

San José State University
Department of Political Science
Pols 199. Current Political Issues
(Action and Strategy of Political Movements)
Class number: 27065
Spring 2021

Instructor: Robert Ovetz, Ph.D.

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Office hours: Thursday, noon to 1 by phone or Zoom, and other times by prior appointment. Please email other suggested days and specific times Mon to Fri. The Zoom link is the same for each week.

Class days and time: Class meets every Tuesday, 1:30-2:45 pm on Zoom. The Zoom link is the same for each week.

Campaign Groups meet every Thursday, 1:30-2:45 pm on Zoom. The Zoom link is the same for each week.

Classroom: meets via Zoom

Course Description

In this time of extensive social conflict and mass political movements around the environment, immigration, race, workers rights, and public health understanding the role of mass political movements in government and politics is becoming increasingly important. This course will provide an introduction to current and historical movements for political change with a focus on their tactics, strategies, organizational forms, and objectives. Students will learn how to plan, organize and evaluate their own local movement.

Class meets every Tuesday and Thursday. Each Tuesday will include a short lecture of the weekly topic with group discussion of the assigned readings. Thursdays will be group meetings and report backs.

Workload and Credit Hour Requirements

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities as described in the syllabus.

Course Learning Outcomes (CLO)

Upon completion of the course, students should be able to demonstrate the following learning outcomes.

CLO 1 Identify, analyze and explain how political movements form and affect policy and their consequences for society.

CLO 2 Relate contemporary political movements with historical developments and trends.

CLO 3 Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global issues and movements and the similarities, differences, linkages, and interactions between them.

CLO 4 Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

CLO 5 Identify the tools of political action and collective decision making by movements at the local, state, national, and global level, and articulate the values and assumptions that inform their social action.

Learning Outcomes	How the CLOs Will be Assessed		
	Weekly Progress Reports	Campaign Plan	Portfolio
CLO 1	√	√	√
CLO 2	√		√
CLO 3	√		√
CLO 4		√	√
CLO 5	√	√	√

Grading

Grading will be based on a combination of preparation for class including doing the readings **before** they are scheduled to be discussed, Weekly Progress Reports, Campaign Plan, and Portfolio.

Grading Scale

A plus	96-100
A	93-95
A minus	90-92
B plus	86-89
B	83-85
B minus	80-82
C plus	76-79
C	73-75
C minus	70-72
D	60-69
F	0-59

Assignment

Weekly Discussion Questions Notes (8 of 9)	10
Case Study Notes (8 of 9)	10
Issue Backgrounder	10
Group Campaign Plan Template	10
Campaign Plan Verbal Reports (highest 5 of 6)	10
Group Campaign Portfolio	10
Individual Campaign Portfolio Presentation	10
Final Essay	15
Log Book	15

Percentage (100 total points each)

Total **100**

Due Dates

Thursday 1/28—First day of class; post your photo to Canvas profile

Tuesday 2/9—**Issue Backgrounder** due

Tuesday 3/30 and Thursday 4/1—No class, Spring Break

Tuesday 4/6—**Campaign Plan Template** due

Tuesday 4/6 to Thursday 5/6—**Campaign Plan Verbal Reports**

Tuesday 5/11 to Thursday 5/13—**Group Campaign Portfolio Presentations**

Thursday 5/13—Last day of class; **Group Campaign Portfolio** due

Thursday 5/20—**Final Essay** and **Log Book** due

Student Evaluation/Grading Policies

- **No withdrawals (W) will be granted** except for **verifiable** medical reasons.
- Because political movements are collaborative efforts that require participation by all its members, a part of your grade is determined by the group's work and collaboration.
- 10 percent will be deducted for each **week** that assignments are completed late. A period of seven days or less is consider one week.
- Be sure to check your grades on Canvas closely. If there are any questions about specific assignments other than the final exam they must be made to me by the day of the final exam.
- Note that your grade in Canvas is only for the graded assignments at that point in time and are subject to change with each new graded assignment. To estimate your grade at any point during the semester use the Canvas tool to fill in grades for future assignments.
- Grades will be rounded up to the next letter only when the difference is .49 or less.

