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). An engaging part of this course is that you will have the opportunity to hear directly 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 2015, Students for DMH won their demand for air conditioning in Dudley Moorehead Hall;
- in 2015, College Action Network won their demand for the institutionalization of a college tour program for third graders that they had developed;
- in 2015, Every 15 Minutes a Students Wait won their demand for more printers (two) in the Dr. Martin Luther King, Jr. Library;
- in 2014, Students for Racial Equality 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 1½ 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 doing 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 3 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 2nd day of class.

READINGS
The readings for this course are Tools for Radical Democracy: How to Organize for Power in Your Community by Joan Minieri and Paul Getsos, Ending Extreme Inequality by Scott Myers-Lipton, and a reader. The books are available at Spartan Bookstore or on-line, and the reader is available at San Jose Copy (408-297-6698), which is located on 109 E. Santa Clara Street, two stores down from the Chevron gas station.

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

Five Very Short Quizzes (4% each / 20% of total grade)
The purpose of these very 5 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 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.

Portfolio and log (40%)
At the university, you generally demonstrate that you understand the ideas from the course in an exam. This class is different; in this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. 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.

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 in the large class discussion and your team, 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:

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-

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 the course readings and ideas from the course. Depending on the quality of the extra credit paper, one to two points will be added to your participation grade. You can do a total of 5 extra credit papers/events.

**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](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](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](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](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 not allowed when I am speaking to the class. If you have your phone out, I will ask you to put it on my desk. Also, do not use your computer for social networking or searching during the large group discussions. If you do, I will ask to close your computer. However, in this class, you will use your phone and social media when you are in your teams/small groups.
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, please come by my office hours.
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

1/28 Identifying the Right Issue

BOOK: Minieri & Getsos, p. 125-141

2/2 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

2/4 Starting to Build Power: Develop Principles on What Org Looks Like

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

2/9 Community Organizing: Principles, Models, and History

         Lundquist, et. al, Community Organizing Models, p. 28-33
         Valocchi, History of Community Organizing, p. 21-27

         Video: Alinsky

2/11 Recruitment: “10 in 60” Organizational Rap

BOOK: Minieri & Getsos, p. 37-50

2/16 SJSU Social Action: Walking Tour

READER: Markham, “The Man with the Hoe”, p. 34 -35(early 20th century)
        Notice: Headquarters Western Defense Command, p. 36
        Bonk, “San Jose Statement”, p. 39-40
        Rodriguez, “A Bold Statement that Still Resonates”, p. 41-42
        E-mail from Gabriel Thompson, p. 43 (SJSU: 1971)
        Baca, “The Cesar Chavez Monument Unveiled…”, p. 44-45

2/18 Researching the Politics of an Issue

BOOK: Minieri & Getsos, p. 155-172


2/19, 9 am-1 pm: Extra Credit: SOCIAL ISSUES WORKSHOP, CL 225, complimentary lunch
2/23  Strategic Questioning

READER: Peavey, Strategic Questioning, p. 58-81

DUE: Portfolio, Set #1

2/24, 7:30 pm: Extra Credit: Ruby Bridges talk, Student Union, $10 Event Center Box Office

2/25  Group Dynamics, Facilitation, and Consensus Decision Making

READER: Green, et. al, Keeping Us Going, p. 46-53
Rocky Mt. Peace Center, “Group Facilitation”, p. 54
Rocky Mt. Peace Center, “Decision Making”, p. 55
Consensus and Making Group Decisions, p. 56-57

3/1  SJSU Social Action: Smith and Carlos

READER: Pitts Walker: Speech at Smith/Carlos Statue Unveiling, p. 82-85
Leonard, “What Happened to the Revolt Black…”, 86-91
Gazzaniga, “The White Man in the Photo”

Video: Fists of Freedom

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

BOOK: Minieri & Getsos, p. 183-197

3/8  Right to A Job: Public Works

BOOK: Myers-Lipton, Prologue (ix-xv) and Ch. 1

Video: Katrina Video

3/10  Planning a Comprehensive Campaign

BOOK: Minieri & Getsos, p. 209-223

3/15  Right to A Job: Gulf Coast Civic Works Project

READER: Diroy, “Louisiana Winter Project Seeks…”, p. 92-93
Goldston, “Forgotten in Louisiana”, p. 94-95
Flier, “38 Colleges: National Post Katrina Summit”, p. 96
Chu, SJSU Group Hosts Post Katrina Summit”, p. 97
Lieurance, “Students to March for Katrina…”, p. 98-99
Lieurance, “Gulf Coast Bill Passed by Assembly”, p. 100
ACT letter to President-elect Obama, p. 101-102
3/17 Running Kick-A** Actions
BOOK: Minieri & Getsos, p. 261-294

