CALIFORNIA STATE UNIVERSITY, FRESNO
College of Social Sciences
Department of Sociology
Humanics Program

COURSE TITLE: SOCIAL POLICY ANALYSIS, ADVOCACY, & COMMUNITY ORGANIZING

Sociology 144 – Schedule #70662 – 3 units	**Professor:** Dr. Matthew Ari Jendian
Family and Food Science (FFS), 211, TH 4-6:50 pm	**E-mail:** matthewj@csufresno.edu
Fall 2014	**Phone:** 278-2891
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	Office Hours: TTH 2-3pm; Th 11am-12pm; W by appt.

This course satisfies a requirement towards the Humanics Certificate in Administration and Leadership for Community Benefit Organizations (CBOs) offered at Fresno State (visit www.humanicsfresnostate.org/ or contact Dr. Jendian for more information).

COURSE DESCRIPTION:

"Interdisciplinary social science methods for approaching local and national social problems." Through reading, writing, lecture, discussion, creating public narratives, and service to the local community, we will conduct "analysis of selected public issues emphasizing skills and knowledge necessary [for leaders of community-benefit organizations] to influence public policy [on behalf of mission-related goals] through effective community coalitions and grassroots organizing."

REQUIRED MATERIALS: (Available @ University Bookstore, Barstow & Cedar, by Bulldog Shop & Kennel Bookstore)

Libby, Pat & Associates. 2012. *The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively.* Thousand Oaks, CA: Sage Publications, Inc. (ISBN: 978-1-4129-9616-7)

One mini bluebook (bring to each class session)

An email account & online access (The University provides free email accounts to all students.)

RECOMMENDED MATERIALS:

Alinsky, Saul D. 1989. *Rules for Radicals: A Practical Primer for Realistic Radicals.* Vintage.

Avner, Marcia. 2002. *The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and Local Level.* St. Paul, MN: Amherst H. Wilder Foundation.

Bardach, Eugene. (2009). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 3rd ed.* (AGPA) Washington D.C.: CQ Press. ISBN: 978-0-87289-952-0

Bass, Gary D., David F. Arons, Kay Guinane, and Matthew F. Carter. 2007. *Seen but not Heard: Strengthening Nonprofit Advocacy.* Washington, D.C.: The Aspen Institute.

Berry, Jeffrey M. and David F. Arons. 2005. *A Voice for Nonprofits.* Washington, D.C.: Brookings Institution Press.

Ganz, Marshall. Numerous articles and resources available at http://leadingchangenetwork.org/.

Gerston, Larry N. 2008. *Public Policymaking in a Democratic Society: A Guide to Civic Engagement.* 2nd edition. Armonk, NY: M.E. Sharpe, Inc.

INCITE! Women of Color Against Violence, eds. 2007. *The Revolution Will Not Be Funded: Beyond the Nonprofit Industrial Complex.* Cambridge, MA: South End Press.

Malena, Carmen, ed. 2009. *From Political Won't to Political Will: Building Support for Participatory Governance.* Sterling, VA: Kumarian Press.

Mattessich, Paul W., Marta Murray-Close, and Barbara R. Monsey. 2004. *Collaboration: What Makes It Work.* 2nd edition. A Review of Research Literature on Factors Influencing Successful Collaboration. St. Paul, MN: Amherst H. Wilder Foundation.

McKnight, John and Peter Block. 2010. The Abundant Community: Awakening the Power of Families and Neighborhoods. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Smucker, Bob. 1999. *The Nonprofit Lobbying Guide.* 2nd ed. Washington, D.C.: Independent Sector.

Winer, Michael Barry and Karen Louise Ray. 1994. *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.* St. Paul, MN: Amherst H. Wilder Foundation.