Classroom Policy

- No copies of the class video lectures are allowed except as an accommodation with campus documentation. University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.
- **Any act of plagiarism will result in an automatic "F" or no credit for the assignment.**
- Each Campaign Group should carefully read the "Effective Facilitation" handout and be specific about what each member agrees to do and implement methods of accountability. Please try to facilitate any issues that arise in your group. If any issues persist please contact me. I will be available to intervene to help the group solve the issues. Be sure to carefully detail your contributions in the Log Book to demonstrate your participation. You may also reflect on your group's dynamics in the Final Essay.
- Any student who has special needs that may affect his or her performance in this class is asked to identify his or her needs to Dr. Ovetz in private by the end of the first day of class and provide documentation as soon as possible. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.
- Please follow the following etiquette for presentations on Zoom:
 - change your Zoom profile to use your real name
 - keep your video on except in cases of short emergencies
 - keep you mic off unless you are speaking
 - use the raise hand if you wish to ask a question and lower it when you are finished
 - contact me in advance if you need necessary technological or other issues
 - use the chat respectfully and for related topics only

On-Line Power and Connection Interruptions

Due to internet service, weather, high risk fire power shutoffs and other causes, internet service may be

interrupted either preventing me from launching the class Zoom meeting or completing the grading in a reasonable amount of time (usually 1 week). Because I live in a high risk fire area which may experience intentional PG&E power shut offs and I do not have a landline, I may not be able to communicate with the class sufficiently to let you know that class was cancelled for these reasons. I will do my best to inform you about possible cancellations. Please check your SJSU email in these circumstances. It may be necessary to reschedule class meetings in the event of cancellations.

Required Readings

Required course readings can be found in the following assigned books and readings. You are expected to complete the readings *before* they are scheduled to be discussed.

The following books are required reading. You may purchase your own print or e-reader (if available) copies at the campus bookstore or on-line.

Scott Meyers-Lipton, 2017, *CHANGE! A Student Guide to Social Action*, Routledge, ISBN-13 : 978-1138297296

There is a reading packet on Canvas composed of assigned case study readings and video documentaries listed in the Course Outline below. The reading packet will be available on Canvas under Files in the Reading Packet.

You may find additional case studies of other social and political movements use the following books found in full text on the SJSU library website:

Joan Minieri, Paul Getsos, and Kim Klein, *Tools for Radical Democracy : How to Organize for Power in Your Community*, Wiley, 2007.

Randy Shaw, *The Activist's Handbook: Winning Social Change in the 21st Century*, UC Berkeley, 2013. Available as ebook on SJSU Library website

Berch Berberoglu, ed., *The Palgrave Handbook of Social Movements, Revolution, and Social Transformation*, Palgrave, 2018. Available as ebook on SJSU Library website

You may also find other case studies here:

The Change Agency, <https://www.thechangeagency.org/campaigners-toolkit/research-projects/case-studies/>

Beautiful Rising, <https://beautifulrising.org/>

Library Liaison

Please contact Paul Kauppila the library liaison for Political Science to answer questions and provide help with research, citations, and other library needs. He can be reached by phone at (408) 808-2042 or by email at paul.Kauppila@sjsu.edu or <https://libguides.sjsu.edu/politicalscience>

University Policies

Per University Policy s16-9, university-wide policy information relevant to all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of

class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) (<http://www.sjsu.edu/gup/syllabusinfo/>) which is hosted by the Office of Undergraduate education. Make sure to visit this page to review and be aware of these university policies and resources.

Office Hours

I will be available by Zoom during office hours to talk about the readings, video lectures, and the writing assignments. Office hours are also an opportunity to discuss a current event you plan to write about for your Weekly Essay or a possible amendment for your Constitutional Amendment Paper.

Office hours will be conducted by Zoom without reservations. I will send the invite at least an hour in advance. Click on the Zoom link to enter. If there is another student already speaking with me you will be put into the waiting room until that student is finished. Please turn on your video and mic when you enter.

