Villanova University
Center for Peace and Justice
Sustainable Solutions to Poverty - PJ 5000 002

Course and Contact Information

Instructor:	Stephanie Sena
Office Location:	Villanova Charles Widger School of Law- room 421
Telephone:	484-437-3042
Email:	Stephanie.sena@law.villanova.edu
Class Days/Time:	Tu. & Th., 10am-11:15am
Office Hours:	By appointment
Classroom:	Vasey Hall 201A

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

Sustainable Solutions to Poverty explores power and democracy. More specifically, this course examines the topics of issue development, change theory, building power, group dynamics, strategy and tactics, and campaign planning and implementation.

Throughout academic life, students are introduced to critiques of our current capitalist neo-colonial systems, and the horrors associated with rapid globalized industrial development. Climate crisis and poverty are putting our ecosystems and livelihoods at the risk of extinction. The problems that we are facing as a species are around 5,000 years old. These problems have inspired people from around the world to create new ideologies and strategies with the purpose of mitigating problems, resolving conflict, and creating a better society. This work of improving the world has existed in conjunction with our problems.

In recent times, we have seen many traditions of change with efforts like:

- The Slavery Abolitionist Movement,
- The Indian Independence Movement
- The Anti-Apartheid Movement
- The Suffrage Movement

Today we know that we are living out of balance with our ecosystem and destroying the planet and

the species that depend on it. The solutions we need must be as bold as the problems we are facing. The level of collaboration that we need must be unprecedented. We also know that only talking about our problems and working with small solutions won't make the type of difference we need.

We must change the way people meet their needs and replace it with systems that meets people's needs at a higher level. When you find something that fulfills you and meets your needs in a better way it can begin to make other systems obsolete. This is the challenge of our current and upcoming generations.

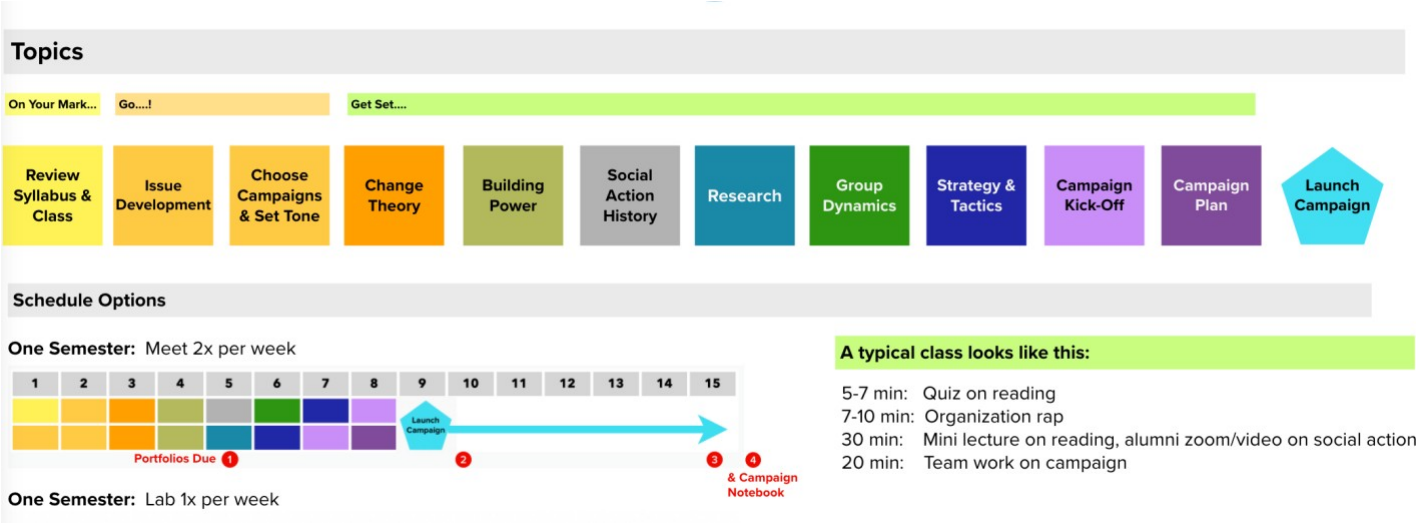
This class will take us on a tour of the social movements that have come before us, and we will use history as a living laboratory for understanding how to engage in social change today. We will examine how to effectively problem solve our most pressing social problems. Although problem solving is a task that students engage in throughout their academic careers, they frequently have little experience in the metacognitive process of problem solving. Traditionally, students are taught subject-specific tools to apply to a subject-specific problem (example: how to add or how to use a dictionary) rather than problem solving strategies. This results in students who do not understand the process behind problem solving and has a direct impact on success. Research indicates students who are successful problem solvers are those who are taught how to use and develop metacognitive problem-solving techniques and who engage in the deliberate and reflective process of problem solving. Problem solving is a multi-step process that students must be taught and must have practice engaging in. We will study this process throughout the semester as it relates to broad social problems such as poverty and climate crisis.

