

AGENDA

BONNER WEBINAR

ON SOCIAL ACTION COURSES

WELCOME

5 minutes

Introductions

5 minutes

Background on our Partnership

how this fits into Bonner model, goals, and other initiatives; what we've done so far in terms of organizing Sequoia, SLI 2017, and Fall Directors Pre-Conference; resources on wiki; and Basecamp and/or a listserv for on-going communication

BACKGROUND & OVERVIEW OF SOCIAL ACTION COURSE MODEL

10 minutes

Background on Social Action Course Model

When and why Scott Myers-Lipton started his social action course; how it's evolved over the years; and your goals for writing his book and partnering with the Bonner Network.

15 minutes

Overview of Social Action Course

Walk through Scott's course syllabus to explain the topics covered and why the order it follows matters

DISCUSSION

15 minutes

Q&A

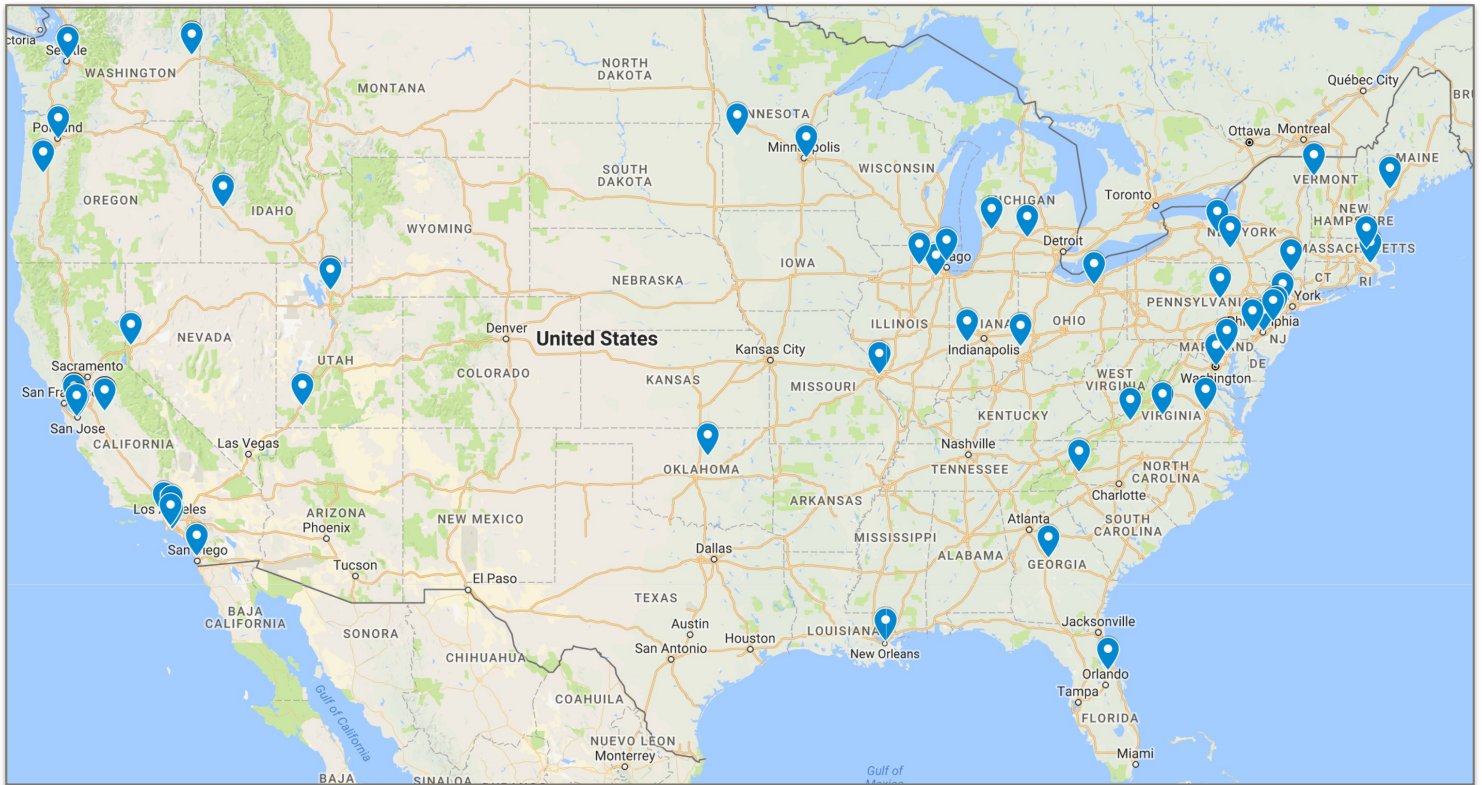
5 minutes

Next Steps

Get everyone on Basecamp and/or Campus Social Action GoogleGroup for regular communication; find out who is interested in 1-on-1 support from Scott; and discuss what additional resource material might be useful for us to develop beyond field guide.

WELCOME

Introductions



Background of Our Partnership (10 minutes)

1. Early Interest in "Social Action"

- In 1988, I took a class entitled "Motivated to Serve" at Stanford when I was a graduate student at San Francisco State.

2. How Has it Evolved?

- Took my interest in civic engagement, and combined it with Father Ted Hesburgh's idea of PEACE ROTC programs, and created 3 International and National Voluntary Service Training (INVST) programs.
 - ▶ 1990-1994: CU Boulder INVST program
 - ▶ 1995-1999: Saint Mary's College INVST program
 - ▶ 2000-2005: San Jose State INVST program

- *In 2006, I decided to end my involvement with INVST and create Social Action.*
 - *2006-2018: Soci. 164: Social Action*

3. My Goals in Writing the Book

- *Wanted students across the nation to have the opportunity to have a first-hand experience to do social action.*
- *Move from social problems to social solutions*
- *The unique time in our history calls for it.*

4. My Goals in Partnering with the Bonner Network

- *Start 10 social action courses: 5 in the Bonner network, and 5 outside*
- *In three years, have 60 social action courses:*
 - *30 in the Bonner network and 30 outside the network;*
 - *also, begin developing intra-campus and inter-campus networks of faculty and students.*