If you have a scheduling conflict with my designated office hour please send me a day and time from Mon to Fri before 6 pm in which you will call me. Your request should be sent at least 24 hours in advance.

I will also be available for campaign group office hours during the Thursday class meetings during campaign group meetings.

Assignments

Weekly Discussion Questions Notes

The Myers-Lipton readings and discussion questions will help you design your Campaign Plan. Each week groups should discuss the questions included in the readings from the Meyers-Lipton book and the Case Study readings and videos listed below in the Course Outline. Each student should submit their own separate notes from the Thursday group meeting discussion on Canvas. Be sure to also read and use the various organizing skills guides. Notes can be written either in narrative or outline form. There is no word limit.

How to write the notes:

- Turn in your each Thursday by 11:59 pm the day the campaign group meets
- List the members of the group present at the meeting
- Number each answer to the questions
- You may write complete sentences or use an outline form composed of phrases
- Read and incorporate the assigned Organizing Skills Guides
- Provide at least some details to your answers for each question
- Proofread before submitting to fix syntax and formatting (note that Canvas strips out bullets and outlines when cutting and pasting so be sure to enter them manually)
- Cut and paste the text into Canvas. Do not post a link
- 8 of the 9 total sets of Weekly Discussion Questions Notes will be counted

Grading Rubric:

90-100—complete notes, all questions answered with minimal detail

80-89—notes at least 80% complete, questions answered with minimal detail

70-79—notes at least 80% complete, some or all questions answered with insufficient detail

69 or below—notes not at least 80% complete

Weekly Case Study Notes

Each week you should plan ahead to complete the readings, watch the videos and think about the key concepts covered in the Myers-Lipton reading which will be the focus of class discussion each Tuesday. Writing the notes is intended to help you do the deep thinking essential to be prepared to participate in the class discussion.

How to write the notes:

- Outline the key concepts and their meaning in the Myers-Lipton reading and organizing skills guides
- Outline important information and key concepts from the current and past readings in the case study readings and videos
- Write several sentences applying and connecting the case study for that week to the key concepts in the Myers-Lipton readings to draw conclusions
- Proofread before submitting to fix syntax and formatting (note that Canvas strips out bullets and outlines when cutting and pasting so be sure to enter them manually)
- Cut and paste the text into Canvas. Do not post a link
- 8 of the 9 total sets of Weekly Case Study Notes will be counted

Grading Rubric:

80-100—complete notes for Myers-Lipton reading and case study reading and video; applied, connected and drew conclusion

70-79—notes at least 80% complete, questions answered with minimal detail; application, connection and conclusion needs work

69 or below—notes less than 80% complete, lacks insufficient detail; missing application, connection and conclusion

Issue Backgrounder

To begin the process of planning a campaign you will need to identify an issue of concern to you and your group and identify policy options to be used to address and solve the problem. Work with your group to choose and inform yourselves about an issue that you would like to advocate or organize for a new policy to address a change you want to achieve. Make sure to identify the specific problem, who is impacted, the significance of the impact, and how working in it would build power for those affected by it. Although the Campaign Group will turn in a single Issue Backgrounder each student will receive a separate grade.

How to write the Issue Backgrounder:

1. Read the Issue Analysis handout to analyze your issue
2. State the problem (25 words or less).
3. Summary background research about the problem (500-750 words). Discuss:
 1. who is impacted by the problem and where they are
 2. the significance of the impact to them
 3. actions and policies for addressing the problem
 4. What is being done about the problem and who is doing it
4. Each Campaign Group member should provide complete citations at least 3 sources, one each of the 3 types (eg, academic, popular, and trade types of sources, see below). Use in text citations (last name, year, page number) and a bibliography with APA citations (use the Lunsford guide on Canvas). See “Citing Sources” below.
5. Write in formal essay style (avoid 1st person)

6. All members should proofread before turning it
7. Identify the Campaign Group members who contributed
8. Cut and paste into the assignment box

Grading Rubric:

90-100—backgrounder provides concise statement and a thorough overview of the problem

