San José State University, Spring 2018
Sociology 164: Social Action

Annotated Syllabus for Faculty Interested in Teaching Social Action

OVERVIEW OF SOCIAL ACTION CLASS

- In class, the key points of the chapter are discuss in the first 45 minutes, and then 20-30 minutes are spent in the group, where I go around and answer questions, and nudge them toward action

  - At end of each chapter, I have them respond to the questions in each chapter. In class, students talk about these questions, but I have them write their responses up individually. (posters, sign up sheet, and campaign notebooks are the exception).

  - If you are teaching Social Action for the first time, there will be 3-5 new campaigns, so the students might get to recruitment and may do a kick off event. FYI: In the fall semester, I use a student-created event, "Poverty Under the Stars" as a kickoff event for many of the groups. However, after the students turn it over to a new group the following semester, and the students begin the class with the previous semester's campaign notebook, students are more likely to begin engaging in a series of actions.

PROLOGUE

Key Points: Explanation of the book: "action-oriented, solutions based experience of change
   Explanation of the "my journey" to Change!

MESSAGE TO TEACHERS

Key Points: Don't Overwhelm Students: Chapters alternate between action and reflection/critical thinking; explain why first action is Issue

Development, then there are 2 reflective chapters (Setting the tone and Change Theory), and the 2nd action is recruitment
An Active, Engaged Pedagogy is Needed
Dealing With Concerns from Administrators and Community

CHAPTER 1: ISSUE DEVELOPMENT

Chapter 1 Issue Development

Key Points: Individual Problem vs. Social Problem vs. Issue
- **An Issue:**
  - Has a solution
  - Has a specific demand (i.e., a concrete, measureable request) that requires a yes or no
  - Has 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
- **Issue Identification (Issue ID):** Normally takes 4-10 weeks.

Key Action for Students: Choose Issue: SASH, SPOT, SJGD, SHA, USAS (discuss process)

CHAPTER 2: SETTING THE TONE

Chapter 2 Setting the Tone

Key Points:
- **Students views on social change, and if it is possible**
- **Old vs. New Definition of Leadership**
- **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**

Key Reflections for Students: social change, leadership, and where are we

CHAPTER 3: CHANGE THEORY

Chapter 3 Change Theory

Key Points:

- **Large-scale, macro change:** materialist and ideationalist perspectives
- **Community organizing**: Women-centered model and Alinsky model
- **Functionalist & Conflict Theory of education** critical theory & service-learning

Key Reflections for Students: Begin to connect various theories to their campaign

CHAPTER 4: BUILDING POWER

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
- **Recruitment**: builds your base; recruit continuously!

Action for Students: create Recruitment Team, develop recruitment plan and tools: 1-2 minute organizational rap, signup sheet, flier, social media (facebook twitter accounts)

CHAPTER 5: RESEARCH

Chapter 5 Research

Key Points: 3 groups
- **Historical Analysis**: history of social problem, solutions tried, what has worked/not worked, major players
- *Target* **Analysis:** target's position, his/her political lens, who does s/he listen to
- **Power Mapping:** how much power does group have? Allies/opponents have? Need?

Action for Students: Each campaign breaks into 3 sub-groups & does analysis and poster board

CHAPTER 6: STRATEGY and TACTICS

Chapter 6 Strategy and Tactics

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 your org power (numbers & quality of orgs leaders)
  - rally, march, and 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 the Target*
  - *Accountability Sessions:*
  - *Lobby Day*
  - *Day in the Life*
  - *Public Hearing*

Key Action for Students: Choose several strategies and tactics; plan 1 action

- Creates tension
- Driven by group members—develop skills, leadership
- Creative, energetic, fun
- Educational: both for public and participant (how power works)
- Planned well
- Within group capacity
- *Series* of collective, public actions—essential to win, shifts power
- Challenge the *target* in creative and bold ways

CHAPTER 7: CAMPAIGN KICKOFF

Chapter 7 Campaign Kickoff

Key Points: **discuss components of kickoff event (?)**

Action for Students:
- **Plan Kick off event,**

- **develop commitment cards,**
- **create Media Relations Team** (develops media contacts, call assignment desks, get to know reporters' names, create press release)**,**
- **and for day of event:** create agenda for event, assign greeters, get rostrum/ music stand, get 10 people to stand behind speaker with signs, plan well and evaluate it

CHAPTER 8: GROUP DYNAMICS

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)

Action for Students: Students continue to plan kickoff event

CHAPTER 9: CAMPAIGN PLAN

Chapter 9 Campaign Plan

Key Points: Campaign notebook has sections, which includes the group's issue development an organizational rap, recruitment plan, media relations plan, research (historical analysis, target analysis, and power map), and strategies and actions (series)

Action for Students: Buy and create a campaign notebook

CHAPTER 10: EVALUATION

Chapter 10 Evaluation
Passing It On

Key Points: Evaluate campaigns: issue identifi cation, recruitment, research, media outreach, group dynamics, strategy & tactics, campaign implementation, and lessons learned

Action for Students: do a 20-30 minute creative presentation on fi nal's day

CHAPTER 11: SHEROES AND HEROS JOURNEY

Chapter 11 The Hero's and Shero's Journey
You Are the Chosen One 162

Reflections for Students: "We are the ones we have been waiting"