- *In five years, all Bonner campuses provide students a social action experience*

BACKGROUND & OVERVIEW OF SOCIAL ACTION COURSE MODEL

Background on Social Action Course Model (10 minutes)

1. Explain the Order of the Book / Course

- **Action and Reflection:** *Don't overwhelm student with action*
- **Issue Development first**, *then reflect on leadership & change theory*
- **Next Action:** *recruit → build power, then reflection on research*
- **Leads to Kick Off Campaign:** *plan and implement campaign plan (using strategies and tactics which they have decided to use)*

2. What Students Do During Class

- *In class, 30 minute discussion of the course material*
- *30 minutes in groups either planning actions or reflecting on questions at end of chapter. Each action has many parts: e.g.: recruitment or campaign kick off*
- *last 15 minutes students explain to the group their campaigns, on they are doing organizational raps*
- *Students end by creating a notebook, which handed down to the next class.*

3. What Teachers Can Do With Other 4-5 Weeks of Class

- *Teach about content specific information:*
- *For example, this past fall semester, an anthropology professor at the College of New Jersey used CHANGE! in her course on Climate Change and Society, and she used this time to teach about*

environmental principles, while a faculty member at the Monterey Institute focused on teaching business principles

- *I teach about local, national, or int'l campaigns on economic rights (some of these campaigns are student campaigns from the class)*

Overview of Social Action Course Model (15 minutes)

Textbook: *Change! A Student Guide To Social Action* by Scott Myers-Lipton

How to Do Social Action on a College Campus: Action and Reflection

- Demand is specific and directed at target
- Unleash the power of student leadership
- Build power: be persistent, never give up
- Do research
- Create and implement campaign plan (from low to high heat)
- Evaluate and pass it on



CHANGE!

A Student Guide to Social Action

Scott Myers-Lipton



CHAPTER 1: ISSUE DEVELOPMENT

Key Points: Individual Problem vs. Social Problem vs. Issue

- **Issue Identification:** Normally takes 4-10 weeks, done in 2-3 weeks
 - Has a solution;
 - a specific demand (i.e., a concrete, measurable request) that requires a yes or no;
 - a target (i.e., the lowest ranking person who can meet your demand);
 - people feel strongly about and willing to do something about it;
 - is winnable.

