Course Description

Course and Contact Information

Instructor: Dr. Scott Myers-Lipton
Office Location: DMH 210
Telephone: 408-924-5761
Email: smlipton@sjsu.edu
Office Hours: Tu. & Th., 12-1 pm
Class Days/Time: Tu. & Th., 9-10:15 am
Classroom: DMH 226
Prerequisites: SOCI 1 or equivalent (professor has discretion to admit students)

Course catalog for Sociology 164 states the following: “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. Repeatable once when content changes.” 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 exciting part of this course is that you will hear directly from former Soci. 164 students about their social action projects.

What is unique about this course is that it is designed to 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 what you’re learning in your social action projects, and that you will develop a more critical and deeper understanding of public issues and community change through action and reflection. Thus, this course is an action-oriented, solutions-based, course on community activism. As you will learn, students in Soci. 164 have won 14 campaigns, including increasing the minimum wage in San Jose from $8 to $10 and then to $15.

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 the overall portfolio grade, 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. 181B) 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 you will choose 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. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective…or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about 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 40 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, which we will use throughout this course!1

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. conduct issue development
2. implement various strategies and tactics
3. build power
4. conduct research (historical analysis, power map, target analysis)
5. work with the media
6. perform campaign and evaluation plans

Required Texts/Readings

Textbook

Other Readings
There is a reader for this course. The reader is available at San Jose Copies (408-297-6698), which is located on 109 E. Santa Clara Street, two stores down from the Chevron gas station.

Course Requirements and Assignments
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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

8 Very Short Quizzes (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. 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. With no integration of text, you cannot receive above a C on your portfolio.

In addition, you can not get higher than a C on your overall portfolio grade 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, 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 in the large class and your team, 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 Evaluation (20%)
For the final exam, students give a group presentation that evaluates your social action project.
Grading Information

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>Points</th>
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<tbody>
<tr>
<td>98-100=A+</td>
<td>88-89=B+</td>
</tr>
<tr>
<td>93-97=A</td>
<td>83-87=B</td>
</tr>
<tr>
<td>90-92=A-</td>
<td>80-82=B-</td>
</tr>
<tr>
<td>78-79=C+</td>
<td>73-77=C</td>
</tr>
<tr>
<td>68-69=D+</td>
<td>63-67=D</td>
</tr>
<tr>
<td>59 &amp; below =F</td>
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EXTRA CREDIT
There will also be other extra credit opportunities throughout the semester. To receive the extra credit, you need to go to the campus event, and then write 3-4 paragraphs reflection paper: (1) describing what you saw and heard (i.e., the major points and key lessons of the event), and (2) integrating your insights with the reading in Social Action. To receive full credit, the extra credit must be turned in 1 week after the event.

Classroom Protocol

1. Cell Phones and Computers: Anytime we are in the large group, please do NOT use your cell phone. If you need to answer a text, please step outside and do so. In addition, any type of social networking on your computer is NOT allowed. If you use your computer to take notes or to do the reading, do not have it open to Facebook, Gmail, etc. This makes me very unhappy, as it is a block to your participation, as well as the group process. However, in the small groups, you will be able to use your cell phone and computer (e.g. to look up information or to access your campaign’s social media account).

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, 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+).

University Policies
Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
Course Schedule

Week 1:

8/22 DISCUSS SYLLABUS AND CLASS

Week 2:

8/27 NO CLASS

8/29 ISSUE DEVELOPMENT

Book:
Myers-Lipton, CHANGE!, Student Victories (XI- XII), Preface (XIII-XVII), & Ch. 1, p 1-6

Reader:
St. Laurent, class ‘13, p. 1

Week 3:

9/3 ISSUE DEVELOPMENT

Book:
Myers-Lipton, CHANGE!, p. 7-19, Message to Teachers (XIX-XXIII)

Reader:
Plato, Allegory of the Cave, p. 2-4

9/5 SETTING THE TONE

Book:
Myers-Lipton, CHANGE!, Ch. 2, p. 21-28

Reader:
Myers-Lipton, “Chicano Commencement”, p. 5-6

Video: Walk the Walk

Week 4:

