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.
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.

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 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

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

Dr. Scott Myers-Lipton, Sociology Professor, San Jose State University
smlipton@gmail.com • (510) 508-5382 • www.myers-lipton.com

Robert Hackett, President, Bonner Foundation
rhackett@bonner.org • (609) 924-6663 • www.bonner.org
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
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
Bonk, “San Jose Statement”, p. 14-15
Rodriquez, “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
Leone, “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: Robeto Garcia-Ceballos

4/12 The Right to a Living Wage  
BOOK: Myers-Lipton, Ending Extreme Inequality, Ch. 2

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
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