What is unique about this course 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, all with the professor being the "sage on the stage". In the experiential social action model, students read about theories of social change and apply it 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, all with the professor being a "guide on the side" where they are de-centered and co-creators of knowledge.

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 key feature of the social action model is the topic and flow of the course. The motto of this model is "On Your Mark, Go!, Get Set." 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, and then to launch a campaign by the ninth week, and still have almost half a semester to do several actions.

With this model, a typical class involves the following: (a) a student doing a 1-2 minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a mini-lecture by the professor of the reading or a Zoom call with an alumni, and (c) group work on



their campaigns. These activities are designed to de-center the faculty, empower students to believe that social action is possible, and to give students the opportunity to be active participants in their education.

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, postering, 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.

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.

Over the past fifteen years, Social Action students have won 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.

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]

[1] C. Wright Mills, *The Sociological Imagination* (New York: Oxford University Press, 1959), 226.

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

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

Other Readings

The other reading for the course is a reader. The articles in the reader are available at www.bonner.org/socialaction-docs.

Course Requirements

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

Notes to Readings (20% of total grade)

The purpose of these is to encourage reading.

Portfolio and Log (40% of total grade)

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. You can talk to your teammates but all of the portfolios will be your own work.

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% of total grade)

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.

Campaign Presentation and Binder (20% of total grade)

For the final exam, students give a group presentation on your social action campaign. As part of this presentation, you will turn in a campaign binder that will be used by the next incoming class of Social Action students during their selection process of campaigns.

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	
90-92=A-	80-82=B-	70-72=C-	60-62=D-	

GRADING:

Grading distribution policies can be found in the most recent Student Handbook.

After final grades have been submitted, a student's grade can be changed only if there is a clear clerical or arithmetic error, and only with the approval of the Academic Dean.

ATTENDANCE AND CLASS PARTICIPATION:

Regular and prompt attendance is required in all courses. students shall be permitted absences up to, but not exceeding, twice the number of times the class meets per week. Any student who fails to comply with the applicable attendance policies in a given course may be excluded from that course. I will take attendance at each class using a sign-in sheet. It is your responsibility to ensure that the sign-in sheet accurately reflects your attendance. Signing a sign-in sheet for another student is a violation of the Honor Code. Pursuant to Academic Rule 3, a student who misses more than [number equal to two weeks of classes] of classes will be referred to the Assistant Dean of Students.

I reserve the right to raise or lower some grades by one step based on class participation and attendance. Those students who consistently participate, especially with high-quality comments and analysis, may have their final grades raised. Those who are unprepared or who have a significant number of unexcused absences may have their final grades reduced.

If classes shift to VIRTUAL ONLY, we will have zoom one day a week, and a three-way (each call will have 2 students and me) hour-long phone or zoom call once a week.

ACADEMIC INTEGRITY:

Please refer to the Academic Code of Conduct, which includes the Law School's policies on plagiarism, cheating, and other matters. Students shall not rely on or use someone else's words, ideas, data, or arguments without clearly acknowledging the source and extent of the reliance or use. See Rule 2.3(g) of the Honor Code, which forbids "submitting in an academic activity the work of another as one's own work, with or without the consent of the author of such work."

