



Dana and David Dornsife
College of Letters, Arts
and Sciences
Department of Sociology

SOCIOLOGY 250gm Grassroots Participation in Global Perspective

Fall 2018

Lecture, MHP 101: Tuesday, Thursday 11:00-12:20 PM

Professor: Hajar Yazdiha

Office: HSH 217

Email: hyazdiha@usc.edu

Office Hours:

Tuesdays and Thursdays 3:30-4:30pm.

Please sign up for a slot here:

<https://hyazdiha.youcanbook.me>

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Office Hours:

Fridays 10:00am-12:30pm

COURSE DESCRIPTION

Civic participation often entails people coming together to address shared concerns in the public arena. This course introduces you to different forms of citizen participation. We will learn about volunteer groups, social movement organizations that pursue political issues, community-organizing campaigns, and nonprofit organizations that produce public goods.

Focusing on the social mechanisms that shape individuals' and groups' participation, we will ask:

- How and why do ordinary people get involved in organizations that address local, national or global problems?
- How do individual background characteristics (including social class, race/ethnicity, national origin, and legal status) shape patterns of civic participation?
- What are the varying ways in which people seek to collectively address shared concerns?
- How do different forms of participation work?
- What is the role of art, social media, religious groups, labor unions, and civic organizations in motivating and structuring civic participation?
- What are the outcomes, benefits, and drawbacks associated with different forms of civic participation?
- What counts as "success"?

The course does not aim to say which form of participation is “better.” The course also does not aim to give you an overview of U.S. or world social problems. **Rather, the point is to investigate the different ways that citizens define and address social problems.**

We focus mostly on forms of participation in the contemporary U.S., engaged by people of different social and cultural backgrounds. International comparison cases help us put U.S. citizen participation in a broader context and show us more about what participation is or could be. That helps us avoid assuming that U.S.-style civic engagement is simply natural for a democracy.

Many public organizations, and many nations, want to increase citizen participation. This class takes a scholarly, dispassionate look at citizen participation. It does not suppose that any kind of participation or volunteering is always “good for the community.” There are heated debates about citizen participation; the class teaches you about them and encourages you to try out different sides in your own thinking. You will not be expected to become an expert on any social or political issue. Rather, you will be expected to learn about the various factors that shape patterns of civic participation. You will also be expected to think critically about how theories and empirical analysis presented in this course apply to current events and your own involvement. In order to promote collaborative learning, this course will require you to share your thoughts, ideas, and experiences in small groups and to bring those insights to the entire class.

While introducing you to different forms of citizen participation and debates about participation, the course also introduces you to ethnographic research methods. Los Angeles is a wonderfully diverse city with many different kinds of citizen participation and many, many problems that citizens try to address. Everyone will need to attend at least two meetings or events of a “grassroots” civic group, organization, coalition, or project: an activist group, volunteer group, local political party organization, or non-profit organization working on some social problem, or else a government-sponsored forum in which ordinary citizens participate freely. If you are not interested in this kind of research experience, or do not like the idea of observing people, you need to find a different course. You will use the ethnographic data that you collect for three homework assignments. Homework assignments will be posted on Blackboard.

In short, this course’s goals include:

- Introducing you to enduring scholarly questions about citizen participation.
- Thinking critically about how theories and empirical research on civic participation applies to current events and your own involvement.
- Creating a community learning environment where all participants learn from each other.
- Engaging you in concrete, introductory ethnographic research experiences.

Ultimately, this course may inform the ways you become civically engaged at USC and beyond.

DIVERSITY COURSE REQUIREMENT

While cultivating the intellectual skills central to the GE program, this course also meets criteria for satisfying the university’s Diversity Course Requirement: It analyzes how inequalities across identity markers like social class and race influences different styles of citizen participation and how those

different styles clash or lead to new understandings when diverse citizens collaborate. Finally, and importantly, by comparing citizen participation in the U.S. with participation in other countries, we carry out the intention of the Diversity Course Requirement to cultivate a sense of global citizenship. If you would like a more detailed description of how specific readings and course themes portray social inequalities and cultural differences, week by week, please just ask the professor for the document with this information.

REQUIREMENTS

Lecture and Section Participation: Students will be required to arrive on time for and participate in all lectures and discussion sections. Attendance, in-class discussions, and in-class assignments will be included in lecture and section participation grades. Most lectures will present new material that is crucial for exams and not available in the readings. You will not do well in the course if you do not take good lecture notes, every lecture, and attend discussion section regularly. The success of the class depends on your participation, and you will benefit from hearing students (including yourself) participate.