COURSE OBJECTIVES & ASSOCIATED STUDENT LEARNING OUTCOMES:

This course has been designed to provide you, the student, with the opportunity to:

1. understand the policymaking process in the United States and envision a roadmap to realizing a more democratic political life in our hometowns, our states, and our country;

2. develop the ability to move forward with "hands-on" policy analysis by defining and recognizing public policy issues, researching how those issues may be resolved, considering various alternatives, preparing policy proposals, and determining the appropriate government authorities who might consider such proposals;

3. acquire and/or enhance your knowledge and skills of collaboration and issue advocacy—core competencies for leaders of 501c3 community benefit organizations (CBOs);

4. understand the need for collaboration between and among CBOs and identify the advantages and disadvantages of collaboration;

5. learn the principles and practical steps of how to collaborate;

6. recognize the possibilities and importance for CBOs to involve and partner with for-profit corporations;

7. distinguish between the terms lobbying and advocacy and explain the impact of the 1976 Lobby Law on CBOs (what is legally permitted and what is not);

8. become familiar with the 501(h) election for CBOs and evaluate whether a CBO should or should not elect to file for such classification;

9. recognize the importance of issue advocacy and influencing specific public policy issues impacting CBOs and the constituencies which these organizations serve;

10. learn about the sociological literature on social movements, including information on topics such as resource mobilization, recruitment, organizational styles, public relations, and conducive political environments;

11. identify the principles of grassroots organizing and review various models that exist;

12. engage in interactive exercises, role-playing, one-on-one's, etc. to practice collaborations, build relational culture, and implement organizing principles;

13. develop the capacity to lead by asking, "If I am not for myself, who will be for me?" "When I am for myself alone, what am I?" and, "If not now, when?" (Rabbi Hillel, 1st Century) and learning how to ask them of others;

14. use public narrative to link one's own calling to that of one's community to a call to action, to interpret one's values to others, enable one's community to experience values it shares, and inspire others to act on challenges to their values, by learning how to tell a story of self, a story of us, and a story of now;

15. develop job skills, make professional contacts, and deepen your understanding of the "book-learned" material through service to the community;
SLO: Students will list at least two benefits of participating in service to the community and interpret the book-learned material through written application of specific concepts and theories to their service.

16. become aware of a particular CBO's mission statement and acquaint yourself with the advocacy and organizing strategies that the organization is engaged on behalf of mission-related goals (i.e., understand how community benefit organizations are making a difference in our society and contributing to a more civil society through advocacy and organizing);
SLO: Students will evaluate a particular agency in writing by examining its mission statement and how well it is incorporating advocacy and/or organizing on behalf of mission-related goals.

17. develop a civic ethic and come to understand the importance of participating in: a) service to your local community and b) the public policymaking process;
SLO: Students will summarize in writing their feelings about the importance of civic participation and the role CBOs play in the public policy process.

18. enjoy a classroom environment that is interesting, supportive, friendly, and cooperative.

COURSE REQUIREMENTS:

A. <u>PARTICIPATION</u> (30 points). VERY IMPORTANT! Because this is an upper division seminar (not lecture), your grade will be largely dependent upon your participation. You are to be in class, on time and present for the entire period (4 tardies/early exits count as one absence), prepared (that means you've done the reading BEFORE you come to class), and ready to contribute, whether in the whole class or small group setting (we will be breaking into small groups and participating in specific exercises). What happens in the classroom is a central part of our course, both academically and in terms of group process and experience. We will be dealing with many controversial issues. Therefore, it is necessary to establish some ground rules for discussion. Many of us have strong opinions on at least some of the subjects to be discussed. Think of our class discussions as a dialogue rather than a debate. In a debate, participants try to convince others that they are right. In a dialogue, participants try to understand each other and expand their thinking by sharing viewpoints and actively listening to each other. Together, we need to promote an atmosphere conducive to learning and understanding. This includes maintaining respect for the ideas and experiences of everyone and recognizing that our individual perspectives are not the only or best ways to see and think about these issues. Each student must pledge to listen carefully and be receptive to others. That doesn't mean everyone has to agree—we must recognize we can agree to disagree—but rather that we shall always maintain respect for the speaker.

B. <u>ATTENDANCE</u>. While attendance is taken into consideration for your participation grade, please note roughly 1.5% (10 points) will be deducted from your total course grade for every absence after your first one. Seven absences, then, will drop you approximately one course grade. Non-attendance of the Final counts as two absences. If absent, it is your responsibility to get notes from another student and ask if any announcements or handouts were missed.

