Course and Contact Information

Instructor: Dr. Scott Myers-Lipton
Office Location: DMH 210
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Office Hours: Tu. & Th., 10:25-11:25 am
Class Days/Time: Tu. & Th., 9-10:15 am
Classroom: Clark Hall 303
Prerequisites: SOCI 1 or equivalent (professor has discretion to let students into the class)

Course Description

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 created change, including:

- In 2017, Students Against Sexual Harassment (SASH) won their demand to force the resignation of a professor who had sexually harassed a student, but after a two-week suspension and diversity training, had been allowed to return to his faculty position.
- In 2017, United Students Against Sweatshops won their demand to the President to re-join the Worker’s Rights Consortium, ensuring that SJSU apparel is not made in sweatshops.
- In 2016, Students for a World-Class city developed Measure G, the Modernization of the Business Tax, which won 65% to 35% in the 2016 election, and doubled the business tax by almost $13 million (focusing on mid to large corporations).
- 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 two printers MLK 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 Measure D campaign, which won 60% to 40% in the 2012 election, which raised San Jose’s minimum wage from $8 to $10 an hour, and then helped push it to $15 by 2019.
• 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 SJSU shuttle service to 6 blocks off campus;
• in 2010, *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 (with Dr. Alaniz and others) to re-instate the SJSU Education Opportunity Program (EOP);
• in 2007, *Students Against Sweatshops* got 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, *Student Homeless Alliance* created Poverty Under the Stars; now in its 11th 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 43 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!

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 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.

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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

Scott Myers-Lipton, Ending Extreme Inequality: An Economic Bill of Rights to End Poverty, ISBN: 9781612057279. The books are available at the Spartan Bookstore or on-line.

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 Presentation (20%)**

For the final exam, students give a group presentation that evaluates your social action project.

**Final Examination or Evaluation**

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:

- 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
- 59-62=D-
- 70-72=C-
- 60-62=D-

**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:** Cell phones and texting are not allowed when we are in the large group. 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, you will be able to 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, 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

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<td>Issue Development</td>
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<td><strong>BOOK:</strong> Myers-Lipton, <em>CHANGE!</em>, Student Victories (XI- XII), Preface (XIII-XVII), &amp; Ch. 1, p 1-6</td>
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|        |      | **READER:** Allegory of the Cave, [https://webspace.ship.edu/cgboer/platoscave.html](https://webspace.ship.edu/cgboer/platoscave.html) (p. 1-3)  
**BOOK:** Myers-Lipton, *CHANGE!*, p. 7-19, Message to Teachers (XIX-XXIII) |
| Week 3: | 2/5  | Setting the Tone |
|        |      | **READER:** Myers-Lipton, “Chicano Commencement”, p. 4-5  
**BOOK:** Myers-Lipton, *CHANGE!*, Ch. 2, p. 21-28 |
|        | 2/7  | Change Theory |
|        |      | **READER:** Myers-Lipton: “Gaylord Nelson’s Earth Day & Burying…”, p. 6-7  
**BOOK:** Myers-Lipton, *CHANGE!*, Ch. 3, p. 31-38 |
|          |      | **Video:** Joanne Robinson |
| Week 4: | 2/12 | Change Theory |
|        |      | **READER:** Myers-Lipton: Re-Establishment of SJSU EOP…”, p. 8  
Ziemendorf, “Rights Leader’s 80th Birthday”, p. 9-10  
Lanham, “Protest Yields Support for Student…”, p. 11-12  
**BOOK:** Myers-Lipton, *CHANGE!*, Ch. 3, p. 38-48 |
|          |      | **Video:** Saul Alinsky |
|        | 2/14 | Building Power |
|        |      | **READER:** Temblador, class of ’11, p. 13-21  
**BOOK:** Myers-Lipton, *CHANGE!*, Ch. 4, p. 51-59 |
|          |      | **Video:** *Capitalism: A Love Story* / *Frontline: A Divided Class* |
Week 5:
2/19  Building Power
READER:  Myers-Lipton, “Students for DMH & Fight…”, p. 22
BOOK: Myers-Lipton, CHANGE!, Ch. 4, p. 60-68

Video: Faint in

2/21  SJSU Social Action History: Walking Tour
Myers-Lipton: Japanese American Internment at Men’s Gym, p. 25-26
Notice: Headquarters Western Defense Command, p. 27
Beecher, “Internees”, p. 28-29
Rodriquez, “A Bold Statement that Still Resonates”, p. 30-31
Thompson, email, p. 32
Baca, “The Cesar Chavez Monument Unveiled…”, p. 33-34
Bonk, “San Jose Statement”, p. 35-36

DUE: Portfolios 1-3 and Social Action Log

Week 6:
2/26  Research
READER: Jackson-Smarr, Class ‘08, p. 37-38
BOOK: Myers-Lipton, CHANGE!, Ch. 5, p. 71-82

Speaker: Rochelle Jackson-Smarr

2/28  Group Dynamics
READER: Lucila Ortiz, class of ’10, p. 39-41
AS, SJSU, Board of Directors’ Resolution, p. 43-45
BOOK: Myers-Lipton, CHANGE!, Ch. 8, p. 129-141

Week 7:
3/5  Strategy and Tactics
READER: Velasquez, class of ’16, p. 46-48
Murphy, “San Jose State Donor’s Alleged…,” p. 49-51
O’Connor, “University’s Officials Step Down…”, p. 52
Burbank, “SJSU Officials Resign After Offensive Remarks,” p. 53-54
BOOK: Myers-Lipton, CHANGE!, Ch. 6, 87-97