COURSE DROP/WITHDRAWAL:

A student may enter or withdraw from an elective course during the first week of the semester. In the event a course does not meet during the first week of the semester, a student may withdraw within two class days of the first meeting and may enter another elective course within such two-day period, after which a student may not drop or add a course under any other circumstances without permission from the Professor and the Office of Academic Affairs. A student may not withdraw from a class after the final class meeting for the semester.

Course Schedule / Spring, 2023

WEEK 1:

1/17 and 1/19 DISCUSS SYLLABUS AND CLASS

WEEK 2:

1/24 ISSUE DEVELOPMENT

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

Reader: Josh Barousse, "Student Reflection", class of '08

1/26 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

Portfolio 1: Assigned

Video: "Walk the Walk" (first 15 minutes*)*

WEEK 3:

1/31 SETTING THE TONE

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

Reader: Plato, "Allegory of the Cave"

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

Portfolio 2: Assigned

2/2 CHANGE THEORY – Part 1

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

Reader: Rochelle Jackson-Smarr, "Student Reflection", class of '08

Video: Jo Ann Robinson

WEEK 4:

2/7 CHANGE THEORY – Part 2

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

Reader: Myers-Lipton, "Students for DMH and the Fight for Air Conditioning" Lowman, "Students Get Heated Over Building Conditions"

Video: Saul Alinsky & Faint-In from the Students for DMH

Portfolio 3: Assigned

2/9 BUILDING POWER – Part 1

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

Reader: Myers-Lipton, "Chicano Commencement"

WEEK 5:

2/14 BUILDING POWER – Part 2

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

Reader: David Salinas, "Student Reflection", class of '19

Portfolio 4: Assigned

<u>2/16</u> WALKING TOUR -- SJSU SOCIAL ACTION HISTORY

Reader: 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"

<u>DUE</u>: Portfolio 1-3 and Social Action Log

***WEEK 6*:**

2/21 RESEARCH (start organizational raps; one org rap each class from now on)

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

Reader: Leila McCabe, "Student Reflection", class of '12 **Portfolio 5:** Assigned

2/23 GROUP DYNAMICS: How is your team working?

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

Reader: Rodriguez, "A More Balanced Playing Field…", AS, SJSU, Board of Directors' Resolution, Lucila Ortiz, "Student Reflection", class of '10

Portfolio 6: Assigned

WEEK 7:

2/28 STRATEGY AND TACTICS

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

Reader: Franco, "Students Declare Housing Crisis"
Mehta, "No Deal"
DeRuy, "SJSU Students Blast University Leaders for Handing…"
Trujano, "SJSU's New Housing Solutions")
Mayra Bernabe, "Student Reflection", class of '19

Video: Student Homeless Alliance

3/2 STRATEGY AND TACTICS

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

Reader: Rey, "Campus Safety: A Reason to be Worried?" Bradley, "Campus Safety and Statues Garden" Clark, "UPD to Expand Its Escort Program"

CMS Info, "Students Auto-Enrolled in Alert-SJSU"
Bradley, "Student Reflection", class of '11

Portfolio 7: Assigned

WEEK 8:

3/14 CAMPAIGN KICKOFF (part 1)

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

Reader: Myers-Lipton, "Donald Williams Jr. and Students…" Murphy, "San Jose State Donor's Alleged…," O'Connor, "University's Officials Step Down…"
Hernandez, "Sit-in for Racial Justice: Students Ask for…"
Murphy, "SJSU Donor Did Makes Offensive Remarks about Latinos…"
Estelia Velasquez, class of '16

Video: Students for Racial Equality

3/16 CAMPAIGN KICKOFF (part 2)

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

Reader: How to Get Press to your Event
Ewing, "Anti-Sweatshop Groups Gain Steam"
Morgan, "Groups Rally for WRC Support
AS University Affairs Meeting
Parker, "SJSU Signs with Labor Rights Group"
Austin Gieger, Class of '08
Darcie Kiyan, Class of '07
Yap, "Labor Rights Violations Suspected"

Video: United Students Against Sweatshops and GCCWP

Portfolio 8: Handout

WEEK 9:

