Course and Contact Information
Instructor: Dr. Scott Myers-Lipton
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Class Days/Time: Tu. & Th., 2:15-3:30 pm
Office Hours: Tu. & Th., 1:15-2 pm @ Smith & Carlos Statues
Classroom: DMH 208
Prerequisites: SOCI 1 or equivalent (professor has discretion to admit students)

Tell me and I forget. Show me and I remember. Involve me and I understand.
Xun Kuang, 312-230 BCE
Confucian philosopher, modern version

Power concedes nothing without a demand. It never did and it never will.
Frederick Douglass

Course Description
Sociology 164: Social Action is a course that explores power and democracy, both of which are central to the Social Sciences in general, and Sociology in particular. More specifically, this course examines the topics of issue development, change theory, building power, group dynamics, strategy and tactics, and campaign planning and implementation.

What is unique about Soci. 164: Social Action is that it is designed to do democracy. Instead of just reading about social change, students will learn about power and democracy by doing it. Of course, we will still use “book knowledge,” but this knowledge will be challenged by what you’re learning in your social action campaigns, and that as a result, you will develop a more critical and deeper understanding of public issues and community change by integrating action and reflection. Therefore, this course is an action-oriented, solutions-based, course on community activism.

A key part of the social action model is that students have the opportunity to enact a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community, with the students choosing and developing the campaigns on their own rather than assigned by the instructor. Another exciting part of this course is that you will hear directly from previous Soci. 164 students about their social action campaigns.
This class has fundamentally changed the campus and community. Over the past fifteen years, Social Action students have won 15 campaigns. Below are some of the most recent examples of victorious student campaigns:

- in 2020, led a campaign to develop a 12-emergency bed program and a $2 million rental assistance program for homeless students;
- in 2019, got Santa Clara County to clear and expunge 13,000 cannabis convictions;
- in 2017, convinced the SJSU President to agree to rejoin the Workers Rights Consortium, ensuring SJSU apparel is not made in sweatshops;
- in 2015, got the SJSU President to agree to install air conditioning in a 70 year-old building where several students had fainted due to heat exhaustion;
- in 2014, convinced the SJSU President to remove a Tower Foundation board member, after she made a racist comment about Latinas;
- in 2012, developed and led the Measure D campaign in the 2012 election, raising San Jose’s minimum wage from $8 to $10 an hour, and then pushing it 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, with 13 hours or more DOING something, that is, tabling, posterizing, giving organization raps, marches, rallies, etc.). If you do not do more than 25 hours a semester, 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, you can 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 social action campaign, so you will be able to do some of your organizing in class. During the second through fourth classes, you will brainstorm various ideas for a social action campaign, and then you will choose one to work on. The requirements for the campaign are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your campaign 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.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

If for some reason a student wants to leave a group, please contact the professor. At that time, the student and professor will discuss what group you would like to join. After the student makes a choice, I will contact the other group. If the group believes there will be little disruption to the group, then the student is able to join. However, if the group feels that there would a disruption to the group due to possible lack of trust and transparency issues, or negative behavior by the student, that group has the right to say no. If the student still wants to join the group even after the student group has said that it would cause a disruption, the professor will make the final decision, as I am ultimately in charge of the
classroom environment. Personally, I am fine with any student joining another group if it would cause minimum disruption to the group. At the same time, I am not okay if by a student joining the group, it would cause disruption to the group. As professor, I am responsible for the classroom environment, and I will base my decision on the impact to the classroom environment. If the student has no group to join, then the student will be given an independent study with no negative repercussions to her/his/their grade.

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

Required Texts/Readings

Textbook


Other Readings

The other reading for the course is a reader, which is available at “San Jose Copies and More” (415-525-0521). San Jose Copies and More is located on 109 E. Santa Clara Street (two stores down from the Chevron gas station) and is open from 10 am to 5 pm.

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 reading, 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. I will count five quizzes toward your grade, so if you are feeling at all sick, please DO NOT come to class to take the quiz.

**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. All of the portfolios will be your own work, except for the last one, which will focus on the campaign notebook. This last portfolio will be done by your group, and you will receive a group grade. This campaign notebook will be used by the next incoming class of Social Action students during their selection process of campaigns.

In addition, you cannot receive 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). After the fourth class, I will email you a log to keep track of your community work, and it will be turned in with each portfolio. 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 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 campaign.

**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:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>93-97</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>88-89</td>
<td>B+</td>
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<td>83-87</td>
<td>B</td>
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<td>80-82</td>
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<td>78-79</td>
<td>C+</td>
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<td>73-77</td>
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<td>68-69</td>
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<td>63-67</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
</table>

**EXTRA CREDIT**
There will also be other extra credit opportunities for attending campus events having to do with social action. To receive the extra credit, you need to go to the campus event, and then a 1-page single spaced reflection paper (about 3-4 paragraphs): (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 from Soci. 164: 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 to the group process. However, when we break into 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 in front of the Smith and Carlos statues. (If it is raining, email me, and we can meet by Zoom). Office hours are generally used to help clarify information from lectures, discussions, group activities, readings, or social action campaign. However, at least once this semester, please come by during my office hours to say hello.