80-89—backgrounder provides adequate statement and overview of the problem

70-79—backgrounder problem statement needs work, overview of the problem is incomplete

69 or below—backgrounder problem statement undeveloped, overview of the problem is inadequate

Campaign Plan Template

Each campaign group will be writing and implementing a Campaign Plan during the course by completing a Campaign Plan Template. The Campaign Plan Template consists of three parts that should be begun to be completed during Weeks 5, 6 and 9. Each campaign group should organize itself into the task groups identified in the Meyers-Lipton book and contribute their parts to the Campaign Plan Template. Task Groups should continually update their portions of the Plan should be discussed by the Group during that relevant weekly topic and included in the report. A written copy of their report should be posted on Canvas. For the first Verbal Progress Report, each campaign group will present their complete Campaign Plan to the class and turn in single copy of the final Campaign Plan Template.

While the final Campaign Plan will be in narrative form each group member should be regularly updating the Campaign Plan Form under Files in Canvas and turn in the draft during the midterm due date.

How to complete the Campaign Plan Template:

- Space out the 3 parts. Complete the drafts during during Weeks 5, 6 and 9. It will be turned in at one time on the due date above.
- Download the excel spreadsheet and resize as needed
- Campaign groups should assign responsibility to each task group for which parts they will complete
- All members of the campaign group should thoroughly discuss and review the template before submitting the Campaign Plan Template
- Cut and paste a link to the Campaign Plan Template in the Canvas assignment box by the due date
- Proofread before submitting to fix syntax and formatting to be sure it is readable

Grading Rubric:

90-100—all 3 parts of the Campaign Plan Template are thoroughly detailed and well organized; all members made a substantial contribution

80-89—all 3 parts of the Campaign Plan Template are modestly detailed and adequately organized; all members made at least a modest contribution

70-79—3 parts of the Campaign Plan Template contain minimal details or are missing, organization needs work; all members made at least a minimal contribution to the backgrounder

69 or below—student made very brief contribution to the backgrounder

Campaign Plan Verbal Reports (Weeks 10-15)

Every Tuesday class meeting during Weeks 10-15 campaign groups will make verbal reports on their progress. Verbal reports will be made collectively by the group following each meeting. The grade will be assigned for individual contributions only.

Campaign Plan Verbal Reports during Weeks 10-15 should be no longer than 15 minutes long and will be followed by questions and discussion. Each task group should contribute to the report with contributions by each individual student. The highest five of the six grades will be counted.

The first Verbal Campaign Plan Report will provide a summary overview of the Campaign Plan.

Reports should discuss the following:

1. update on task assignments by each individual student and task group in each task group over the past week
2. updates on outreach, media work, tactics and strategies, etc. over the past week since the last report
3. an assessment of progress and setbacks to reach objectives
4. next steps such as planned outreach, media work, tactics and strategies, etc. for the following week

Grading Rubric:

90-100—student made substantial contribution to report, actively participated in discussion, and answered several questions

80-89—student modestly contributed to report, contributed modestly in discussion, answered some questions

70-79—student minimally contributed to report, contributed minimally in discussion, answered one or no questions

69 or below—student made very brief contribution to report, made very limited or no contribution in discussion, answered no questions

Group Campaign Portfolio

As part of the campaign, each group should document their efforts with a Group Campaign Portfolio which will be presented to the class and discussed. The Portfolio is the documentation of the culminating experience for the course and should be maintained on a continuous basis by collecting the contents during the planning and implementation of the campaign. The Group Portfolio will be graded as a group.