- *Attentiveness and participation:* We actively encourage participation, in lecture as well as discussion section. Attentiveness in lecture and section is worth enough to sway a grade up or down if you are on a grade borderline. Students are expected to do the readings in full and come to class with thoughtful comments and reflections. The tone of discussions and debates within the lecture and discussion sections should exhibit respect at all times and avoid condescension. You may be penalized—*that means losing grade points*—for lateness, rudeness, inappropriate use of laptops and communication devices in class, or disrespectful attitudes.

Field research for this course: As the USC course catalogue promises, this course draws you into associational life in Los Angeles. All students will attend at least two meetings or events of a local association, write observations in notes and a memo to go with the notes for each field session, and turn in the three field assignments. Separate handouts, and in-class demonstrations, will explain to you the three field assignments. See the end of the syllabus for a short, practical guide to starting your field research. You need to be in class to understand how to do the assignments. You must post assignments on blackboard before lecture on the dates specified on the syllabus.

You need to have contacted potential field research sites by class time, August 30

Field assignment 1: Proposal, first field notes, and memo (due by the start of class, September 20)

Field assignment 2: Second field notes/memo (due by the start of class, October 18)

Field assignment 3: Third memo (due by start of class, November 15)

Exams: There is one midterm exam and one final exam, as scheduled on this syllabus. We will discuss the contents of the midterm and the final exam in class. Exams will take place in class and you will need to bring a completely blank blue book.

A Few Notes:

Policy on electronic devices: Because this class is focused on learning together, common courtesy dictates that you should not use laptops for anything other than note-taking. However, any other use

of laptops and the use of cell phones is strictly prohibited. Place your phone on mute before you come to class. Violating this policy will negatively impact your participation grade.

Absences: The success of this course depends upon your attendance, however sometimes life happens. You will have two excused absences at your disposal, so please save these for true emergencies. After you have exhausted your excused absences, your participation grade will suffer. Exceptions will be made only for very serious emergencies with appropriate documentation.

Lateness: The policies are simple.

All assignments must be submitted through Blackboard on the dates and times listed. After you submit your assignment, you will receive an email receipt from Blackboard/Turnitin. It is your responsibility to verify that you have received a receipt and that your assignment has been properly uploaded.

You will be given three "late days" that you can use over the course of the semester for any assignment. Each late day gives you an additional 24 hours for the assignment. (For example, if an assignment is due at 11 AM on Thursday, one late day means you can turn it in before 11 AM on Friday.) You can use them in any combination you wish (e.g., you can submit each assignment one day late or one assignment three days late).

You do not need to (and should not) email us or tell us that you are using them; simply submit your work on Blackboard when you are ready, and add a note underneath your name indicating how many late days you are using on the assignment (e.g., "Two late days used").

Late days are meant to get you through routine illness, having a midterm the same day an assignment is due, your parents visiting, and any other last-minute emergencies that arise. Once you have exhausted your late days, you have no margin left for error, so you should be sure to start your assignments early! After you have used all of your late days, no late assignments will be accepted. Exceptions will be made only for very serious emergencies with appropriate documentation.

Grade Disputes: Any disagreements with the grading of an assignment must be submitted by email within a week after the grade was received, specifying how an error was made in the assignment of points.

Please see me or your TA if you have any concerns about assignments, the class, or your progress. Do not wait until the last minute or the end of the semester. Learning to communicate effectively with professors is an important way to build confidence and social capital in college. Note that your grade is your responsibility, and there will not be any makeups or extra credit offered.

Plagiarism: Plagiarism is theft. It is absolutely against university as well as class policy. We are very strict about plagiarism. It is punishable with penalties including expulsion from the university. It also is unfair to your fellow students and cheapens university life. It is easy to recognize copied material and we also use the Turnitin program to help us.

We follow the professional academic standard: If you copy a phrase or sentence from ANY source, you must put the phrase or sentence in quotation marks and cite your source. If you closely paraphrase anything, even if not a word-for-word copy, you must cite your source. If you use secondary sources not assigned in this class (books or articles from library for instance) you must

give each of your sources credit, with a footnote that *makes it clear exactly* which ideas you have quoted or paraphrased from the source. You already know not to lower yourself to stolen or shoddy information; stick with your ethical intuition and your own good ideas.