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 portfolio 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, Soci. 164: Social Action / Spring, 2020

WEEK 1:

8/19  DISCUSS SYLLABUS AND CLASS

WEEK 2:

8/24  ISSUE DEVELOPMENT

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

Reader: Myers-Lipton, 2021 Silicon Valley Pain Index, p. 1-9
        Josh Barousse, class of ’08, p. 10-12

8/26  ISSUE DEVELOPMENT

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

Reader: Myers-Lipton, CHANGE! A Guide to Teaching Social Action, Ch. 1, Section A & B, p. 13-27

Video: Walk the Walk (part 1: first 15 minutes)

WEEK 3:

8/31  ISSUE DEVELOPMENT / SETTING TONE FOR TEAMWORK

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

Reader: Plato, Allegory of the Cave, p. 28-30

Video: Walk the Walk (part 2: 2nd 15 minutes)

9/2  CHANGE THEORY

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

Reader: Rochelle Jackson-Smarr, Class of ‘08, “Reflection”, p. 31-35

Video: Joanne Robinson

Zoom Speaker: Rochelle Jackson-Smarr
WEEK 4:

9/7 CHANGE THEORY

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

**Reader:** Myers-Lipton, “Students for DMH and the Fight for Air Conditioning”, p. 36

*Video: Saul Alinsky / Faint-In (street theater on Students for DMH’s Facebook page)*

9/9 BUILDING POWER

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

**Reader:** Myers-Lipton, “Chicano Commencement”, p. 38-39
Rodriquez, “A Bold Statement that Still Resonates”, p. 40-41

WEEK 5:

9/14 BUILDING POWER

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

**Reader:** David Salinas, class of ‘19, p. 42-48

9/16 WALKING TOUR -- SJSU SOCIAL ACTION HISTORY

**Reader:** Myers-Lipton: Edwin Markham, The Man with the Hoe and Tower Hall, p. 49-50
Myers-Lipton: Japanese American Internment at Men’s Gym, p. 51-52
Notice: Headquarters Western Defense Command, p. 53
Beecher, “Internees”, p. 54-55
Thompson, email, p. 56
Baca, “The Cesar Chavez Monument Unveiled in SJSU”, p. 57-58
Myers-Lipton: “Gaylord Nelson’s Earth Day & Burying of a New Ford Maverick”, p. 59-60
Myers-Lipton, “Tommy Smith, John Carlos, and the Statues”, p. 61-62
Walker, “It is Finished”, p. 63-67

**DUE:** Portfolios 1-3 and Social Action Log

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**WEEK 6:**

**9/21** RESEARCH (start Organizational Raps, one each class)

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

**Reader:** Leila McCabe, class of ’12, p. 68-71

**9/23** GROUP DYNAMICS: How is your team working?

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

**Reader:** Rodriguez, “A More Balanced Playing Field…”, p. 72
AS, SJSU, Board of Directors’ Resolution, p. 73-75
Lucila Ortiz, class of ‘10, p. 76-78

*Zoom Speaker: Lucila Ortiz*

**WEEK 7:**

**9/28** STRATEGY AND TACTICS

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

**Reader:** Franco, “Students Declare Housing Crisis”, p. 79-81
Mehta, “No Deal”, p. 82-84
DeRuy, “SJSU Students Blast University Leaders for Handling of Housing Crisis”, p. 85-87
Trujano, “SJSU’s New Housing Solutions”, p. 88-93
Mayra Bernabe, class of ’19, p. 94-99

*Video: Spartan Daily on SHA*

*Zoom Speaker: Mayra Bernabe*

**9/30** STRATEGY AND TACTICS

**Book:** Myers-Lipton, CHANGE!, Ch. 6, 98-108

**Reader:** Rey, “Campus Safety: A Reason to be Worried?”, p. 100-102
Bradley, “Campus Safety and Statues Garden”, p. 103
Clark, “UPD to Expand Its Escort Program”, p. 104-105
CMS Info, “Students Auto-Enrolled in Alert-SJSU”, p. 106
Bradley, Class of ’11, p. 107-109
WEEK 8:

10/5 CAMPAIGN KICKOFF (part 1)

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

Murphy, “San Jose State Donor’s Alleged…,” p. 113-115
O’Connor, “University’s Officials Step Down…”, p. 116
Hernandez, “Sit-in for Racial Justice: Students Ask for Apology from President”, p. 117
Murphy, “SJSU Donor Did Makes Offensive Remarks about Latinos…”, p. 118-119
Estelia Velasquez, class of ’16, p. 120-122

Video: Students for Racial Equality

10/7 CAMPAIGN KICKOFF (part 2)