How to complete the Group Portfolio:

- Include a cover page, list of group members and task groups, and table of contents
- Be sure to include a section for each element of the Campaign Plan and any other additional elements as needed
 - Among the elements that should be included:
 - Issue Backgrounder
 - Power Map
 - Objectives Worksheet
 - Allies Worksheet
 - Press Release
 - Meeting Agendas and Minutes
- Include photos, video, audio recordings, posters, flyers, press clippings, press releases, emails to targets, and any other materials designed, acquired or used in the campaign
- Include the final Campaign Plan
- Each group member should contribute equitably and substantially to the production of the Portfolio
- Proofread before submitting to fix syntax and formatting to be sure it is readable
- Uploaded as a single pdf file or provide a link to the file

Grading Rubric:

90-100— Well organized and detailed Portfolio that provides a comprehensive overview of the entire Campaign

80-89— Substantially organized and detailed Portfolio that provides a mostly complete overview of the entire Campaign

70-79— Organization of the Portfolio needs work, a few missing or incomplete elements of the Campaign Plan

69 or below— Inadequately organized Portfolio, several missing or incomplete elements of the Campaign Plan

Individual Portfolio Presentation

Portfolios will be presented to the class during the final week of the semester. Campaign Groups will present the portfolio together. All members of each Campaign Group is expected to contribute equitably and substantially to the Presentation. Each student will receive a separate grade for their contribution to the presentation. Discussion and questions and answer will follow each presentation.

Grading Rubric:

90-100— Student made substantial contribution to the presentation, actively participated in discussion, and answered several questions

80-89— Student modestly contributed to the presentation, contributed modestly in discussion, answered some questions

70-79— Student minimally contributed to the presentation, contributed minimally in discussion, answered one or no questions

69 or below— student made very brief contribution to the presentation, made very limited or no contribution in discussion, answered no questions

Final Essay

For your final essay revisit your campaign and think critically about what your group did, what worked and what didn't, and what more is needed to achieve change. Your essay should be no more than 1000 words and may include optional visuals such as photos, video, flyers, posters, screen shots of social media or a website. Focus on what you learned about organizing your advocacy or organizing campaign while drawing on the lessons from the Myers-Lipton book and the case study readings and videos.

How to write the Final Essay:

- Discuss the key lessons you learned about organizing your advocacy or organizing campaign
- Connect the lessons to the key concepts in the Myers-Lipton book and the case study readings and videos
- Critically evaluate your experience, what you learned what more would be needed to for your campaign to be successful.
- Answer each of the following questions:
 - How did your background research help your campaign?
 - How did your campaign group operate? Did you have leaders? Did you have enough actively engaged members?
 - How did your group work together, make decisions, and solve problems?
 - How did you recruit people for your issue and what worked?
 - Did you have allies? How did you deal with adversaries and sideliners?
 - Who or what was your target? What tactics and strategies did you use and were they effective to move your target and achieve your objectives?

- What was your media strategy and was it effective?
- What did you learn from working on your issue?
- What should be done next on this issue to achieve change?
- Include any photos or other visuals from your campaign you think necessary
- Provide in text references (last name, year, page number) and a bibliography in APA using the Lunsford Guide on Canvas if you cite any outside sources
- Proofread before submitting to fix syntax and formatting to be sure it is readable
- Cut and paste your text here if you do not have any visuals. If you have visuals upload a pdf. Do not use a link.

Grading Rubric:

90-100—Essay substantial addresses all the key concepts and draws insightful conclusions; uses a substantial number of references to the Myers-Lipton book and Case Study readings and videos; 1 or no syntax or citation issues

80-89—Essay addresses the key concepts and draws some conclusions; uses some of references to the Myers-Lipton book and Case Study readings and videos; 2 to 4 syntax or citation issues

70-79—Essay addresses a few key concepts and draws few conclusions; uses few references to the Myers-Lipton book and Case Study readings and videos; 4 or more syntax or citation issues

69 or below—Essay does not address key concepts and draws vague conclusions; uses very few references to the Myers-Lipton book and Case Study readings and videos; numerous repeated syntax or citation issues

Log Book

Write a log of the tasks you completed and your contributions to the class and discussions and Campaign Group discussions and work. Provide approximate times spent on each task and provide a very brief description of the task. The Log Book will provide an opportunity to self-report your contributions to both the class discussions and Campaign Group. For this reason, it is important that you keep a weekly log of your contributions and participation in both class and Group meetings and Campaign Group work. At the end of the semester you may simply turn in this log.