CONTACT

For simple questions, email is the best way to reach me. Please allow 48 hours for a response. To make sure I see your email, please put the course number SOCI-250 in the subject line of your email. I will also generally arrive to class a few minutes early and stay a few minutes late if you have a quick question.

For more extensive questions, please make an appointment to see me during office hours. My regular office hours are Tuesdays and Thursdays from 3:30-4:30 PM and should be scheduled here: <https://hyazdiha.youcanbook.me>. Signing up for a slot ensures I can give you my undivided attention.

BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me or your TA if you are comfortable doing so. This will enable us to provide any resources that we may possess.

IT HELP

For IT assistance, please visit <https://itservices.usc.edu/contact/>

Please see the last page of the syllabus for USC's statement on academic conduct and support systems.

GRADING

Requirements	Points
Lecture Attendance and Participation	15 points
Section Attendance and Participation	15 points
Field assignment 1	10 points
Field assignment 2	10 points
Field assignment 3	10 points
Midterm Exam	20 points
Final Exam	20 points
<i>Total</i>	<i>100 points</i>

All Required Readings are on Blackboard or a link is included:

- Journal articles, book chapters, and other readings will be posted on *Blackboard* or a web link will be provided in the syllabus. Please pay close attention to the pages listed in the syllabus

to ensure you are reading the correct selections, though I encourage you to read beyond the course requirements!

SEMESTER SCHEDULE

WEEK 1: Introduction

August 21 **Introductions and Course Overview**

August 23 **What is “citizen participation” and why do we care about it?**

- Amy Gutmann, “Freedom of Association: An Introductory Essay,” pp. 3-7 only.
- Eitan Hersh, “The Problem with Participatory Democracy is the Participants.” *New York Times*, July 2, 2017, Section SR, p. 4.

WEEK 2: Three Theories of Civic Association

August 28 **Theory 1: Tocqueville’s argument about associations in American life and Neo-Tocquevillianism – What’s so great about civic associations?**

- Alexis de Tocqueville. *Democracy in America*. Penguin Books: London: <https://www.marxists.org/reference/archive/de-tocqueville/democracy-america/ch28.htm>
- Robert Putnam. 1995. “Bowling Alone: America’s Declining Social Capital,” *Journal of Democracy*, 6: 65-78.

August 30 **Global perspective on neo-Tocquevillianism: Bowling for Hitler?**

- J. Voth, N. Voigtländer and S. Satyanath. 2013. “Bowling for Adolf: How social capital helped to destroy Germany’s first democracy.” *Vox*.
- Sheri Berman. 1997. “Civil Society and the Collapse of the Weimar Republic.” *World Politics*, 49(3): 401-429.

****You need to have contacted potential field research sites by class time, August 30. We will ask you in lecture and discussion section about this. ****

WEEK 3: Three Theories of Civic Association (continued)

September 4 **Theory 2: Political Egalitarian Theory - What if the bigger problem is political and social marginalization?**

- Michael Foley and Bob Edwards. 1997. “Escape from Politics? Social Theory and the Social Capital Debate,” *The American Behavioral Scientist* 40:550-561.
- Kay Schlozman, S. Verba and H. Brady. 2013. *The Unevenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy*. Princeton University Press, pp. 122-128 only.

September 6 **Theory 3: Communitarian Theory - What if the bigger problem is threats to local community? And wrap-up on three theories.**

- Peter Berger and Richard Neuhaus. 1977. *To Empower People: From State to Civil Society*. AEI Press, read 372-389.
- John Buntin. 2012. "Neighborhood Watch," *Governing*.

WEEK 4: Volunteering and Community Organizing

September 11 What could possibly be wrong with volunteering?

- Nina Eliasoph. 2011. "Introduction" and "Harmless and Destructive Plug-In Volunteers," from *Making Volunteers*. Princeton: Princeton University Press, read pp. ix-xi, 117-145.

September 13 What are the legacies of Grassroots Participation in the U.S.?

- Charles Payne. 1989. "Ella Baker and Models of Change." *Signs*. 14(4): 885-889.
- Martin Luther King, Jr. 1963. *Letter from a Birmingham Jail*.

WEEK 5: Participation as Social Movement Activism

September 18 Why do people participate in social movements?

- Jacqueliën Van-Stekelenburg and Bert Klandermans. 2010. "The social psychology of protest."
- Andreeana Clay. 2012. *The Hope Generation Fights Back*, read Chapter 1, "Youth."