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

Reader: How to Get Press to your Event, p. 123
Ewing, “Anti-Sweatshop Groups Gain Steam”, p. 124-126
Spartan Daily, “Groups Rally for WRC Support, p. 127-128
AS University Affairs Meeting, p. 129
Parker, “SJSU Signs with Labor Rights Group”, p. 130-131
Austin Gieger, Class of ‘08, p. 132-137
Darcie Kiyan, Class of ‘07, p. 138-140

Video: WRC

WEEK 9:

10/12 CAMPAIGN PLAN

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

10/14 SMITH, CARLOS, AND THE OLYMPIC PROJECT FOR HUMAN RIGHTS (1968)

Reader: Bonk, “San Jose Statement”, p. 144-145

Video: Fists of Freedom

DUE: Portfolios 4-7 and Social Action Log
WEEK 10:

10/19 CAMPAIGN FRAME: UN DECLARATION of HUMAN RIGHTS and 2ND BILL of RIGHTS

Reader: UN Declaration of Human Rights, p. 152-159
Myers-Lipton, “Prologue”: An Economic Bill of Rights”, p. 160-166

10/21 GULF COAST CIVIC WORKS PROJECT (2007-2010): RIGHT TO A JOB

Goldston, “Forgotten in Louisiana”, p. 169-170
Flier, “38 Colleges: National Post Katrina Summit”, p. 171
Lieurance, “Students to March for Katrina Anniversary”, p. 172
ACT letter to President-elect Obama, p. 173-174
Tilove, “unlikely Allies Back House bill for Gulf Coast Jobs”, p. 175-177
Myers-Lipton, “The Right to a Job”, p. 178-182

Video: GCCWP

WEEK 11:

10/26 RAISE THE WAGE, SAN JOSE (2010-2012): RIGHT TO A LIVING WAGE

Reader: Myers-Lipton, “Raise the Wage in San Jose”, p. 183
Noguchi, “Measure Sets Sights on Wage Increase”, p. 184
SJ Mercury News, Readers’ Letters, p. 185
SJ Mercury News, Internal Affairs, p. 186
Seipel, “Minimum-wage Hike Measure Heads to Ballot”, p. 187
Guevera & Krenak, “Higher Min Wage in SJ Will Help”, p. 188
Mendoza, “Student Class Project Leads to Minimum Wage Jump”, p. 189
Mungia, “Students Push for Faster Wager Increases, p. 190
Elisha St. Laurent, class of ‘12, p. 191-193

10/28 FIGHT FOR EOP (2011): RIGHT TO A GOOD EDUCATION

Reader: Myers-Lipton: Re-Establishment of Equal Opportunity Program (EOP)”, p. 203
Temblador, class of ’11, “Students for EOP”, p. 204-212
Ziemendorf, “Rights Leader’s 80th Birthday”, p. 213-214
Lanham, “Protest Yields Support for Student Equality”, p. 215-216
Myers-Lipton, “The Right to a Good Education”, p. 217-224
WEEK 12:

11/2 U.S. CASE STUDY: ACT-UP (1990)

Myers-Lipton, “Graduate Schools For Social Action”, p. 230-233

Video: United in Anger (from the 21st to the 34th minute)

11/4 No Class: Personal Holiday

Reader: Myers-Lipton, National Hunger and Homeless Awareness Month”, p 234
Myers-Lipton, “The Right to a Decent Home”, p. 235-238

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WEEK 13:

11/9 CASE STUDY: OCCUPY WALL STREET (2011)

Reader: Hammond, “Anarchism of Occupy Wall Street”, p. 239-257

Video: Occupy


Reader: Lowery, “Black Lives Matter: Birth of a Movement”, 258-266
Belton, “Leaderless or Leader-ful?”, 267-273

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WEEK 14:

11/16 U.S. CASE STUDY: NRA (2013)

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

Han, “Want Gun Control? Learn From the NRA”, p. 280-282


Meyer, “The Parkland Teens Started Something”, 287-289
**WEEK 15:**

11/23  U.S. CASE STUDY:  SUNRISE MOVEMENT (2018 - present)

  **Book:** Myers-Lipton, CHANGE!, Ch. 10, p. 155-163

  **Reader:** Witt, “The Optimistic Activists for a Green New Deal”, p. 290-295

  **Video:** NBC Documentary and the Matrix

11/25  No Class: Day of Thanks

**WEEK 16:**

11/30  INTERNATIONAL CASE STUDY:  IRAN & SAUDI ARABIA ACTIONS (2018)

  **Reader:** Kenyon, “In Iran Protests, Women Stand Up, Lift Their Hijab, For Their Rights”, p. 296-297
   Barker, “Saudi Arabia's Women Can Now Drive – But Activists Jailed”, p. 298-300

12/2  FINAL THOUGHTS: Prepare for Group Presentation and Campaign Notebook

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

  **DUE:** Portfolios 8-10 and Social Action Log

**FINAL:** PRESENTATIONS AND CAMPAIGN NOTEBOOK (turn in)