3/7  Strategy and Tactics
READER: Bradley, Class of ‘11, p. 55-56
Rey, “Campus Safety: A Reason to be…?”, p. 57-59
Bradley, “Campus Safety and Statues Garden”, p. 60
Clark, “UPD to Expand it’s Escort Program”, p. 61-62
CMS Info, “Students Auto-Enrolled in Alert-SJSU”, p. 63
BOOK: Myers-Lipton, CHANGE!, Ch. 6, 87-98
Week 8:
3/12 Campaign Kickoff

READER: Myers-Lipton, How to Get Press to Your Event, p. 64
BOOK: Myers-Lipton, CHANGE!, Ch. 7, p. 111-120

Photos: Campaign Kickoffs

3/14 Campaign Kickoff

READER: Myers-Lipton: “Raise the Wage in San Jose”, 65-66
St. Laurent, class ‘13, p. 67
Noguchi, “Measure Set Sights on Wage Increase”, p. 68
SJ Mercury News, Readers’ Letters, p. 69-70
Seipel, “Minimum-wage High Measure Heads to Ballot”, p. 71
Guevara & Krenak, “Higher Min Wage in SJ Will Help”, p. 72

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

Speaker: Elisha St. Laurent

Week 9:
3/19 SJSU Social Action History: Smith and Carlos

READER Myers-Lipton, “Smith, Carlos, and the Statues”, p. 73-74
Pitts Walker: Speech at Smith/Carlos Statue Unveiling, 75-79
Edwards, “What Happened to the Revolt…”, p. 80-85

3/21 Campaign Plan

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

DUE: Portfolios 4-6 and Social Action Log

Week 10:
3/26 Extreme Inequality / Frame: Economic Bill of Rights / Seattle

READER Gillliham and Marx, “Complexity & Irony…”,

BOOK: Myers-Lipton, Ending Extreme Inequality, Prologue p.

Video: Battle of Seattle

3/28 Extreme Inequality: Occupy Wall Street

Han, “What Diversity of Tactics Means”,
https://wagingnonviolence.org/feature/what-diversity-of-tactics-really-means-for-occupy-wall-street/?pf=true (99-104)
Hammond, “Anarchism of Occupy Wall Street”,
www.hunter.cuny.edu/sociology/faculty/john-hammond/repository/files/Hammond%20S.pdf (105--127)
Week 11:

READER: Diroy, “Lousiana Winter Project Seeks…”, p. 128-129
Goldston, “Forgotten in Louisiana”, p. 130-131
Flier, “38 Colleges: National Post Katrina Summit”, p. 132
Lieurance, “Students to March for Katrina Anniversary”, p. 133
ACT letter to President-elect Obama, p. 134-135
Tilove, “Unlikehy Allies Back Bill…”, p. 136-138

BOOK: Myers-Lipton, Ending Extreme Inequality, 1-8, 11-18

Video: GCCWP

4/11 The Right to a Living Wage

READER: Leila McCabe, class of ‘12, p. 139-141

BOOK: Myers-Lipton, Ending Extreme Inequality, p. 23-32

Week 12:
4/16 SJSU Social Action History: United Students Against Sweatshops (2000-07)

READER: Gieger, Class of ‘08, p. 142-146
Ewing, “Anti-Sweatshop Groups Gain Steam”, p. 147-149
Spartan Daily, “Groups Rally for WRC Support, p. 150-151
AS University Affairs Meeting, p. 152
Parker, “SJSU Signs with Labor Rights Group”, p. 153-154
Yap, “Labor Rights Violations Suspected”, p. 156-158
Darcie Kiyan, Class of ’07, p. 159-161

BOOK: Myers-Lipton, Ending Extreme Inequality, p. 32-41

4/18 Frame: The Right to a Good Education

READER: Myers-Lipton, “Donald Williams Jr. & Students for Racial…”, p. 162-

BOOK: Myers-Lipton, Ending Extreme Inequality, p. 65-72, 83-93

Week 13:
4/23 Social Action History: ACT UP and Redwood Summer

Depralre, “Rage, Rash, Effective, Act-Up Shifts Aids Policy”,

Fulton, “No Compromise Behind Redwood Curtain”, http://humboldt-dspace.calstate.edu/bitstream/handle/10211.3/137882/Fulton_Colin_Barnum_hf.pdf?sequence=1

Video: How to Survive a Plague
4/25  Social Action History: Blacks Lives Matter

Lowery, “Black Lives Matter: Birth of a Movement”, - 190


Week 14:
4/30  Social Action History: NRA

Higham & Horowitz, “NRA Tactics: Take No Prisoners”,
www.washingtonpost.com/investigations/nra-tactics-take-no-prisoners/2013/05/18/4e48aad8-ac11e2-a198-99893f10d6dd_story.html?utm_term=.85aa211faa1b (198-203)

Han, “Want Gun Control? Learn From the NRA”, www.nytimes.com/2017/10/04/opinion/gun-control-nra-vegas.html (204-206)

5/2  Social Action History: Parkland Students / Prep for Evaluation Presentations

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

Grinberg & Muaddi, “How the Parkland Students Pulled off…”

Meyer, The Parkland Teens Started Something”

Week 15:
5/7  Social Action History: International Social Action

Kenyon, “In Iran Protests, Women Stand Up…”, (216)
www.npr.org/2018/08/03/631784518/in-iran-protests-women-stand-up-lift-their-hijab-for-their-rights


5/9  Evaluation / Prep for Evaluation Presentations

READER: Myers-Lipton, The Kingian Legacy For Today, 218-221
BOOK: Myers-Lipton, CHANGE!, Ch. 11, p. 153-163

DUE: Last Portfolios and Social Action Log

5/17 (Fri.)  Final: Presentations
7:15-9:30 am  Campaign Notebook