September 20 How do loosely-connected groups generate solidarity?

- Paul Lichterman, Prudence Carter, and Michele Lamont. 2008. "Race-Bridging for Christ? Conservative Christians and black-white relations in community life."

****Proposal, first field notes, and memo due by the start of class, September 20****

WEEK 6: Taking a Global Perspective

September 25 Why do movements define social problems in particular ways?

- Agnes Camus-Vigué. 2000. "Ch.8: Community and civic culture: the Rotary Club in France and the United States," (find reading in Lamont and Thévenot, *Rethinking Comparative Cultural Sociology*). Cambridge University Press, pp. 213-225.
- Julien Talpin, "The Americanization of French Social Movements? Community Organizing and its Discontents in the Banlieues." *Metropolitiques* (29 June 2017).

September 27 Why do social movement organizations take up some problems but not others?

- Raka Ray. 1998. "Women's Movements and Political Fields: A Comparison of Two Indian Cities," *Social Problems* 45(1): pp. 21-36.

WEEK 7: Social Inequality and Mobilization

October 2 Organized Labor and Corporations

- Rick Fantasia. 1988. "Chapter 4: Union Organizing and Collective Interaction," from *Cultures of Solidarity: Consciousness, Action, & Contemporary American Workers*. University of California Press.

October 4 Transnational Grassroots Movements

- Srilatha Batliwala. 2002. "Grassroots Movements as Transnational Actors: Implications for Global Civil Society." *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 13(4).

WEEK 8: Midterm and Mobilization

October 9 MIDTERM in class

October 11 The Occupy Movement and The Tea Party

- David Plotke. 2012. "Occupy Wall Street, Flash Movements, and American Politics." *Dissent*.
- Williamson, Skocpol, Coggin. 2011. "The Tea Party and the Remaking of Republican Conservatism." *Perspectives on Politics*, 9(1): 25-37.

WEEK 9: Social Inequality and Mobilization

October 16 Black Lives Matter and the Alt-Right

- Barbara Ransby. 2015. "The Class Politics of Black Lives Matter." *Dissent*, 62(4), pp. 31-34.
- Cunningham, David. 2017. "A Long View on the Alt-Right's Doomed Emergence From the Shadows." Mobilization Blog.

October 18 Muslim Rights and the Anti-Muslim Movement

- Anny Bakalian and Mehdi Bozorgmehr. 2005. "Muslim American Mobilization." *Diaspora*, 14(1): read pp. 7-17 and conclusion pp. 33-34.
- Hajar Yazdiha. 2013. "Law as Movement Strategy: How the Islamophobia Movement Institutionalizes Fear Through Legislation." *Social Movement Studies*, Vol.13 (2).

**** Second field notes/memo due by the start of class, October 18****

WEEK 10: Social Inequality and Mobilization (continued)

October 23 LGBTQ Rights and the Family Values Movement

- Tiffany Stanley. 2018. "The Last Frontier for Gay Rights," *Washington Post*.

October 25 Immigrant Rights and Nativists

- Hinda Seif. 2011. "Unapologetic and Unafraid: Immigrant Youth Come Out from the Shadows." *New Directions for Child and Adolescent Development* 134:59-75.
- Molly Ball. 2013. "The Little Group Behind the Big Fight to Stop Immigration Reform." *The Atlantic*.

WEEK 11: Millennial Movements and Nonprofits

October 30 Millennial Movements

- Ruth Milkman. 2014 "Millennial Movements: Occupy Wall Street and the Dreamers." *Dissent*.
- Ange-Marie Hancock. 2011. "Chapter 3: From Public Service to Deep Political Solidarity." From *Solidarity Politics for Millennials: A Guide to Ending the Oppression Olympics*. Palgrave MacMillan.

November 1 Introduction to nonprofit organizations and their role in participation: a global, 30-year communitarian experiment

- Excerpts from Smith and Lipsky, *Nonprofits for Hire*, pp. 20-25; 111-116; 121-126; 191-197.
- Paul Kivel. 2007. "Social Service or Social Change?" Pp. 129-149 in INCITE! Women of Color Against Violence, editors, *The Revolution Will Not Be Funded*. South End Press.

WEEK 12: Civic Participation through Non-Profits

November 6 Does money corrupt? How does external funding affect nonprofits' political ideals? How do multiple funders and missions affect nonprofits' social service?