C. "<u>READING CHECKS</u>" (20 points). To help ensure your preparation for three particular class sessions and participation in discussions on the assigned readings, there will be three reading checks. Each reading check is worth ten points and will consist of five "multiple-choice," "true-false," and/or "fill-in-the-blank" questions on the assigned readings for the week. The scoring is as follows: 5 correct = 10 points; 4 correct = 9 points; 3 correct = 7 points; 2 correct = 5 points; 0 or 1 correct = 0 points (only your top two scores will count). When a reading check appears on BB, you may receive an email notification and you must complete the reading check prior to class by the day and time specified on BB; otherwise, you will receive zero points. Each question will appear one at a time on Blackboard, and you may NOT go back after you have submitted your answer for a particular question. You have 15-20 minutes to complete a reading check, and you MUST complete the reading check the FIRST TIME you log on (no exceptions). If you get locked out of a reading check on Blackboard, you may email me and I may reset that for you (though there is no guarantee I will see your email before the deadline; use Mozilla Firefox as your internet browser instead of Internet Explorer to reduce the likelihood of being locked out).

D. <u>DISCUSSION BOARD READING JOURNAL</u> (100 points possible – based on your top 10 scores). To help ensure your preparation for each class session and participation in discussions on the assigned readings from *The Lobbying Strategy Handbook,* you are required to participate in an online discussion board. You will briefly respond in writing to two questions (of your choosing) at the end of each chapter (each entry should include the specific question to which you are responding and your response should not be less than 75 words or more than 250 words).

E. "<u>REFLECTION PRÉCIS</u>" on Social Service vs. Social Change (25 points). A "reflection précis" is, literally, a written summary of the ideas discussed combined with your own personal reflection of the material. This assignment is two pages (not more or less) and double-spaced (500 words minimum). It will cover the topic of "Social Services vs. Social Change" and is due the class session that follows that topic. These reflections follow a three-part structure. In Part 1, you summarize the key concepts about the topic (refer to readings, authors, and class discussion explicitly). For Part 1, assume you are writing this summary for someone who had not attended class and had not done the readings. In Part 2, you reflect and critically react to some of the things discussed in Part 1. In Part 3, you single out the most important or interesting thing and relate how this has impacted your thoughts/behaviors regarding a particular issue. See the "Reflection Précis" format guide on Blackboard.

F. <u>SERVICE-LEARNING PROJECT: Policy Analysis & Advocacy Campaign</u> To enhance your understanding and provide you with experiential learning in the public policymaking process, each student will be involved a group project of approximately 25 hours in which you may partner with a Community Benefit Organization (CBO) working on an advocacy or community organizing initiative (options will be presented in class). This project, depending on the CBO you work with, may involve: 1) identifying a public policy issue to investigate; 2) gathering relevant information about that issue; 3) examining possible public policy solutions; 4) proposing public policy; 5) advocating and/or lobbying on behalf of that policy; and 6) reflecting on your experiential learning. This activity will provide you with a broader understanding of the public policymaking process, community organizing principles, social issues, community needs and assets, and your personal opinions. It may also aid in building professional contacts and job skills.

The Service-Learning Project includes:
1. <u>LOCAL GOVERNMENT MEETING OBSERVATION</u>
Please visit http://www.co.fresno.ca.us/Departments.aspx?id=122 or http://www.fresno.gov/Government/CityCouncil/default.htm or the website of any other City Council in the Central Valley and attend or view a webcast of one public meeting (there is a possibility that we may have an opportunity to attend a Fresno City Council meeting as a class). Write a one page paper (25 points) that

includes: a brief description of an issue that was discussed; strategies used to influence the policymakers; the tone of the advocates in approaching the elected officials; your assessment of whether the arguments were successful. Listen carefully to the arguments and counter arguments that are being put forth. Who are the supporters? Are they cross-sectoral or do they just represent one particular sector? Is research cited? Are the issues "named & framed?" How do the public officials respond to each of those who are presenting arguments?

2. ADVOCACY CAMPAIGN (155 points) (Each team synthesizes these materials and produces one collective submission via a PowerPoint Presentation at the end of the semester: 100 points):
   ✓ A well-researched, succinct case statement/fact sheet that **briefly** describes the issue – you will use this document to present your case to the officials you are lobbying. (10 points, individual; 25 points collective for revised team fact sheet)
   ✓ A brief, 2-3 page* research paper (i.e., a "white paper") that demonstrates how you arrived at your position which you may wish to share with those officials you decide to lobby. Please be sure this is well-referenced. (50 points, collective)
   ✓ A list of specific allies who have signed on to your cause & a power analysis map of those individuals and organizations you believe may be supportive of and opposed to your position on the issue. (25 points, collective)
   ✓ A "Public Call to Action"/Grassroots Lobbying Tool (10 points, collective)
   ✓ An outline of your timeline and key campaign steps. This should include a description of those you intend to visit in Fresno (or elsewhere) and their reactions to your proposal. What are the next steps? (10 points, collective)
   ✓ Media element(s) (this could range from electronic media to print media) (25 points, individual)