9/10 CHANGE THEORY

Book:
Myers-Lipton, CHANGE!, Ch. 3, p. 31-38

Reader
Myers-Lipton: “Gaylord Nelson’s Earth Day & Burying of a New Ford Maverick”, p. 7-8
Video: Joanne Robinson
9/12  CHANGE THEORY

Book:
Myers-Lipton, *CHANGE!*, Ch. 3, p. 38-48

Reader:
Myers-Lipton: Re-Establishment of Equal Opportunity Program (EOP)", p. 9

Video: Saul Alinsky
Speaker: Diana Victa

Week 5:

9/17  BUILDING POWER

Book:
Myers-Lipton, *CHANGE!*, Ch. 4, p. 51-59

Reader:
Temblador, class of ’11, “Students for EOP”, p. 10-18

9/19  BUILDING POWER

Book:
Myers-Lipton, *CHANGE!*, Ch. 4, p. 60-68

Reader:
Myers-Lipton, “Students for DMH & Fight for Air Conditioning”, p. 19

Video: Faint in

Week 6:

9/24  SJSU SOCIAL ACTION HISTORY: Walking Tour

Reader:
Myers-Lipton: Edwin Markham, The Man with the Hoe and Tower Hall, p. 20-21
Myers-Lipton: Japanese American Internment at Men’s Gym, p. 22-22-1
Notice: Headquarters Western Defense Command, p. 23
Beecher, “Internees”, p. 24-25
Thompson, email, p. 28
Baca, “The Cesar Chavez Monument Unveiled in SJSU”, p. 29-30
Bonk, “San Jose Statement”, p. 31-32

DUE: Portfolios 1-3 and Social Action Log
9/26 RESEARCH

**Book:**
Myers-Lipton, *CHANGE!*, Ch. 5, p. 71-82

**Reader**
Jackson-Smarr, Class ‘08, “Reflection: Student Homeless Alliance” / “GCCWP”, p. 33-37

*Speaker: Rochelle Jackson-Smarr*

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**Week 7:**

**10/1 GROUP DYNAMICS**

**Book:**
Myers-Lipton, *CHANGE!*, Ch. 8, p. 129-141

**Reader:**
Lucila Ortiz, class of ’10, p. 38-40
AS, SJSU, Board of Directors’ Resolution, p. 42-44

*Speaker: Lucila Ortiz*

**10/3 STRATEGY AND TACTICS**

**Book:**
Myers-Lipton, *CHANGE!*, Ch. 6, 87-97

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**Week 8:**

**10/8 STRATEGY AND TACTICS**

**Book:**
Myers-Lipton, *CHANGE!*, Ch. 6, 87-98

*Video: Spartan Daily: Student Homeless Alliance (Target meeting)*

**10/10 CAMPAIGN KICKOFF**

**Book:**
Myers-Lipton, *CHANGE!*, Ch. 7, p. 111-120

**Reader:**
Bradley, Class of ‘11, p. 45-46
Rey, “Campus Safety: A Reason to be Worried?”, p. 47-49
Bradley, “Campus Safety and Statues Garden”, p. 50
Clark, “UPD to Expand it’s Escort Program”, p. 51-52
CMS Info, “Students Auto-Enrolled in Alert-SJSU”, p. 53
Week 9:

10/15  SJSU SOCIAL ACTION HISTORY: Smith & Carlos, Olympic Project for Human Rights

Reader:
Myers-Lipton, “Tommy Smith, John Carlos, and the Statues”, p. 54-55
Walker, “It is Finished”, 56-60

10/17  CAMPAIGN KICKOFF

Book:
Myers-Lipton, CHANGE!, Ch. 7, p. 120-126

Reader:
Myers-Lipton, “Right to a Living Wage”, p. 67-71
McCabe, class of ’12, p. 72-74
Noguchi, “Measure Sets Sights on Wage Increase”, p. 75
SJ Mercury News, Readers’ Letters, p. 76
SJ Mercury News, Internal Affairs, p. 77
Seipel, “Minimum-wage High Measure Heads to Ballot”, p. 78
Guevera & Krenak, “Higher Min Wage in SJ Will Help”, p. 79

Speaker: Elisha St. Laurent

Week 10:

10/22  CAMPAIGN PLAN

Book:
Myers-Lipton, CHANGE!, Ch. 9, p. 143-150

Reader:
Myers-Lipton, “How to Get Press to Your Event”, p. 80

10/24  FRAME: ECONOMIC JUSTICE &/or HUMAN RIGHTS

Reader:
Myers-Lipton, “Prologue”, p. 81-84
Gilliham and Marx, “Complexity & Irony in Policing and Protesting”, p. 85-97

Video: Battle of Seattle
Week 11:

10/29 OCCUPY WALL STREET

Reader:
Hammond, “Anarchism of Occupy Wall Street”, p. 98-120

DUE: Portfolios 4-6 and Social Action Log

10/31 RIGHT TO A JOB: Gulf Coast Civic Works Project (2007-2010)

Reader:
Myers-Lipton, “The Right to a Job”, p. 121-125
Diroy, “Louisiana Winter Project Seeks National Awareness for Gulf Coast”, p. 126-127
Goldston, “Forgotten in Louisiana”, p. 128-129
Flier, “38 Colleges: National Post Katrina Summit”, p. 130
Lieurance, “Students to March for Katrina Anniversary”, p. 131
ACT letter to President-elect Obama, p. 132-133

Video: GCCWP

Week 12:

11/5 SJSU SOCIAL ACTION HISTORY Action History: United Students Against Sweatshops (2000-07)

Reader:
Gieger, Class of ’08, p. 137-141
Ewing, “Anti-Sweatshop Groups Gain Steam”, p. 142-144
Spartan Daily, “Groups Rally for WRC Support, p. 145-146
AS University Affairs Meeting, p. 147
Parker, “SJSU Signs with Labor Rights Group”, p. 148-149
Yap, “Labor Rights Violations Suspected”, p. 150-152
Darcie Kiyan, Class of ‘07, p. 153-155

Speaker: Darcie Kiyan

11/7 FRAME: RIGHT TO A GOOD EDUCATION

Reader:
Myers-Lipton, “The Right to a Good Education”, p. 156-160
Ziemendorf, “Rights Leader’s 80th Birthday”, p. 161-162
Lanham, “Protest Yields Support for Student Equality”, p. 163-164
Myers-Lipton, “Donald Williams Jr. & Students for Racial Equality”, p. 165-167
Velasquez, class of ’16, p. 168-170
Murphy, “San Jose State Donor’s Alleged…”, p. 171-173
O’Connor, “University’s Officials Step Down…”, p. 174
Burbank, “SJSU Officials Resign After Offensive Remarks,” p. 175-176
Week 13:

11/12 SOCIAL ACTION HISTORY: ACT UP

Reader:
Myers-Lipton, “Graduate Schools For Social Action”, p. 182-185

Video: United in Anger

11/14 SOCIAL ACTION HISTORY: REDWOOD SUMMER

Reader:
Fulton, “No Compromise Behind Redwood Curtain”, p. 186-199

Week 14:

11/19 SOCIAL ACTION HISTORY: BLACK LIVES MATTER

Reader:
Lowery, “Black Lives Matter: Birth of a Movement”, 200-208
Belton, “Leaderless or Leader-ful?” 209-215

11/21 SOCIAL ACTION HISTORY: NRA

Book:
Myers-Lipton, CHANGE!, Ch. 10, p. 153-155

Reader:
Higham & Horowitz, “NRA Tactics: Take No Prisoners”, p. 216-221
Han, “Want Gun Control? Learn From the NRA”, 222-224

Week 15:

11/26 SOCIAL ACTION: PARKLAND STUDENTS / Prep for Eval Presentations

Reader:
Meyer, “The Parkland Teens Started Something”, 231-233

11/28 Day of Thanks (Alcatraz Sunrise Ceremony)
Week 16:

12/3 SOCIAL ACTION: IRAN AND SAUDI ARABIA ACTIONS / Prep for Eval Presentations

Reader:
Kenyon, “In Iran Protests, Women Stand Up, Lift Their Hijab, For Their Rights”, p. 234

12/5 FINAL THOUGHTS / Prepare for Evaluation Presentations

Book:
Myers-Lipton, *CHANGE!*, Ch. 11, p. 153-163

Reader:

*DUE:* Last Portfolios and Social Action Log

12/12: FINAL: PRESENTATIONS AND CAMPAIGN NOTEBOOK
Friday
7:15 am - 9:30 am