

ICS 55 – De Anza College Civic Leadership for Community Empowerment
The Political Economy of Silicon Valley
Spring 2012 Syllabus

“The philosophers have heretofore merely interpreted the world. The point, however, is to change it.” Karl Marx

Instructor: Claudia Andrade
Time: M-W 1:30 – 2:20pm
Office Hours: by appointment
Office: TBA
Phone: TBA

Email: Andradeclaudia@fhda.edu
Classroom: L61

Course Description

The purpose of this class is to help those working on social justice in the Silicon Valley deepen their understanding of the ongoing struggles over social inequality in the valley. The course will focus on the following questions:

- *How do the economic and political structures of Silicon Valley generate race and class inequality?*
- *How is this inequality reproduced through various aspects of urban life like housing, jobs, transportation, and development?*
- *What are key challenges and strategic choices faced by workers and communities in building a fair and sustainable regional economy?*

In addition to gaining a broad, historical understanding of Silicon Valley’s political and economic structure, students will explore different models of policy reform, political mobilization, and community empowerment. The course will feature several guest speakers from the community to reflect on on-the-ground struggles in affordable housing, living wage jobs, health care access, environmental sustainability, and other efforts to improve the lives of working class communities of color in the region.

Students will have the option of participating in an applied social documentation project. Using social scientific methods, students will produce digital media that explores the structural roots of class and race inequality in the region, illuminating causes of inequalities in the Silicon Valley. A tight production schedule will be followed in order for student to finish a short digital production. Films produced in this course will have an applied focus, meaning productions will be used to provide strategic recommendations for social change. Productions may be submitted to the Silicon Valley Documentation Project for archiving purposes.

LEARNING OBJECTIVES

- Understand the intersection of local, national, and global forces in institutionalizing inequalities
- Identify inequalities on the landscape during Silicon Valley’s formative years to present time.
- Examine a series of issues and policy arenas in order to understand the broad contours of fundamental challenges facing the valley’s communities.

REQUIRED TEXTS

- Required readings and videos to be passed out in class.

COURSE REQUIREMENTS

1. Attendance: In order to pass the course, students may not miss more than 3 classes.
2. Reading & Class Participation (30 points) Students are expected to come to class having read the required readings and to participate actively in class discussion and group exercises. Each student will participate as a **discussant**. You are responsible for organizing discussion questions, leading discussion for your section.
3. Take-Home Midterm: Directions distributed on May 2, due May 9 (25 points)

MIDTERM- PHOTO JOURNAL GUIDELINES:

- This midterm is based on field recordings and subsequent analysis of a Silicon Valley neighborhood of your choice. Layout and sequence of photographs are critical and should mark some identifiable “beginning” and an “end.” Labeling photographs that also mark information based on historical context, immigration, class division and other aspects of observable inequalities are required.
- Using your shots you will construct a photo essay consisting of 20~24 photographs that present a story of your particular neighborhood.

4. Final Research Project (50 points)

Students can choose to participate in a team research project OR an individual research project, from among the options listed below. Further details on the options can be found on the Final Research Project handout

Options:

- A: Social Problem Analysis Option
- B: Organization Profile Option
- C: Propose your own research project
- D: Social Documentation Project

Grading Criteria for Written Research Projects

- Assignments for research project:

A project proposal due the 3rd week of class on Wednesday April 25 (5 points)

- 1 page (single spaced) progress report due in the Wednesday May 23 (5 points).
- 8-10 page paper, double spaced, describing the research questions, methods and findings due in the final class (25 points)
- 15 min class presentation on the findings in the final class meeting on June14 (10points).

Criteria for Team Research Projects

A project proposal due the 3rd week of class on Wednesday April 25 (5 points)

- Team projects will receive both an overall project grade and an individual grade, weighted equally. Group and individual evaluation will be used in evaluating the distribution of work. You will be graded on:

- a. Accountability: Communicate with each other on an ongoing basis to develop a clear assignment of responsibilities and deadlines.

- b. Collaboration: While, some of the research and writing tasks may be performed by individual members, teams should work collaboratively to conceptualize the project, evaluate findings, and create a coherent research paper. In other words, do not just split the work up and assemble it at the end without really discussing the process or the findings.
- c. 1 page (single spaced) progress report due in the Wednesday May 23 (10 points).
- d. 10-15 page paper, double spaced, describing the research questions, methods and findings due in the final class (25 points)
- e. 25 min class presentation on the findings in the final class meeting on June14 (10points).

Grading: Students are evaluated on the basis of their overall performance in meeting the class requirements (listed above) and in terms of their *improvement*. Grading scale: A = 90 and above, B = 80 and above, C = 70 and above, D = 60 and above, F = 59 and below.

Grading Scale:

Participation = 30 points
 Midterm = 25 points
 Final Project + presentation = 45 points

Academic Integrity: The Academic Honor Code states plagiarism as:
 “Incorporating the ideas, words, sentences, paragraphs or part of another person’s writing without giving appropriate credit and representing the product as your own.”

- Consequences may include:
 - Receive a failing grade on the test, paper or exam
 - Have a course grade lowered
 - Get an “F” in the course
 - Be placed on disciplinary probation or suspension
 - Be expelled!