3. LETTER TO THE EDITOR/REPRESENTATIVE/PUBLIC OFFICIAL (25 points). Since we are learning how to successfully influence the public policymaking process and are involved in an experiential service-learning project in our community, each student will prepare a letter to an elected representative, public official, or an editor of any publication about the public policy issue one's group is focused on. The letter, submitted to Blackboard any time prior to the 13th week of class, must be between 200 and 250 words* (points will be deducted if word limits are not heeded). If your letter is published or receives a response from the elected representative or public official, please present evidence of such and you will receive 5 points extra credit.

4. SERVICE-LEARNING REFLECTION & CELEBRATION ESSAY (Video and Written) (100 points). Each student will prepare a brief public narrative video essay, telling the story of self, us, and now (40 points), as well as a two-page* reflection précis (500 words minimum) relating the experiential learning to the course content and describing the leadership dimensions of the process undertaken to create the advocacy campaign (60 points). What were the dynamics you encountered as part of your working group and how did those dynamics you encountered as part of your working group detract from or contribute to the process and product (e.g., did your team cohere easily, and if so, how; did much negotiation take place; was there a need for conflict resolution, etc.)? What portion of the product were you specifically involved in creating or, what was your major role in developing that product? What organizational dynamics within your partner organization impeded or contributed to the effectiveness of the work (for example, how did individuals or the culture of your partner organization shape your work)? What theories/models did you learn in the course that you applied in the process of creating this document (please be sure to write a sentence or two defining those)? Please think about how you may have addressed or solved a problem creatively through this process and the creation of the advocacy campaign. Attempt to highlight specific ways that you can apply the information you have learned either now in your current position with a particular organization or sometime in the future. Reflect on the following questions: What was the most important, meaningful, or helpful part of this advocacy project? What aspects of the project and class meant the most or stretched your mind the most? Explain why these phenomena are interesting, important, or helpful to you. Have you changed any of your thinking because of this project or class? What are specific ways that you can apply some of the specific things that you have learned? Are there any immediate applications for you in working with a particular community benefit organization or some community? Is there something you think that you will take with you and have in your life a year from now? Five or more years from now? How will this impact your life and the life of the organizations and community that you are a part of? Will your relationships with the community and larger society be different? Has the way you feel about the public policymaking process, collaboration, advocacy and lobbying, and/or organizing changed from how you felt before this class? If so, how?

G. FINAL—IN-CLASS PRESENTATIONS & ESSAY (85 points). The final will include in-class team presentations on the outcomes of your advocacy and lobbying activities (50 points) and a written final exam (35 points).

LATE ASSIGNMENTS MAY NOT BE ACCEPTED.[1]

*PAGE LIMITS ARE STRICTLY ENFORCED AND POINT DEDUCTIONS WILL APPLY IF YOU ARE OVER OR UNDER!

**All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or.rtf files or point deductions will apply.

**It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" in the grade book (or "View/Complete Assignment") to ensure that the student has submitted the correct document.

[1]I encourage each of you to contact me if you have concerns about the course or your work.
Please don't hesitate to inform me of extreme emergencies.

GRADING:

Percentage of

total grade	Assignment	Points possible	
50%	Service-Learning Project (Mtg Observation-25; Advocacy Campaign-155; Letter-25; Video Essay & Precis-100)	305	points
15%	FINAL Team PowerPoint Advocacy Campaign Presentation	100	points
15%	Discussion Board Reading Journal	100	points
7%	FINAL (Team Presentations – 50 pts. & Written Final Exam – 35 pts.)	85	points
5%	Participation (including the Self Interest Diagram)	30	points
4%	"Reflection Précis" on Kivel's "Social Service vs. Social Change"	25	points
3%	Reading Checks on Blackboard (two highest scores out of three)	20	points

665 total points are possible in this course. Grades follow the standard university scale & will NOT be curved.
A=665 – 599 points; B=598 – 532 points; C=531 – 466 points; D=465 – 399 points; F=0 – 398 points

GRADE SYMBOLS:

The grade descriptions from the General Catalog are presented below with differences from an A, B, C, & D noted in CAPS.

A – EXCELLENT. Performance of the student has demonstrated the HIGHEST level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a VERY HIGH degree of intellectual initiative.

B – VERY GOOD. Performance of the student has demonstrated a HIGH level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a HIGH degree of intellectual initiative.

C – SATISFACTORY. Performance of the student has demonstrated s SATISFACTORY level of competence, showing AN ADEQUATE LEVEL OF UNDERSTANING of course objectives, responsibilities, AND COMPREHENSIOIN OF COURSE CONTENT.

D – UNSATISFACTORY. Performance of the student has BEEN UNSATISFACTORY, showing INADEQUACY IN MEETING BASIC course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

F – FAILURE. Fails to meet course objectives. Work at this level does not meet requirements for credit towards a degree.

WU – FAILURE – UNAUTHORIZED WITHDRAWAL. Did not complete the course requirements and did not properly withdraw from the course. Completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

I – INCOMPLETE. Semester requirements at least two-thirds complete with work of passing grade.

CR – CREDIT for units allowed, work of A, B, or C quality in undergraduate courses.

NC – NO CREDIT for units registered for, work of D or F quality in undergraduate courses.

SUPPORT NET at the Learning Center:

Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course.

SupportNet is a resource here at Fresno State that is available directly to you, and to the faculty with whom you work. It is located downstairs in Collections Level of Madden Library. SupportNet provides a "network of success" for students who are struggling academically or personally. If you are interested in SupportNet, you do not have to be referred by a faculty member. But if a faculty member feels you may be helped by additional resources that cannot be provided in the classroom, he or she may refer you to SupportNet. The faculty member will notify you of the referral and SupportNet will follow-up with you by phone or e-mail.

Please note:
1) The referral to SupportNet and the content of your conversations with SupportNet advisors are confidential. SupportNet will notify the faculty member if you utilize their resources. But the content of your conversation is strictly confidential.
2) A referral to SupportNet will not be on your permanent record. It is simply a tool to be used by the faculty and students to supplement the classroom environment. Remember, SupportNet is there for you to assist you in performing at your best. When you meet with an advisor, he or she will evaluate your individual needs so that you can tailor a success plan for this course, and your college career in general.

SupportNet can provide:
- Counseling about your academics & Assessments of your unique learning style
- Assistance in studying, time management, and expectations for yourself
- Referrals to personal counseling resources, financial aid, resource centers around campus, & even ties to the student rec center!

For further information on SupportNet and the services they provide, see: http://www.fresnostate.edu/studentaffairs/programs/supportnet/students/index.shtml

UNIVERSITY POLICIES (Refer to University Catalog or Schedule of Courses for more information.)

Honor Code: "Members of the California State University, Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- understand or seek clarification about expectations for academic integrity in this course
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism. "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by misrepresenting the material (i.e., their intellectual property) so used as one's own work" (University Catalog). In other words, do your own writing; when you use another person's ideas or words, reference the material. Possible penalties include—but are not limited to—failure on the assignment, failure in the course, and/or expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Disabilities. If you have any medical or learning disability that might affect your work in this course, it is your responsibility to inform me and contact the University's Service to Students with Disabilities in the Library at 278-2811 so that reasonable accommodations can be made.

Computers. "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software." Computer labs on campus are available (e.g., SS202, PHS107).

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page. Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

CLASSROOM ETIQUETTE:

This is a running list that we may add to as the semester goes on.

1. "Zipping-up" prior to the end of class is not acceptable behavior. Class begins and ends promptly at the designated time. If you are late, please enter with as little disruption as possible (I'd rather you come in late than miss the entire class), and check with me after class to make sure I didn't mark you absent. Towards the end of class, PLEASE DO NOT begin packing or stacking up your stuff (e.g., closing your notebook) until the minute hand has reached the designated time. I consider this very rude, selfish, insensitive, and disrespectful. Regardless of whether another student is talking or I am, I want you to listen carefully. If you have an extra-ordinary reason to leave class early, please let me know prior to class! Yet, while I appreciate your courtesy to explain why you are late or why you missed class or why you have to leave early, please understand that the tardy/absence/early exit still counts.

2. If you miss class, DO NOT ASK ME: "Did I miss anything important?" I value our time together and consider every session valuable and important. It is your responsibility to check on announcements and handouts provided while you were away.