3/22 The Right to a Living Wage (students choose campaign to discuss)
BOOK: Myers-Lipton, Ch. 2 (problem and solution sections)

3/24 No Class

4/5 Implementing an Effective Campaign
BOOK: Minieri & Getsos, p. 239-255

4/7 Right to a Living Wage: SJSU Students Against Sweatshops (2000-07)
READER: Ewing, “Anti-Sweatshop Groups Gain Steam”, p. 113-114
Spartan Daily, “Groups Rally for WRC Support”, p. 113-115
Highlights from April 4th, 2001 National Student…”, p. 116-17
AS University Affairs Meeting, p. 119
Parker, “SJSU Signs with Labor Rights Group”, p. 199-
Austin Gieger, Class of 2008, p. 120-125
Darcie Kiyan, Class of 2007, p. 126-128

Speaker: Austin Geiger and/or Darcie Kiyan
DUE: Portfolio, Set #2

4/12 Social Media and Social Change
BOOK: Mineiri and Gestos, Updating Technology, p. 109-124
Speaker: Roxana Marachi

READER: Noguchi, “Measure Set Sights on Wage Increase”, p. 129
Wong, “SJSU Classroom Leading…”, p. 130-131
SJ Mercury News, Readers’ Letters, p. 1
Seipel, “Minimum-wage High Measure Heads…”, p. 127
Guevera & Krenak, Higher Minimum Wage…”, p. 128
SJ Mercury News, Internal Affairs, “Labor has…” p. 129
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Leila McCabe, class of ’12, & Elisha St. Laurent, class ’13, p.

Speaker: Elisha St. Laurent and/or Leila McCabe

4/19  Involving Members in Your Group

BOOK:     Minieri & Getsos, p. 61-71
READER:   Rochelle Jackson Smarr, Class ’08, p. 150-155
           Roberto Garcia-Ceballos, Class of ‘10, p. 156-157

4/21  The Right to a Decent Home (students choose)

BOOK:     Myers-Lipton, Ch. 3 (problem and solution sections)

4/26  Developing Leaders from All Walks of Life

READER:   Rocky Mountain Peace Center, “Leadership”, p. 158-159
BOOK:     Minieri & Getsos, p. 81-100

Speaker: Roberto Garcia Ceballos

4/28  The Right to a Good Education (students choose)

BOOK:     Myers-Lipton, Ch. 4 (problem and solution sections)

4/17  Preparation for Evaluation Presentations

BOOK:     Minieri & Getsos, p. 301-314

5/3  Right to a Good Education: Students for EOP & Collective Voices for Undoc Students

BOOK:     Myers-Lipton, (problem and solution sections)
READER:   Kimbrel, “Protestors: No More Budget Cuts”, p. 160-161
           Lanham, “Protest Yields Support for Student…”, p. 162-163
           Ziemendorf, “Rights Leader’s 80th Birthday…”, p. 164-165
           Christopher Temblador, class of ‘11, p. 166-174
           AS, SJSU, Board of Directors’ Resolution, p. 176-178
           Lucila Ortiz, class of ‘10, p. 180-182

Speaker: Christopher Temblador and/or Lucila Ortiz

5/5  Preparation for Evaluation Presentations
5/10  Right to a Good Education: Students for Campus Safety (‘11) / Latinas Have the DNA! (‘14)

READER:  Murphy, “San Jose State Donor’s Alleged…,” p. 183-184
         Murphy, “SJSU Donor Did Make…,” p. 187
         O’Connor, “University’s Officials Step Down…”, p. 188
         Herhold, “How an SJSU Donor’s Denial…”, p. 190
         Estelia Velasquez, Class of ‘16, p. 191-193
         Rey, “Campus Safety: A Reason to be…?”, p. 194-196
         Bradley, “Campus Safety and Statues Garden”, p. 197
         Clark, “UPD to Expand it's Escort Program”, p. 198-199
         CMS Info, “Students Auto-Enrolled in Alert-SJSU”, p. 200
         Natasha Bradley, Class of ‘12, p. 201-202

Speaker: Estelia Velasquez and/or Natasha Bradley

5/12  “You are the Chosen One” and The Matrix / Prep for Eval Presentations

DUE:  Portfolio, Set #3

Video: The Matrix

FINALS  Final Presentations