- Jennifer Moseley. 2012. "Keeping the lights on: How government funding concerns drive the advocacy agendas of nonprofit homeless service providers." *Journal of Public Administration Research and Theory* 22, pp. 841-866

November 8 Global nonprofit responses to homelessness

- Michele Lamont and Laurent Thevenot, "How is the polity defined in civic terms?" from *Rethinking Comparative Cultural Sociology*, pp. 310-312.
- Irene Glasser. 1994. "Homeless Families," from *Homelessness in Global Perspective*.

WEEK 13: Social Media and Civic Participation

November 13 How do groups use social media as a tool?

- Francesca Polletta et al. 2013. "Is the Web Creating New Reasons to Protest?" in *The Future of Social Movement Research*. Edited by J. van Stekelenburg, C. Roggeband, and B. Klandermans.

November 15 What are the possibilities and limits of social media?

- Zeynep Tufekci. 2017. "Chapter 1: A Networked Public," from *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press.

**** Third field memo due by the start of class, November 15****

WEEK 14: Art and Civic Participation

November 20 How can art create political consciousness and what are its consequences?

- Ron Eyerman. 2002. "Music in Movement: Cultural Politics and Old and New Social Movements." *Qualitative Sociology*. 25(3):443-458.

NO CLASS FOR THANKSGIVING HOLIDAY 11/22

WEEK 15: The Future of Civic Participation

November 27 What is the future of civic participation?

- Veronica Terriquez. 2015. "Training Young Activists: Grassroots Organizing and Youths' Civic and Political Trajectories." *Sociological Perspectives*, 58(2): 223-242.
- Nina Eliasoph. 2013. *The Politics of Volunteering*, Conclusion.

November 29 Final Exam Review

- Come prepared to work through your questions in small groups

FINAL EXAM: TUESDAY, DECEMBER 11 from 8:00-10:00 AM

How to begin and carry out field work on associations in Los Angeles

Many thanks to Professor Nina Eliasoph, who originated these highly sensible guidelines.

**You need to find a group, organization, coalition, or project that has ongoing meetings or events. In other words, do not try to do your field assignments on a one-time event or conference or festival, or a succession of one-time events. The point is to get a sense of how a group of citizens talk and act together over time by observing the group several times.

**You will be attending a group as a typical participant and should act like one. You will enter an organization as a typical member, do tasks that typical members do, and try hard not to stick out or disrupt the organization's normal process.

How to get started

- If going around the city of Los Angeles seems intimidating, feel free to make an on-campus organization into your field site, but beware that it is much harder to get a useful, reflective distance on people (students) who are so close to you in so many ways. On-campus groups may be *harder* for you to study, not easier, because a lot will seem obvious and uninteresting.
- In the same vein, you will have an easier time selecting an organization you have not worked with before, rather than one in which you are already involved.
- We (the TA and professor) will offer suggestions for field sites, on and off-campus, but *it is your responsibility to find a site; we cannot simply find one for you. Finding a field site is a condition of taking this course.*
- For some possibilities for on-campus research sites, go to <https://campusactivities.usc.edu/organizations/> Beware of the risks in studying on-campus groups; see below.
- You can learn about grassroots activist groups in small, local weekly or monthly newspapers that cover them and report events of interest to them.

On campus or off?

There are advantages and disadvantages to choosing either on-campus or off-campus sites for study. Since it is easy to assume that on-campus sites are easier to study, we want to caution you strongly that there are risks to studying sites on campus, too: Student-run, on-campus groups can be wonderful sites of citizen participation and fascinating for research too, but they are subject to the same, special pressures that *you* contend with as a student: When the semester gets especially challenging, when many activities and duties compete for your attention, it may be hard not to drop something, and occasionally on-campus groups drop or reschedule meetings. If you were counting on a meeting for one of your field visits, and the meeting is dropped or else rescheduled for a time that doesn't work for you, it can become extremely hard to complete our course's field assignments, and that can leave you in a very uncomfortable bind. Please keep this in mind as you consider field sites.

Asking permission to study a group, organization, network, collection of people

Whoever you study, you need to ask permission first. It is best to phone or e-mail before a meeting of the group, organization, etc. that you hope to study, and introduce yourself briefly and simply. Almost no one wants to read long notes or hear a long run-down on why you need to write an assignment. Simply say you are a USC student learning about citizen participation in Los Angeles. There are many different kinds of participation and you find this group interesting. All of this should be true, or else you should find another group for which this introduction would be true about you. Then ask if you may observe several meetings or events for a course paper. Very few people say “no.”