3. Turning in assignments with errors I have corrected on earlier assignments. When I give feedback (and I try to give lots of it), I expect you to take note of my comments and incorporate them into future assignments.

4. Disruptive Classroom Behavior. "Catching Z's," "popping gum," and cell phone usage (including "texting") during class are inappropriate behaviors and will not be tolerated. Private chatting while discussion is taking place is very disrespectful to the person who is talking as well as to those who are trying to listen. Please refrain from "private whispering." If this occurs more than once, you may be asked to leave. Feel free to speak your mind or relate your position to the class WHEN you are given the floor.
(From the Academic Policy Manual): "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. … Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

MY PHILOSOPHY OF EDUCATION:

I have a strong personal commitment to education. My philosophy of education is based on the word "educate," derived from the Latin *educare,* meaning "to draw forth." One of the definitions of "educate" is: "To develop the innate capacities of, especially by schooling or instruction." This orientation influences my pedagogical style—how I lecture and moderate discussion in the classroom, my emphasis on active learning strategies, the assignments I create, and my method of assessing and evaluating student learning.

Education, literally "'a drawing forth,' implies not so much the communication of knowledge as the discipline of the intellect and the establishment of principles." While I do recognize we must instruct our students in the "body of knowledge" within the discipline of sociology, I also see students as possessing a wealth of personal experience that, if tapped into and connected to the "body of knowledge," is a potential source of "deeper" and, ultimately, longer-lasting learning. Hence, in addition to imparting knowledge and information to our students while they "upload" and take notes, university faculty must also, in my opinion, allow time for students to "download" information and reflect how they have seen various sociological theories or concepts operating in their lives and the world around them. Applying my philosophy of education to the lecture means using active learning strategies to get students to think critically about how their lived experiences can be understood by the concepts and theories developed in sociology. For example, I make use of "free writing" at different times during class discussions, do paired verbal exchanges regarding the assigned readings, and pause after asking questions to allow students the time to think about how they might respond, and, even then, I ask how many people have a response before calling on one student to respond.

I gauge my success by the amount of student learning taking place, by the number of "a ha" experiences students have. I measure or assess that learning by having students write. I try to avoid relying on multiple-choice or true-false tests, because I do not believe these methods adequately represent what the student knows or has learned. In an essay format, not only do students get the opportunity to work on and improve their written communication skills (one of the most important abilities), but they also have a chance to "process" the ideas and express what they have learned. Also, in my essay instructions, in addition to having students "regurgitate" or describe the theories or concepts we have read about and discussed, I often require that students personally reflect on those ideas and attempt to connect those constructs to their lived experience. While grading written responses may not be as convenient and easy as using a *Scantron* form, I feel the time is well worth it, and I always attempt to give the students plenty of feedback, not only about what they are doing incorrectly, but also what they are doing well.

I derive immense satisfaction from seeing students develop new awareness, increase their knowledge, and improve their skills. Delivering a solid lecture, moderating an edifying discussion, and assisting a student in his or her academic and career planning are personally gratifying experiences. I am committed to remaining approachable and accessible to my students. Personal experience with countless students has convinced me that the advisor/mentor role is an invaluable one, and I do prioritize that role. Overall, I have a passion for teaching and several years of classroom experience.

WRITING CENTER & LEARNING CENTER:

While not required, use of the Writing Center (EDUC 184; http://www.csufresno.edu/writingcenter/index.shtml) and Learning Center (Madden Library Basement; http://www.csufresno.edu/studentaffairs/programs/lrc/) is recommended. These centers provide trained tutors and/or workshops to assist students in improving their writing and editing techniques. Students may enroll for one unit of credit (2 hours/week) and have access to the Writing Center's computer lab. Walk-in tutoring and online submissions of papers for feedback are also available. For more information, call 278-0334 or stop by Educ184 on M-TH, 9:00–4:00 & F, 10:00–2:00.

CAUTION:

"People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in Sunday School, who like the safety of the rules and maxims of what Alfred Schutz has called 'the world-taken-for-granted,' should stay away from sociology." (Peter Berger, *Invitation to Sociology,* 1963:24)

SOC144 TOPICS AND READINGS SYLLABUS*

Syllabus is tentative & subject to change.