COURSE OUTLINE

WEEK 1

- April 9 Welcome! Course Overview, Requirements, Readings and Expectations, Small Groups.

- April 11 Small group activities, Discussants and Applied Methods
 Film: Foothill Stories
 Terry Christensen, “Flashback: A Brief Political History of San Jose,” in Philip Trounstine and Terry Christensen, *Movers and Shakers: A Study of Community Power in San Jose*, St. Martin’s Press, 1982.

WEEK 2

April 16 Film: Secrets of Silicon Valley

April 18 1) David Bacon, “*Up Against the Open Shop – the Hidden Story of Silicon Valley’s High-Tech Workers.*” Found on Truth-out.org

2) Christian Zolniski, Ch. 1, “*Mexican Immigrants in Silicon Valley,*” pp. 20-45 in *Janitors, Street Vendors, and Activists: The Lives of Mexican Immigrants in Silicon Valley*, Berkeley/Los Angeles/London: University of California Press, 2006.

Discussants: Ursula, Mounia

WEEK 3

April 23 1) Race, Growth, and Urban Governance 1940-1980
Steven Pitti, Ch. 7, “*Political Power,*” pp. 148-172 in *The Devil in Silicon Valley: Northern California, Race, and Mexican Americans*, Princeton & Oxford: Princeton University Press, 2003.

2) Class, Race, and the High Tech Economy. David N. Pellow & Lisa Sun-Hee Park, Ch. 4, “*The Emergence of Silicon Valley: High-Tech Development and Ecocide, 1950-2001*”, pp. 59-84 in *Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy*, New York City: New York University Press, 2002.

Discussants: Diane, Hailey

April 25 **Guest Speaker:** Chris Lepe, Community Planner – Silicon Valley, TransForm.
****Project Proposals Due****

WEEK 4

April 30 **Guest Speaker:** Dr. Russell Hancock, CEO/President of Joint Venture Silicon Valley

May 2 Social doc Workshop
Midterm Directions: hand out

WEEK 5

May 7 MIDTERM TAKE HOME: ASSIGNMENT TIME – NO CLASS

May 9 **Midterm Due**
Final Project consultations

WEEK 6

May 14 1) Daniel Dohan, Ch1 “*Institutions of Poverty.*” Ch 2 “Income Generation in the Barrios” In *The price of Poverty: Money, Work and Culture in the Mexican American Barrio.*

Discussants: Jose, Crystal

May 16 David Pellow and Lisa Park, Ch 6. *The Core: Work and the Struggle to Make a Living Without Dying.* In *Environmental Justice, Immigrant workers and the High tech Global Economy.* New York University, 2002

Discussants: Rose, Courtney

WEEK 7

May 21 Preston Rudy, “ ‘Justice for Janitors’ not ‘Compensation for Custodians’: The Political Context and Organizing in San Jose and Sacramento” in Ruth Milkman and Kim Voss, eds., *Rebuilding Labor: Organizing and Organizers in the New Union Movement,* Ithaca, NY: Cornell University Press, 2004.

Discussants: Ohran, Luis

May 23 Guest speaker: Christine Leisten, Community Relations Officer – San Jose Juvenile Hall.

WEEK 8

May 28 Heidi J. Swarts, *Organizing Urban America: Secular and Faith-Based Progressive Movements,* University of Minnesota Press, 2008. Ch 1, “Different Mobilizing Cultures: Congregation-based Organizing and ACORN,” Ch. 6, “La Puebla Unida: ACORN in the Sunbelt,” and Ch. 7, “The Power Is in the Relationship: San Jose PACT.”

Discussants: Sarah, Luis

May 30 Field Trip: Santa Clara Muslim Community Association. Discussion Islam in the Silicon Valley

WEEK 9

June 4 De Anza Speaker Series - Manuel Callahan - Hinson campus Center

June 6 David Pellow & Lisa Sun-Hee Park, Ch. 5, “The Political Economy of Work and Health in Silicon Valley,” pp. 85-111 in *Silicon Valley of Dreams.*

Discussants: Rose, Ursula

WEEK 10

June 11 Development, Land Use Planning, and Social Equity. Ginny Browne, “La Pulga: At the Intersection of Development and Displacement in Silicon Valley,” Race Poverty & the Environment, forthcoming.

Discussants: Mounia, Ohran , Haily

June 13 Field trip, paper bag lunch.

WEEK 11

June 18 Final Presentations

June 20 Final Presentations

WEEK 12

Tuesday June 26 **Final Presentations, papers and projects DUE (1:45 pm-2:45 pm)**

NOTE: Due to the nature of guest speakers and field trip scheduling this schedule is subject to frequent changes.

Social Documentation Project
PRODUCTION SCHEDULE

Pre-Production

- April 16: Concept proposal Due: To include topic, subjects (name and position titles), locations, and interview questions.
- April 25: Confirmation of participants and filming schedule due:

Production

- April 30: Filming is to begin
- May 28: Filming is to end

Post Production

- May 30: Log and Capture footage
- June 4: editing is to begin
- June 11: Rough cut due
- June 18: Medium cut due
- June 25: Final Cut due

Materials Needed:

- HD flip cam
- Trip Pod
- External Lavalier microphone
- Access to imovie or Final Cut Pro
- Recommended: external hard drive