How to write the log book:

- Summarize your contributions to the in class and Campaign Group discussions
- Identify the specific tasks and other contributions you completed either by yourself, with members of your task group or with other members of your full Campaign Group on the actual campaign actions.
- Include the name of any task group members with whom you worked.
- Provide approximate times spent on each task and provide a very brief description of the task.
- Organize the above in chronological order by date in outline form with a separate line for each contribution. You may also use a spreadsheet such as excel, sheets, or numbers
- Proofread before submitting to fix syntax and formatting to be sure it is readable
- Cut and paste the text into the Canvas text box. Do not post a link.

Grading Rubric:

90-100—Takes on leadership role in Campaign Group and class, demonstrates regular weekly substantial active contributions to the Campaign Group's work, makes regular substantial active contributions to class and group discussion

80-89—Plays substantial role in Campaign Group, demonstrates regular weekly contributions to the Campaign Group's work, makes regular contributions to class and group discussion

70-79—Demonstrates inconsistent or minimal weekly contributions to the Campaign Group's work,

makes inconsistent or minimal contributions to class and group discussion

69 or below—Lacking contributions to the Campaign Group’s work, lacking contributions to class and group discussion

Canvas

For help with using Canvas please see the Canvas Student Resources page at: http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Citing Sources

About Sources and References

There are 3 types of acceptable sources that may be obtained through the library print and database sources. The 3 types of sources are:

1. academic: books, encyclopedias (academic field specific, do not use Britannica, Funk and Wagnall, etc), journal articles. Do not cite an academic paper if it hasn’t been published in a book, journal or encyclopedia. Just because it appears on a site ending in “.edu” doesn’t mean it’s been published.
2. trade: publications specific to an industry or non-profit sector, and governments/inter-governmental organization reports (no factsheets or press releases are acceptable)
3. popular: newspapers, newsmagazines, documentary films, TV/radio news

Do not cite commercial non-news sources, aggregators, personal websites, blogs, social media, press releases, editorials, open source wikis, or unpublished academic papers.

About In Text and Bibliographic Citations

When citing sources in your paper and in the bibliography:

- Use APA citation style only (use the Lunsford style guide on Canvas)
- Use in text citations **and** a list of references. **Do not** use footnotes.
- When using APA in text citations the cite should appear as follows: TEXT (last name, year, page number). If you cite the video lecture the in text citation should be: (Ovetz, name of video lecture, 2020, hour:minute:second).
- At the end of your paper include a section titled Bibliography
- List your references in alphabetical order by last name—**do not** number your sources
- All bibliographic references should be in APA citation style only. Use the Lunsford style guide on Canvas. Do not use a citation generator or just cut and paste the citation from the database.

Weekly Course Overview

Week 1. Introduction and Campaign Development

Thursday 1/28

Students will brainstorm and research issues for organizing their own local movement. Case studies of historical movements will be studied. Students will begin to assemble their campaign portfolio.

Week 2. Issue Research

Tuesday 2/2 and Thursday 2/4

After deciding on their issue students will conduct research into their issue to acquire a foundation of understanding of the issues.

Week 3. Group Dynamics and Organization

Tuesday 2/9 and Thursday 2/11

Students will discuss expectations concerning how the group will work together, issues of leadership and accountability.

Week 4. Theories of Change

Tuesday 2/16 and Thursday 2/18

Understanding the differing forms of power are critical to identifying and applying a theory of political and social change. Students will discuss which theory best serves their understanding of issue of power they face.

Week 5. Tactics, Strategies and Objectives

Tuesday 2/23 and Thursday 2/25

Turning *what* you have into what you *need* to get what you *want* is central to understand the relationship between tactics and strategy. Students will begin to map out possible tactics and strategies for their campaign.

Week 6. Campaign Plan

Tuesday 3/2 and Thursday 3/4

Once informed about their issue and interests students will study how to design a campaign plan. Case studies of historical movements will be studied. Students will also participate and observe a local social movement.

Week 7. Resources and Member Recruitment

Tuesday 3/9 and Thursday 3/11

Movement assets will be inventoried and strategies to recruit and train members will be explored.