CHAPTER 2: SETTING THE TONE

Key Points:

- **Students views on social change; is it possible?** (why I started with student victories)
- **Old vs. new definition of leadership** (defined as someone who thinks about the group and helps it function effectively)

- **Leadership skills** (e.g., listening, becoming aware of how group is feeling, having integrity, understanding privilege, being persistent, learning to say now with a smile, speaking to small group)
- **Plato's Cave**

CHAPTER 3: CHANGE THEORY

Key Points:

- **Large-scale, macro change:** Materialist and ideationalist perspectives
- **Community organizing:** Women-centered model and Alinsky mode
- **Functionalist & Conflict Theory of Ed:** Critical theory & service-learning

CHAPTER 4: BUILDING POWER

Key Points:

- **Define power:** how do they feel about power?
- **3 types of power:** power over, power with, power for
- **How power manifests itself:** organized people, org money, & org violence
- **How to get power:** Become organized; recruit, builds your base, develop allies (CAFÉ J)

Action for Students:

- create Recruitment Team
- develop recruitment plan & tools: 1-2 minute organizational rap, signup sheet, flier, social media (Facebook, twitter)

CHAPTER 5: RESEARCH

Key Points: (win or lose here)

- **Historical analysis**
- **Target analysis**
- **Power mapping**

CHAPTER 6: STRATEGY and TACTICS (SLOWLY TURN UP HEAT)

Key Points:

Strategies:

1. **Legislation:** enact a new law
2. **Policy Change:** Improve administration system or create new public program
3. **Alliance building:** work directly with other orgs, can't do it alone
4. **Media and Public Education:** engage the media; get message out
5. **Disruption:** non-violent public action that disrupts day-to day schedule or interferes with normal operations of agency or business
6. **Direct Negotiation with Target**

Tactics: actions that publicly show org power (#s & quality of org leaders)

- **Media/Public Ed:** rally, march, picket, street theater, public hearings
- **Disruption:** non-violent public action that disrupts day-to day schedule, occupying spaces (buildings, offices, walkways), walkouts
- **Direct Negotiation with Target:** accountability sessions, lobby day, day in the life, public hearing

Action for Students:

- **Choose several strategies and tactics**
- **Students plan one action:** action creates tension; driven by group members (develop skills, leadership); creative; energetic; fun; educational (for public and participants); planned well; within group capacity; series of collective, public actions; shifts power; challenge the target in creative and bold ways

CHAPTER 7: CAMPAIGN KICKOFF

Key Points:

- **Campaign message** (core values, clear, concise, repeated over & over)
- **Commitment cards and press release**
- **Media Relations Team and day of event**

Actions:

- **Students' plan kick off event** (create agenda, assign greeters, get rostrum/music stand, get 10 people to stand behind speaker with signs) and evaluate it.

- **Start Media Relations Team** (develops media contacts, call assignment desks, learn reporters' names, create press release);
- **Create campaign message and commitment cards;**

CHAPTER 8: GROUP DYNAMICS

Key Points:

- **Ensuring the group doesn't implode:** study how the group meets
- **Roles of Facilitator:** creates agenda, keeps meeting moving, go around, dealing with harmful words/actions, vibes watcher, encourage active listening, and making group decisions

CHAPTER 9: CAMPAIGN PLAN

Key Points:

- **Campaign notebook** (group's issue development an organizational rap, recruitment plan, media relations plan, research, strategies and actions (series))

Action for Students:

- Buy and create a campaign notebook

CHAPTER 10: EVALUATION

Key Points:

- **Evaluate campaigns:** issue identification, recruitment, research, media outreach, group dynamics, strategy & tactics, campaign implementation, and lessons learned

Action for Students:

- Do a 20-30 minute creative presentation on final's day

DISCUSSION

Q&A (15 minutes)

Next Steps (5 minutes)

- Get everyone interested on **Campus Social Action Google Group**
- Get all active faculty/staff on **Basecamp** for regular communication;
- Find out who is interested in **1-on-1 support from Scott**;
- **Social Action Course Development Track at 2018 Summer Leadership Institute**
- Discuss what **additional resource material** might be useful for us to develop beyond field guide.

