, ch. 8
Tim Norton, “Social Media Strategies for Advocacy and Targeted Communications”:
Course Project Midterm Journal Entries Due Wk 9

Spring Break & Cesar Chavez Day
DB, “Cesar Chávez and Comprehensive Rights”:
ufw.org/_board.php?mode=view&b_code=cc_his_nlinks&b_no=3763

Wk10, Th, April 2
Loeb, *Soul of a Citizen*, ch. 9
Andrew Garcés, “When NOT to march (or rally)”: wagingnonviolence.org/feature/march-rally
Cesar Chavez Reflection Paper Due Wk 10 (minimum 500 words with word count)

Wk11, T/Th, April 7-9
Loeb, *Soul of a Citizen*, ch. 10
Morris M., “10 Heroes Who Stood Up To Dictators And Genocide”:
listverse.com/2014/07/27/10-heroes-who-stood-up-to-dictators-and-genocide

Wk12, T/Th, April 14-16
Loeb, *Soul of a Citizen*, ch. 11
FF Piven, “Howard Zinn and the Joy of a Political Life”:
commondreams.org/views/2014/12/17/howard-zinn-and-joy-political-life

Wk13, T/Th, April 21-23
Engler, “Gay Marriage Went From Unthinkable to Inevitable. Here’s What It Means for the
Change You Want to See”: yesmagazine.org/people-power/gay-marriage-unthinkable-inevitable-change-you-want-to-see

Wk 14, T/Th, April 28-30
Oral Presentations & Presentation Reviews
Final Research Paper Due in (or Before) Wk 14

Wk15, T/Th May 5-7
Oral Presentations & Presentation Reviews
Wk 16, Tues, May 12
Oral Presentations & Presentation Reviews
Course Projects Due

**Final Exam:** Thursday, 12/21 at 12:15 PM in DMH 226A

Copyright © DB 2015. Although any commercial use of this syllabus and/or the course, including their contents, whether oral, written, graphic, mechanical, electronic, digital, or otherwise, is strictly prohibited, any non-profit research, educational, or activist “fair use” of the syllabus and/or the course material is strongly encouraged (17 USC §107). This syllabus is subject to change. All rights reserved.