Week 1   8/21   *Introductions to each other, the Sociological Imagination, and this course*
- "Advocacy: A Core Competency for Today's Nonprofit Leaders" by Matthew A. Jendian, pp. 1, 6 in *Nonprofit Connections,* August 2008
- "What is Organizing" by Marshall Ganz (1997)
- The Organizing Cycle, Self Interest Diagram, & One to One Relational Meeting

Week 2   8/28   *Social Service or Social Change? The Role of CBOs in Building Community*
- One to One Relational Exercise (using the Self Interest Diagram)
- Intro to Public Narrative & The "Story of Self," Marshall Ganz- https://www.youtube.com/watch?v=3mHEikaWJsI
- "Social Service or Social Change?" by Paul Kivel, pp. 129-149 in *The Revolution Will Not Be Funded* (2007)

Week 3   9/4   *Lobbying & Advocacy & The Rules of Engagement*   Reflection Précis due
- ✓ Introduction & Chs. 1 & 2 in *The Lobbying Strategy Handbook*   Issue Identification (I)
- Introduction to *The Abundant Community*
- Constructing Stories of Self, Us, and Now

Week 4   9/11   *Government Budgeting & The Shift from Citizen to Consumer*   Formation of Teams
- ✓ Ch. 3 in *The Lobbying Strategy Handbook*
- Ch. 11, "Using Interpersonal Skills to Advocate for Legislation," in *Interpersonal Social Work Skills for Community Practice* (2012)
- Sharing our Draft "Stories of Self" with each other

Week 5   9/18   *Making Law & Building Political Will for Participatory Governance*   Excerpts from: *The People Speak*
- ✓ Ch. 4 in *The Lobbying Strategy Handbook*
- "Building Political Will for Participatory Governance" by Carmen Malena, pp. 3-30 in *From Political Won't to Political Will* (2009)

Week 6   9/25   *Ten Common Elements of Successful Advocacy Campaigns*
- ✓ Ch. 5 in *The Lobbying Strategy Handbook* (Steps 1-3)
- "Participatory Governance: Where there is lack of will, is there a way?" by Carmen Malena, pp. 267-290 in *From Political Won't to Political Will* (2009)

Week 7   10/2   *Ten Common Elements of Successful Advocacy Campaigns, cont.*   Case Statement/
Collaboration: Building and Sustaining Community Coalitions   Fact Sheet due (I)
- ✓ Ch. 6 in *The Lobbying Strategy Handbook* (Steps 4-7)
- "Strategies for Successful Collaborations" (Handout on Blackboard)

Week 8   10/9   *Ten Common Elements of Successful Advocacy Campaigns, cont.*   Power Analysis due (I)
- ✓ Chs. 7 & 10 in *The Lobbying Strategy Handbook* (Steps 8-10)

Week 9   10/16   *Ten Steps in Action & REACH the Final Steps!*   Public Call to Action (C)
- ✓ *Chs. 8 & 9 in The Lobbying Strategy Handbook* (Steps 8-10)

Week 10   10/23   *Approaches to Injustice & Asset-Based Community Development*   "White Paper" due (C)
- Intro to "Building Communities from the Inside Out" by McKnight   Small Group Class Activity
- "Mapping Community Capacity" by John McKnight

Week 11   10/30   *Community Organizing for Social Change: Choosing a Satisfied Life*   Timeline & Campaign
- Reading/Handouts on Blackboard on Community Organizing   Steps due (C)

10/30, 9am – 5pm: Conference w/ John McKnight: Building Health & Prosperity in the Valley (Fresno Convention Center)

Week 12   11/6   *Awakening the Power of Families & Neighborhoods*   Letter to Editor due (I)
- Chs. 7 & 8 in *Interpersonal Social Work Skills for Community Practice* (2012)
- The Danger of A Single Story" http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-11015

Week 13   11/13   *Fighting for Justice & Monitoring Progress on the Issue*   Media Element(s) due (I)
- ✓ Chs. 11 & 12 in *The Lobbying Strategy Handbook*   Mtg. Observation due 11/20 (I)

Weeks 14 & 16   11/20 & 12/4   *Presentations: Advocacy Campaigns (Teams) & Individual Video Essays*   PowerPoint Presentation (C)

FINAL   12/18, 5:45 - 7:45 pm   Discussion of Lobbying Activities & Final Exam   Service-Learning Précis due (I)