CONTACT US

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CHANGE! A Student Guide to Social Action

by Scott Myers-Lipton

Chapter 1 Issue Development

Personal and Social Problems 1
Issue 2
Issue Identification 4
Case Studies 6

Chapter 2 Setting the Tone

Redefining Leadership: Seeing Yourself
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Plato's Cave 27

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Community Change 34
Critical Education Theory and Service-
Learning 44

Chapter 4 Building Power

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How to Get Power 54
Recruitment: Base-Building for Power 56
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Case Studies 62
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Chapter 5 Research

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Power Mapping 71
Case Study: Historical Analysis 74
Case Study: Target Analysis 78
Case Study: Power Mapping 80

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Public Education Strategy 90
Actions Connected to a Disruption
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Chapter 7 Campaign Kickoff

Going Public With the Media 111
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Media Relations Plan 117
Day of the Event 118
Case Studies 120

Chapter 8 Group Dynamics

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Culture of Accountability 138

Chapter 9 Campaign Plan

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Previous Work 144
Timeline 144
Implementation 146
Fundraising 147
Concluding the Campaign 148

Evaluation: Passing It On

Chapter 11 The Hero's and Shero's Journey

You Are the Chosen One 162

San José State University, Spring 2018

Sociology 164: Social Action

READING SCHEDULE

1/25 Class Begins

1/30 Issue Development

READER: Myers-Lipton, CHANGE!, Ch. 1, p. 1-6 (up to Case Studies)

2/6 Issue Development

BOOK: Myers-Lipton, CHANGE! Ch. 1, p. 6-18

2/8 Preface and Message to Teacher

BOOK: Myers-Lipton, CHANGE!, Preface/Message to Teachers

2/13 Setting the Tone

BOOK: Myers-Lipton, CHANGE!, Ch. 2, p. 21-28
Plato, The Allegory of the Cave

2/15 Change Theory

BOOK: Myers-Lipton, CHANGE!, Ch. 3, p. 31-48
VIDEO: Alinsky

2/20 Building Power

BOOK: Myers-Lipton, CHANGE!, Ch. 4, p. 51-59
READER: Lucila Ortiz, class of '10, p. 4
Rodriguez, "A More Balanced Playing Field...", p. 5
AS, SJSU, Board of Directors' Resolution, p. 6-8

2/22 Building Power

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

2/27 SJSU Social Action: Walking Tour

READER: Markham, "The Man with the Hoe", p. 9-10
Notice: Headquarters Western Defense Command, p. 11
Beecher, "Internees", p. 12-13
Bonk, "San Jose Statement", p. 14-15
Rodriguez, "A Bold Statement that Still Resonates", p. 16-17

E-mail from Gabriel Thompson, p. 18
Baca, "The Cesar Chavez Monument Unveiled...", p. 19-20
SPEAKER: Lucila Ortiz

3/1 Research

BOOK: Myers-Lipton, Change!, Ch. 5, p. 71-84
READER: Josh Barousse, class of '07, p. 21-24
SPEAKER: Joshua Barousse
DUE: Portfolios 1-3 and log

2/27 Strategy and Tactics

BOOK: Myers-Lipton, Change!, Ch. 6, p. 87-99

3/1 Strategy and Tactics

BOOK: Myers-Lipton, Change!, Ch. 6, 100-108 Speaker: Rogelio Garcia

3/6 Campaign Kickoff

BOOK: Myers-Lipton, Change!, Ch. 7, p. 111-119
READER: Leila McCabe, class of '12, p. 25-27
SPEAKER: Leila McCabe

3/8 Campaign Kickoff

BOOK: Myers-Lipton, Change!, Ch. 7, p. 120-127
READER: Estelia Velasquez, class of '16, p. 28-30
SPEAKER: Estelia Velasquez

3/13 Group Dynamics

BOOK: Myers-Lipton, Change!, Ch. 8, p. 129-138

3/15 Group Dynamics

BOOK: Myers-Lipton, Change!, Ch. 8, p. 138-141

3/20 SJSU Social Action: Smith and Carlos

READER: Pitts Walker: "Keynote Speech...", p. 31-34
Leonard, "What Happened to the Revolt Black...", p. 35-40
Gazzaniga, "The White Man in the Photo", p. 41-46
VIDEO: Fists of Freedom

