COURSE DESCRIPTION
This course will examine the tactics and strategies of current and past efforts to bring about social change in the United States. In order to learn how to do social change well, we will examine and explore the basics of community organizing (e.g., issue development, campaign planning, creating a winning strategy, and building an organization). Excitingly, you will have the opportunity to hear from previous Soci. 164 students about their successful social action projects.

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.

As you will learn, students in Soci. 164 have created change, including:

- in 2014, Soci. 164 students created Students for Racial Equality, and led a successful campaign to remove Tower Foundation board member Wanda Ginner after making a racist comment about Latinas.

- 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.
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.

SOCIAL ACTION PROJECTS
All students will be involved in social action. This will require a minimum of 1 1/2 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: How to Organize for Power in Your Community by Joan Minieri and Paul Getsos, Roots of Justice: Stories of Organizing in Communities of Color by Larry Salomon, and a reader. The books are available at Spartan Bookstore or on-line, and the reader is available at San Jose Copy, which is located on 109 E. Santa Clara Street (next to the Chevron, 408-297-6698).

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 (4% 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 five short quizzes throughout the semester. Actually, you will take six quizzes and the lowest one will be dropped. This comes in handy if you miss a quiz, as there are no re-takes for the quizzes. 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 that will evaluate your 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>66</td>
</tr>
<tr>
<td>B+</td>
<td>88-97</td>
<td>55</td>
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<tr>
<td>C+</td>
<td>78-79</td>
<td>44</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>33</td>
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<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>0</td>
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EXTRA CREDIT
There will also be extra credit opportunities throughout the semester. To receive the extra credit, you need to attend the campus 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 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.

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; however, the professor has discretion to let students into the class.
READING SCHEDULE

1/22  Syllabus and Course Expectations

1/27  Identifying the Right Issue

BOOK:  Minieri & Getsos, p. 125-141

1/29  Issue Development: What is your “issue”? / Allegory of the Cave

         Myers-Lipton, “Policy Service-Learning…”, p. 4-6
         Myers-Lipton, “Ch. 1: Critical Theory”, p. 7–20

2/3   Starting to Build Power: Dev Principles on What Org Looks Like: “Kick Off”

BOOK:  Minieri & Getsos, p. 1-18, 23-29

2/5   Group Dynamics, Facilitation, and Consensus Decision Making

READER:  Green, et. al, Keeping Us Going, p. 21-28
         Rocky Mt. Peace Center, “Group Facilitation”, p. 29
         Rocky Mt. Peace Center, “Decision Making”, p. 30
         Consensus Decision-Making, p. 31
         Making Group Decisions, p. 32

2/10  Recruitment: “10 in 60” Organizational Rap

BOOK:  Minieri & Getsos, p. 37-50
        Salomon, Standing on a Street and Bounce a Ball, p. 41-61

2/12  Overview of Community Organizing

READER:  Valocchi, History of Community Organizing, p. 33-38
         Lundquist, et. al, Community Organizing Models, p. 39-54

2/17  Researching the Politics of an Issue

BOOK:  Minieri & Getsos, p. 155-171
2/19  SJSU: History of Social Justice

READER:  Markham, “The Man with the Hoe”, p. 55-56 (SJSU: early 20th century)
Notice: Headquarters Western Defense Command, p. 57
E-mail from Gabriel Thompson, p. 62 (SJSU: 1971)
Baca, “The Cesar Chavez Monument Unveiled...”, p. 63-64

Due: Portfolio

2/24  Developing a Winning Strategy: “Choosing 3 strategies”

BOOK:  Minieri & Getsos, p. 183-197

2/26  SJSU: History of Social Action

READER:  Bonk, “San Jose Statement”, p. 65-66
Pitts Walker: Speech at Smith/Carlos Statue Unveiling, p. 67-70
Leonard, “What Happened to the Revolt Black...”, 71-76

VIDEO:  Fists of Freedom

3/3  Planning a Comprehensive Campaign

BOOK:  Minieri & Getsos, p. 209-223

3/5  Right to A Job / GCCWP

BOOK:  Myers-Lipton, Prologue (ix-xv) and Ch. 1, p. 1-8
READER:  Diroy, “Louisiana Winter Project Seeks...”, p. 77-78
Goldston, “Forgotten in Louisiana”, p. 79-80
Flier, “38 Colleges: National Post Katrina Summit”, p. 81
Chu, SJSU Group Hosts Post Katrina Summit”, p. 82
Lieurance, “Students to March for Katrina...”, p. 83-84
Lieurance, “Gulf Coast Bill Passed by Assembly”, p. 86-87
ACT letter to President-elect Obama, p. 86-87
Tilove, “Unlikely Allies Back Bill”, p. 88-90
Reflections: Josh Barousse, Class of 2007, p. 91-94
Reflection: Eric Acedo, Class of 2013, p. 95-99

Speaker: Joshua Barousse and Eric Acedo

3/10  Running Kick-A** Actions

BOOK:  Minieri & Getsos, p. 261-294
3/12  The Right to a Living Wage

BOOK: Myers-Lipton, Ch. 2, p. 23-32
      Salomon, p. 31-41

3/17  Social Media and Social Change

BOOK: Mineiri and Gestos, Updating Technology, p. 109-124

Speaker: Roxana Marachi

3/19  The Right to a Living Wage: MFDP and Welfare Organizing

BOOK: Salomon, p. 61-90

SPRING BREAK

3/31  Implementing an Effective Campaign

BOOK: Minieri & Getsos, p. 239-255

Due: Portfolio

4/2  Student Groups Meet

4/7  Right to a Living Wage: SJSU Students Against Sweatshops (2000-07)

READER: Ewing, “Anti-Sweatshop Groups Gain Steam”, p. 100-102
        Spartan Daily, “Groups Rally for WRC Support, p. 103-04
        Highlights from April 4th, 2001 National Student…”, p. 105
        AS University Affairs Meeting, p. 106
        Parker, “SJSU Signs with Labor Rights Group”, p. 107-08
        Reflections: Austin Gieger, Class of 2008, p. 109-113
        Reflections: Darcie Kiyan, Class of 2007, p. 114-116

BOOK: Salomon, “Affirmative Action from the Grassroots”, p. 41-59

Speaker: Austin Gieger

4/9  Involving Members in Your Group

BOOK: Minieri & Getsos, p. 61-71

READER: Reflections: Rochelle Jackson Smarr, Class ‘08, p.117-122

BOOK: Myers-Lipton, Ch. 2, p. 32-41

READER: Noguchi, “Measure Set Sights on Wage Increase”, p. 123
Wong, “SJSU Classroom Leading…”, p. 124-125
SJ Mercury News, Readers’ Letters, p. 126
Seipel, “Minimum-wage High Measure Heads…”, p. 127
Guevera & Krenak, Higher Minimum Wage…”, p. 128
SJ Mercury News, Internal Affairs, “Labor has…” p. 129
Aronowitz, “The Off Line Wage Wars…”, p. 130-39
Reflection: Leila McCabe, Class of 2012, p. 140-142
Reflection: Elisha St. Laurent, Class of 2013, p. 143

Speaker: Elisha St. Laurent

4/16  Developing Leaders from All Walks of Life

READER: Rocky Mountain Peace Center, “Leadership”, p. 144-45

BOOK: Minieri & Getsos, p. 81-100

4/21  The Right to a Good Education: Students for EOP (2008)

BOOK: Myers-Lipton, Ch. 4, p. 65-83

READER: Kimbrel, “Protestors: No More Budget Cuts”, p. 146-147
Lanham, “Protest Yields Support for Student…”, p. 148-49
Ziemendorf, “Rights Leader’s 80th Birthday…”, p. 150-151
Reflection: Christopher Temblador, Class of 2011, p. 152-160

4/23  Moving from Self-Interest to Social Change: Movement Building

BOOK: Minieri & Getsos, p. 345-357

4/28  The Right to a Good Education: Collective Voices for Undocumented Students

BOOK: Myers-Lipton, Ch. 4, p. 80-93

AS, SJSU, Board of Directors’ Resolution, p. 162-164
Reflections: Lucila Ortiz, Class of 2010, p. 165-167

Speaker: Lucila Ortiz
4/30  Preparation for Evaluation Presentations
BOOK: Minieri & Getsos, p. 301-314

5/5  Students for Campus Safety (2011) / Preparation for Eval Presentations
READER: Rey, “Campus Safety: A Reason to be…?”, p. 168-170
Bradley, “Campus Safety and Statues Garden”, p. 171-
Clark, “UPD to Expand its Escort Program”, p. 172-173
Reflections: Natasha Bradley, Class of 2012, p. 175-176

Speaker: Natasha Bradley

5/7  Moving From Self-Interest to Social Change: Movement Building
BOOK: Minieri & Getsos, p. 345-357

5/12  The Right to a Decent Home / Prep for Evaluation Presentations
BOOK: Myers-Lipton, Ch. 3, p. 43-45, 55-64
Salomon, p. 93-104

READER: Reflections: Roberto Garcia-Ceballos, Class of ‘10, p. 177-78

Speaker: Roberto Garcia Ceballos

Due: Last Portfolio… turn in all Portfolios

5/21, Thursday  Final Presentations
7:15 – 9:30 am