3/21 CAMPAIGN PLAN

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

<u>3/23</u> CAMPAIGN FRAME: UN DECLARATION of HUMAN RIGHTS and 2ND BILL of RIGHTS

Reader: UN Declaration of Human Rights,
Myers-Lipton, "Prologue": An Economic Bill of Rights"

<u>DUE</u>: Portfolio 4-7 and Social Action Log

Week 10:

3/28 SMITH, CARLOS, AND THE OLYMPIC PROJECT FOR HUMAN RIGHTS (1968)

Reader: Bonk, "San Jose Statement", p. 144-145
Leonard, "What Happened to the Revolt of the Black Athlete"

Video: Fists of Freedom

Portfolio 9: Handout

3/30 RIGHT TO A JOB / GULF COAST CIVIC WORKS PROJECT (2006-2010)

Reader: Myers-Lipton, "The Right to a Job"
Diroy, "Louisiana Winter Project Seeks National Awareness for Gulf Coast"
Goldston, "Forgotten in Louisiana"
Flier, "38 Colleges: National Post Katrina Summit"
Lieurance, "Students to March for Katrina Anniversary" ACT letter to President-elect Obama
Tilove, "Unlikely Allies Back House bill for Gulf Coast Jobs"

Video: GCCWP

Week 11:

4/4 RIGHT TO A LIVING WAGE / RAISE THE WAGE, SAN JOSE (2010-2012)

Reader: Myers-Lipton, "The Right to a Living Wage"
Myers-Lipton, "Café J and the Campaign to Raise the Minimum Wage" Noguchi, "Measure Sets Sights on Wage Increase"
SJ Mercury News, Readers' Letters
SJ Mercury News, Internal Affairs
Seipel, "Minimum-wage Hike Measure Heads to Ballot" Guevera & Krenak, "Higher Min Wage in SJ Will Help"
Mendoza, "Student Class Project Leads to Minimum Wage Jump" Mungia, "Students Push for Faster Wager Increases"
Elisha St. Laurent, "Student Reflection", class of '12

4/6 No Class: Easter Break

Week 12:

4/11 RIGHT TO A GOOD EDUCATION / RE-ESTABLISHMENT OF THE EOP (2011)

Reader: Myers-Lipton: Re-Establishment of Equal Opportunity Program (EOP)"
Temblador, class of '11, "Students for EOP", p. 204-212
Patterson, "Many March to Celebrate Black History Month…" Lanham, "Protest Yields Support for Student Equality"
Myers-Lipton, "The Right to a Good Education"

RIGHT TO DECENT HOUSING / STUDENT HOMELESS ALLIANCE (1992-present)

Reader: Myers-Lipton, "The Right to a Decent Home"
Myers-Lipton, "National Hunger and Homeless Awareness Month"
Myers-Lipton, "Student Homeless Alliance and the Push for Emergency Beds on Campus"

4/13 U.S. CASE STUDY: ACT-UP (1990)

Reader: DeParle, "Rage, Rash, Effective, Act-Up Shifts Aids Policy"
Myers-Lipton, "Graduate Schools for Social Action"

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

Week 13:

4/18 CASE STUDY: OCCUPY WALL STREET (2011)

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

Video: Consensus

4/20 U.S. CASE STUDY: BLACK LIVES MATTER (2014 - present)

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

Week 14:

4/25 U.S. CASE STUDY: NRA (2013) and PARKLAND STUDENTS (2018)

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

Reader: Higham & Horowitz, "NRA Tactics: Take No Prisoners"
Han, "Want Gun Control? Learn From the NRA"
Grinberg & Muaddi, "How the Parkland Students Pulled Off a Massive…"
Meyer, "The Parkland Teens Started Something"

4/27 U.S. CASE STUDY: SUNRISE MOVEMENT (2018 - present)

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

Reader: Witt, "The Optimistic Activists for a Green New Deal"

Video: Inside the Sunrise Movement

Week 15:

5/2 FINAL REFLECTIONS

Reader: Myers-Lipton, "Dr. King's Legacy for Today"

Video: The Matrix

DUE: Portfolio 8-9 and Social Action Log

Portfolio 10: Assigned

5/4 FINAL: PRESENTATIONS & CAMPAIGN BINDER and PORTFOLIO 10