3/22 Campaign Plan

BOOK: Myers-Lipton, Change!, Ch. 9, p. 143-146

4/3 Campaign Plan

BOOK: Myers-Lipton, Change!, Ch. 9, p. 147-152

4/5 Right to A Job: Public Works

BOOK: Myers-Lipton, Ending Extreme Inequality, Prologue (ix-xv) & Ch. 1

DUE: Portfolios 4-7 and log

4/10 Right to A Job: Gulf Coast Civic Works Project

READER: Roberto Garcia-Ceballos, class of '10, p. 47-48
Diroy, "Louisiana Winter Project Seeks...", p. 49-50
Goldston, "Forgotten in Louisiana", p. 51-52
Flier, "38 Colleges: National Post Katrina Summit", p. 53
Chu, "SJSU Group Hosts Post Katrina Summit", p. 54
Lieurance, "Students to March for Katrina Anniversary", p. 55-56
Lieurance, "Gulf Coast Bill Passed by Assembly", p. 57
ACT letter to President-elect Obama, p. 58-59
Tilove, "Unlikely Allies Back Bill...", p. 60-62
Eric Acedo, class of '13, p. 63-67
SPEAKER: Roberto Garcia-Ceballos

4/12 The Right to a Living Wage

BOOK: Myers-Lipton, Ending Extreme Inequality, Ch. 2

4/17 The Right to a Living Wage: CAFÉ J and Measure D (2010-2012)

READER: Noguchi, "Measure Set Sights on Wage Increase", p. 68
Wong, "SJSU Classroom Leading Min Wage Initiative", p. 69-70
SJ Mercury News, Readers' Letters, p. 71
Seipel, "Minimum-wage High Measure Heads to Ballot", p. 72
Guevera/Krenak, Higher Minimum Wage in SJ Will Help", p. 73
SJ Mercury News, Internal Affairs, "Labor has Faith...", p. 74
Aronowitz, "The Off Line Wage Wars of SV", p. 75-84
Elisha St. Laurent, class '13, p. 85
SPEAKER: Elisha St. Laurent

4/19 Right to a Living Wage: SJSU Students Against Sweatshops (2000-07)

READER: Ewing, "Anti-Sweatshop Groups Gain Steam", p. 86-88
Spartan Daily, "Groups Rally for WRC Support, p. 89-90
Highlights from April 4th, 2001 National Student...", p. 91
AS University Affairs Meeting, p. 92
Parker, "SJSU Signs with Labor Rights Group", p. 93-94
Austin Gieger, Class of '08, p. 95-99
Darcie Kiyan, Class of '07, p. 100-102

SPEAKER: Austin Geiger and/or Darcie Kiyan

4/24 The Right to a Good Education

BOOK: Myers-Lipton, Ch. 4, Ending Extreme Inequality

READER: Rochelle Jackson Smarr, Class '08, p. 103-107

4/26 Right to a Good Education: Students for EOP

READER: Kimbrel, "Protestors: No More Budget Cuts", p. 108-109

Lanham, "Protest Yields Support for Student...", p. 110-111

Ziemendorf, "Rights Leader's 80th Birthday", p. 112-113

Christopher Temblador, class of '11, p. 114-122

5/1 Right to a Good Education: Students for Campus Safety ('11) / Latinas Have the DNA! ('14) Prep for Evaluation Presentations

READER: Murphy, "San Jose State Donor's Alleged...", p. 123-125

O'Connor, "University's Officials Step Down...", p. 126

Herhold, "How an SJSU Donor's Denial...", p. 127-128

Rey, "Campus Safety: A Reason to be...?", p. 129-131

Bradley, "Campus Safety and Statues Garden", p. 132

Clark, "UPD to Expand it's Escort Program", p. 133-134

CMS Info, "Students Auto-Enrolled in Alert-SJSU", p. 135

Bradley, Class of '11, p. 136-137

SPEAKER: Natasha Bradley

5/3 Preparation for Evaluation Presentations

BOOK: Myers-Lipton, Change!, Ch. 10, p. 153-155

5/8 Evaluation / Prep for Evaluation Presentations

BOOK: Myers-Lipton, Change!, Ch. 11, p. 157-163

VIDEO: The Matrix

5/10 Evaluation / Prep for Evaluation Presentations

DUE: Portfolios 7-10 and log

12/19 Final Presentations

7:15-9:30 am