

San José State University
Social Sciences/Communication Studies
130F - Activism, Action & Resistance, Fall 2022

Course and Contact Information

Instructor: Lucas Hatton
Office Location: HGH 237
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Office Hours: M 10:30am-11:30am, W 4:30pm-5:30pm
Class Days/Time: W 3-4:15pm
Classroom: HGH 231
Prerequisites: Upper division standing

Catalog Description

Examines national and global historical and contemporary social movements in the context of communication practices ranging from street protests to use of media and the internet. Resistance is explored using variety of theoretical and cultural perspectives.

Program Information

COMM 130 is an 'F' course. 'F' stands for Foundations which are theoretical and conceptual frameworks for understanding and evaluating communication.

Course Description

This course uses theoretical frameworks from a variety of cultural, historical, communicative and performative frameworks to understand local, global and online activism, action and resistance.

What is unique about 130F is that students DO social action rather than just learn about it. In a traditional course, students read about theories of social change, analyze social problems, read about campaigns, develop an abstract understand of concepts. In this course, students read about theories of action/activism and apply them to real world campaigns, as well as define a social problem and develop concrete, quantifiable solutions (i.e., demands). In this experiential social action model, students choose and lead campaigns and are transformed through a direct experience of democracy.

A key part of the course 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 their own campaigns. Another key feature of the course is the "On Your Mark, Go!, Get Set." model. In order to launch the campaigns by mid-semester, students go through the issue development process (identifying demands and targets) in the opening days of the class. By choosing the campaigns by the 4th or 5th class, students have enough time to learn about all of the necessary aspects of social change to launch a campaign by the 9th week, and still have almost half a semester to do several actions.

These activities are designed to de-center the faculty as the sole professor of knowledge and empower students as co-creators of knowledge and active participants in their education . Importantly, this enables and empowers students to believe that social action is possible! All students will be involved in social action. 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.

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. 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. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective...or it may have no ideology.

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.

Over the past fifteen years, Social Action students at SJSU have won 15 campaigns, leading successful efforts to: (1) raise the minimum wage in San José from \$8 to \$10 and then to \$15, (2) develop a 12-emergency bed program and a centralized location to provide emergency housing and food to students, (3) modernize the city's business tax, and (4) make SJSU a sweatshop-free campus, and (5) get Santa Clara County to clear and expunge 13,000 cannabis convictions. Perhaps even more importantly, the students participating in social action have had their lives transformed as a result of a direct experience with democracy, with social action alumni taking on leadership positions in government and the non-profit sector, as well as obtaining community organizing jobs locally and pursuing advanced degrees.

Classroom Protocols

Attendance

Attendance and engagement in our class sessions will be crucial to your learning in 130F, so come to class on time, prepared, and ready to engage. Put non-essential electronics away during class sessions. If you are experiencing a situation that requires you to monitor incoming messages and/or receive calls, please notify the instructor beforehand.

Names and Pronouns

Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what name and pronouns you go by, and we seek to refer to people using the name and pronouns that they share. The name and pronouns someone indicates are not necessarily indicative of their gender identity.

Accessibility

I am committed to creating an inclusive learning environment that meets the needs of all students. If you have a disability or personal circumstance (whether apparent or non-apparent, mental, physical, or cognitive disability, illness, injury, impairment, or any other condition or circumstance) that might affect your learning in this class or your broader access to education, you are welcome (but not required) to reach out to me at any time to discuss your specific needs. I also encourage you to contact the Accessible Education Center (<https://www.sjsu.edu/aec/>). If you have a diagnosis, AEC can help you document your needs and create an

accommodation plan. By making a plan through AEC, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. This course was developed with the principles of universal design in mind but I am always open to suggestions for improvement. If you find yourself not able to fully access any aspects of this course (e.g., physical or virtual space, technology, course readings or content, etc.), I am happy to meet with you to discuss ways of expanding access beyond what is mandated by law. Because our bodies and circumstances are continuously changing, it is never too late to request accommodations.

Peer Connections

Peer Connections is your campus-wide resource for mentoring (time management, note taking, study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants (support for interactive classrooms). Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit the website at <http://peerconnections.sjsu.edu> for more information.

SJSU CARES

If you're a SJSU student who has had a recent crisis which has left you food insecure, couch -surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources. They are located on the first floor in Clark Hall. <http://www.sjsu.edu/sjsucares/>

The Spartan Food Pantry

Location: Diaz Compean Student Union (exterior entrance across from Engineering Rotunda). For hour, visit: <http://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry/index.html>

Communication Studies Department DEIJA Commitment

The Department of Communication Studies commits to principles of DEIJA (diversity, equity, inclusion, justice, and accessibility). Our mission is to educate individuals as active agents of social justice for meaningful transformation in diverse local and global communities. We aim to cultivate a community in which all members feel valued, represented, and respected, as well as enabled and supported to achieve their personal, professional, and academic goals. Our framework for DEIJA embraces all backgrounds, identities, and experiences, as constituted by gender identity and expression, transgender identity, socioeconomic class, disabilities, age, race, ethnicity, religion, generation, sexual orientation, regional origin, nationality, active duty/veteran status, occupation, language, political ideology (especially those that have not been historically and widely embedded), and intersectionalities among additional important positionalities. With this, DEIJA goes beyond inclusion and participation; it requires deep cultural work in examining contested identities and creating spaces for such identities.

We define **D, E, I, J, A** as:

- **Diversity**: our engagement with and valuation of difference, culture, and varied identity backgrounds and identity experiences.
- **Equity**: our confrontation of structured inequalities, systemic oppressions, and power differences among cultural groups, identity backgrounds, and identity experiences

- **Inclusion:** our work to address the societal, historical, and internal structural barriers to the full participation, contribution, and success of members across varied identity backgrounds and experiences.
- **Justice:** our work to disrupt unequal power relations and contexts.
- **Accessibility:** our ongoing commitment to creating inclusive learning environments that meet the needs of all students by recognizing that all bodies are unique and change depending on the enabling and constraining dynamics of space and time.

Succeeding in a Four-Unit Course

SJSU students are expected to spend two hours outside of class for every hour of class time. Because this is a four-unit class, you can expect to spend **eight hours** per week on reading, writing, and other course-related activities. Time management will be vital to your success. All 4-unit courses in Communication Studies include a unit of engagement. This unit of engagement is designed to enrich students' learning experiences and to facilitate student achievement of course learning outcomes. Students enrolled in 4-unit courses are expected to spend 45 hours (average of 3 hours/week in a regular semester) **outside** of the classroom to complete engagement activities. This unit is worth 25% of the overall grade. In this class, the 45 hour engagement unit is that students will choose, lead and execute their own social action campaigns on the SJSU campus or in the community.

Engagement Unit (Social Action Campaigns) Hours breakdown

- 15 hours (or more) preparing, planning, meeting, coordinating
- 15 hours (or more) DOING something, that is, tabling, poster, giving organization raps, marches, rallies, press events, etc..
- 15 hours (or more) working on the Portfolio, documentation & reflection (as assigned)

= **45 hours total**

If you do not do more than 30 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.

Course Format

This is a hybrid course, meaning that half our class time we will meet in-person and the other half will consist of asynchronous online engagement with course materials through Canvas. We will meet in-person each week on **Wednesdays from 3pm to 4:15pm in HGH 231**. You will need (access to) a computer with internet access to complete coursework. Coursework will be organized on Canvas in Modules (select "Modules" from the menu in Canvas on the left.) This is where weekly assignments with descriptions and deadlines can be found. Each module will also contain an Overview with a description of what is due on a given week. Reminders of upcoming assignments will be sent as Announcements through Canvas.

Program Learning Outcome

Demonstrate an understanding of at least one major theory in the field of communication

Course Learning Outcomes (CLO)

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

CLO 1. Apply communication theories (group communication, performance studies) to understand relevant social movements and acts of activism & resistance

CLO 2. Analyze social actions and protests of/by/for historically marginalized people in multiple historical, local and global contexts

CLO 3. Create, execute and evaluate social action campaigns; including: 1. issue development 2. build power 3. implement various strategies and tactics 4. research (historical analysis, power map, target analysis)

CLO4. Demonstrate communication skills required for performing and evaluating social action campaigns

Required Texts/Readings

Textbook

Scott Myers-Lipton, *CHANGE! A Student Guide to Social Action*, ISBN: 9781138297296, ISBN: 9781612057279. The book is available at the Spartan Bookstore or online.

Marcela A. Fuentes, *Performance Constellations: Networks of Protest and Activism in Latin America*, ISBN: 9780472054220, ISBN: 9780472125838 (ebook). The book is available online.

Other Readings

Additional readings will be assigned and accessed online through Canvas.

Library Liaison

Jane Dodge <jane.dodge@sjsu.edu> and Essy Barroso-Ramirez <essy.barroso-ramirez@sjsu.edu> are the librarians dedicated to Comm Studies. Please contact them with any questions you might have about research projects and accessing library materials. The library's [Subject Guide for Communication Studies](#) has a wide variety of resources.

Determination of Grades

Portfolio & Log (40% of grade, CLO 1,2,3,4)

The portfolio is where you will 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 30 hours of social action work (planning and doing, approximately 2 hours per week.) Hours will be entered on log (available on Canvas) and turned in with each portfolio. Your portfolio and log will be collected every 3 to 4 weeks.

Reading Quizzes. (20% of grade, CLO 1,2,3,4)

There will be 12 reading quizzes on course readings, due before class. Your single lowest score on the quizzes will be dropped at the end of the semester. See Canvas for details.

Final Evaluation & Presentation (20% of grade, CLO 1,2,3,4).

Final Presentations will be a group presentation and will include a graded peer response component.

Participation (20% of grade, CLO 1,3,4)

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. This will be evaluated in part by peers who worked on your campaign. Your classroom participation grade will be based on the following rubric:

Excellence (A) requires that you play a leadership role in the large class discussion and in 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.

Good (B) requires that you participate regularly in the large class discussion and in your team, demonstrate sufficient knowledge of the text, discuss points articulately and respond intelligently to other’s views, ask insightful questions, but you do not takes a strong leadership role in the overall class dicussion and the direction of your team.

Average (C) requires that you follow the discussion in the large class and in your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and in your team.

Below average (D) requires that you demonstrate minimally acceptable levels of engagement with coursework and your team.

Failure (F) You may occupy a seat in the course and on Canvas but show no signs of life.

Late Work/Missed Assignments

Late work will not be accepted. Any extra credit options will be announced to the entire class. No extra credit will be offered on an individual basis.

If you are struggling with coursework for a particular reason, please visit my office hours so we can discuss your individual situation. An email sent near the end of the semester telling me you had a hard time this semester and can I give you extensions is inadequate. Poor planning on your part does not constitute a crisis on mine. Instead, plan ahead! Communicate!

Grading Scale

Grade	Points	Percentage
A	950 to 1000	95 to 100%
A minus	900 to 949	90 to 94.9%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85.9%
B minus	800 to 829	80 to 82.9%
C plus	760 to 799	76 to 79.9%
C	730 to 759	73 to 75.9%
C minus	700 to 729	70 to 72.9%
D plus	660 to 699	66 to 69.9%
D	630 to 659	63 to 65.9%
D minus	600 to 629	60 to 62.9%
F	599 or lower	0 to 59.9%

130F/Activism, Action & Resistance Fall 2022 Course Schedule

This schedule is subject to change with fair notice; changes will be announced in class and via Canvas.

Week	Date	Topic	Activity	Readings, Assignments, Deadlines
1	8/24	Intro to Group Dynamics, Class Expectations	Group dynamics commitments and begin choosing campaigns	Syllabus
2	8/31	Choosing Campaigns & Issue Development	Non-profit visits, Create Demands	Read & Quiz: <i>CHANGE!</i> , Student Victories (XI-XII), Preface & Ch. 1 p. 1-6, 2021 SV Pain Index, Student Reflection
3	9/7	Finalizing Campaigns	Name Groups, Club Recognition, Select Targets, Interview Stakeholder & Student	Read & Quiz: <i>CHANGE!</i> Ch. 1&2 p. 7-28, Change Teacher's Guide Ch. 1 Sections A & B
4	9/14	Social Action Walk & History	Create Recruitment & Social Media Teams Make Campaign Flyer & commitment card START Recruiting Supporters	Read & Quiz: Myers-Lipton: Edwin Markham, "The Man with the Hoe and Tower Hall" Myers-Lipton: "Japanese American Internment at Men's Gym" Notice: Headquarters Western Defense Command Seib, "Uchida Hall was Once a Transfer Point..." Thompson, email Baca, "The Arch of Dignity, Equality, and Justice" Myers-Lipton: "Gaylord Nelson's Earth Day & Burying of a New Ford Maverick" Myers-Lipton, "Tommy Smith, John Carlos, and the Statues" Walker, "It is Finished" Valdez, "El Teatro Campesino" from <i>Theatre of the Sphere</i>
5	9/21	Change & Performance Theory (online, asynch)	Start meeting with Allies Create Organizational Rap	Read & Quiz: <i>CHANGE!</i> Ch. 3&4 pp. 31-68 Film: Without A Whisper
6	9/28	Strategies & Tactics	Start Power Map, Target Analysis & Historical Analysis	Read & Quiz: <i>CHANGE!</i> Ch. 5&6 pp. 71-109 DUE: Portfolios 1-3 and Log
7	10/5	Strategies & Tactics	Choose Tactics, Contact Target	Kaufman <i>Ideas for Action</i> Ch. 9 & 10
8	10/12	Campaign Kickoff	Create 2-3 Line Campaign Message, Meet with Target	Lewis, "Wake Up, America" Kaufman <i>Ideas for Action</i> Ch. 4
9	10/19	Campaign Plan	Campaign Actions, Campaign Tasks/Activites	READ & Quiz: <i>Performance Constellations</i> Introduction pp. 1-22

Week	Date	Topic	Activity	Readings, Assignments, Deadlines
10	10/26	Campaign Frames	UN Declaration of Human Rights & Second Bill of Rights	Read & Quiz: <i>Performance Constellations</i> Ch 1&2 pp. 23-65 DUE: Portfolios 4-7 and Log
11	11/2	Theories Application	Theories Application Interactive	Read & Quiz: <i>Performance Constellations</i> Ch 3 pp. 67-88
12	11/9	Campaign Updates	Theories Application Interactive (con't)	Read & Quiz: <i>Performance Constellations</i> Ch 4 & Conclusion pp. 89-115
13	11/16	Final Prep	Final Presentations Rehearsal	TBD
14	11/23	No Class. Giving Thanks.		
15	11/30	Final Presentations	Final Presentations	Final Presentations
Final Exam	Thurs Dec 8	2:30pm	Campaign Notebooks	DUE: Portfolios 8-10 and Log