Week 8. Adversaries, Allies, Stakeholders and Targets

Tuesday 3/16 and Thursday 3/18

Movements will identify, assess, and evaluate the interests of stakeholders, targets, allies, and adversaries and learn how to engage with them.

Week 9. Media, Messaging, and Publicity

Tuesday 3/23 and Thursday 3/25

Students will study how movements frame and publicize their message in order to development publicity such as flyers, posters, films, commercials, photography, and social media.

Weeks 10 to 15. Campaign Plan Verbal Reports

Tuesday 4/6-Thursday 5/6

Student teams will report on their progress, invite feedback and discuss the progress of their political movement.

Week 16. Campaign Portfolio Presentations

Tuesday 5/11 and Thursday 5/13

Campaign groups will present and discuss their campaign portfolio.

Course Outline

Note: complete the readings and videos **before** each class meeting.

Week	Dates	Topic	Meyers-Lipton Reading	Organizing Skills Guides	Case Studies	Video Case Studies
1		Introduction and Issue Development				
	Thurs 1/28					
2		Issue Research				
	Tues 2/2					Walk the Walk
	Thurs 2/4		ch 1, discuss questions 1.1-1.5, 1.8; include 3 annotated sources	Issue Analysis		
3		Group Dynamics and Organization				
	Tues 2/9				Woodcock	<ul style="list-style-type: none"> •The Power of 504 •Chicano! Episode 3
	Thurs 2/11		ch. 2, discuss 2.1-2.13 and 8, discuss 8.1 (including minutes)-8.4	<ul style="list-style-type: none"> •Effective Facilitation •Group Meetings •How to Run a Good Meeting 		
4		Theories of Change				
	Tues 2/16				McAlevey	The Democratic Promise: Saul Alinsky and His Legacy
	Thurs 2/18		ch. 3, discuss 3.1-3.8			
5		Tactics, Strategies and Objectives				

	Tues 2/23				<ul style="list-style-type: none"> •Piven and Cloward •Ovetz, pp. 4 and 13-17 	Black Panthers: Vanguard of the Revolution
	Thurs 2/25		ch. 6, discuss 6.1	<ul style="list-style-type: none"> •Tactics, Strategies and Objectives •Group Campaign Plan Template (Part I) 		
6		Campaign Plan				
	Tues 3/2				Amazonians United	Water Warriors
	Thurs 3/4		ch. 9, discuss 9.1-9.3	<ul style="list-style-type: none"> •Turn Up the Heat •Group Campaign Plan Template (Part II) 		
7		Resources and Member Recruitment				
	Tues 3/9				Carlsson	Student Homelessness at SJSU and SFSU
	Thurs 3/11		ch. 4, discuss 4.1-4.13	<ul style="list-style-type: none"> •An Organizing Conversation •Aim for the Bullseye 		
8		Adversaries, Allies, Stakeholders and Targets				
	Tues 3/16				SJSU Student Campaigns	Have You Heard from Johannesburg? Episode "The Bottom Line"
	Thurs 3/18		ch. 5, discuss 5.1-5.25	<ul style="list-style-type: none"> •Power Map Template •Recognizing Allies Worksheet 		

9		Media, Messaging, and Publicity				
	Tues 3/23				The Power of Stories: The DREAMERS and Immigrant Rights	How to Change the World
	Thurs 3/25		ch. 7, discuss 7.1-7.3. 7.2 should include i) who will speak with media	<ul style="list-style-type: none"> •Writing a Press Release •Writing Talking Points •Group Campaign Plan Template (Part III) 		
10-15		Campaign Plan Verbal Progress Reports				
	Every Tuesday from Tues 4/6 to Thurs 5/6	The first report will be an overview of the complete Campaign Plan, Parts I to III	ch. 10 and 11 (no readings questions due)		Student Campaign Reflections	How to Start a Revolution (Notes due 4/6)
16		Group Campaign Portfolio				
	Tues 5/11					
	Thurs 5/13					