We assume you have no plans to publish your course work; it is an educational exercise for a course. In the unlikely event that you really do hope to publish this work, other rules apply and you should talk to the professor first.

How to act while observing your group

- **It is very important not to disrupt the organization you study**, for three reasons: one is that if you disrupt it, you are not observing what it would do without your presence. The second is a simple matter of grace and politeness. Third, it would give USC a bad name; future students will do research like yours, so let's keep the pathway clear. It is also important to stay safe, of course.
- Do not talk too much—try to talk *less* than other members do.
- **DO** do something helpful for your group if you can. For example, if the group is handing out leaflets, you should offer to help. If you are studying an organization with which you disagree (on one side of a political controversy), this might cause you moral problems. For example, a sociologist in the 1970's started to study a racist organization, to learn about how people become racists and stay racist, but she gave it up as soon as she realized that she was doing a lot of work raising funds *on behalf of* this organization!
- You certainly can study organizations whose positions (political, religious, etc.) do not match yours, but you will need to figure out what you can do to be helpful, or at least harmless, in ways that do not upset you or over-stretch your principles.
- You have probably never been told, “don't be a leader; be a follower,” but in this case, being a follower is, indeed, the best approach.
- Do not argue with the group's basic premises (for example, if you are studying a religious organization, do not argue about its form of prayer). However, acting naïve is often a *good* way to get people to explain activities that seem “obvious” and “common sense” to them, but might be fascinatingly strange to you; you **WILL** be naïve about some things and that's the best place to start learning.
- Do not waste other members' time with arguments, or make members repeat things that are obvious to them.
- **Be safe.** We assume you are mature, but some pointers include: Do not walk around in unfamiliar places at night; avoid big empty parking lots and parking structures. “Well-lit” does not necessarily equal “safe,” but can provide a false sense of security. If something feels creepy, just leave right away (and write about it in your fieldnotes!). Metro busses and

subway stations are generally very safe, but *getting to them* might not be. Know your route before you go (if you are taking public transportation, try www.metro.net trip planner or look at a map). Trust your instincts, your safety comes first.

After your observations in the group setting

- Take your fieldnotes in an inconspicuous place, or immediately upon getting home, or right after a good night's sleep (studies show that memory/ability to recall conversations and actions degrades rapidly, except when one is sleeping, when one's memory stays on hold).
- Do not gossip about or criticize other members. Avoid getting embroiled in any disputes or animosities between group members; stay friendly and neutral, if possible. In some cases, there is a big conflict in an organization. In that case, people will try to make you take sides, and you will either have to dodge the conflict or leave.

Just a few random ideas, in no particular order, for groups you might consider researching

- AIDS Project Los Angeles (www.apla.org/volunteer/volunteer.html)
- The Asian Pacific American Legal Center; www.apalc.org; volunteer@apalc.org
- Amnesty International, <https://www.amnestyusa.org/take-action/find-a-group/>, but meetings are quite far—near UCLA.
- League of Women Voters: Students might observe and/or participate in these kinds of activities: First Tuesdays of the month, Board and committee meetings are held in the office; some days there are volunteer activities scheduled irregularly.
- You might observe a local chapter of a Democratic or Republican Party, or Green Party, or any other party or activist group, as long as it is not dangerous or violent, or city council meetings in which “the public” participate. You may study any Los Angeles Neighborhood Council (<http://www.at-la.com/@la-comm.htm> - find neighborhood councils on the left-hand menu). The closest one to USC is NANDC; check it out online. These are all-volunteer organizations; this one meets twice monthly: See www.nandc.org for more info)
- You will find a listing of many Los Angeles grassroots political organizations' meetings in the little newspaper *Change~Links*, which can be found in cafés around town. See its website: <http://change-links.org>
- You could find an after-school program that has meetings for staff, parents, and/or volunteers.

You can study organizations ranging from The Red Cross, to an animal shelter to a religious charity, to a union. One easy, common possibility is a religious organization that sponsors volunteer projects or discussion groups about social issues; they exist all over the city.

INFORMATIONAL MATERIAL ON BLACKBOARD WILL DESCRIBE HOW TO LISTEN IN YOUR FIELD SITE AND HOW TO WRITE FIELDNOTES. Await this material and make sure you have it before you begin field observations.

LECTURES WILL DEMONSTRATE HOW TO CODE FIELDNOTES IN ORDER TO DO THE FIELD ASSIGNMENTS.

University of Southern California Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu