# TEACHING SOCIAL ACTION
## COURSE MODEL WITH READINGS, CAMPAIGN ACTIVITIES & ASSIGNMENTS

| Review Syllabus & Class | Issue Development (ID) | Set Tone | Change Theory | Building Power | Social Action Tour | Research | Group Dynamics | Strategy & Tactics | Campaign Kick-Off | Campaign Launch | Campaign Plan | 2nd Campaign Action | Campaign Evaluation |
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**Rooted in Democracy**

*Teaching Social Action is rooted in democracy, where people have the right to petition the government, as well as people in decision-making roles in general, for a redress of grievances.*

**Definition of Social Action**

*When everyday people band together to develop their power to change policy.*

**Core Principle of Model**

*Students choose a campaign to work on, and as a team attempt to change policy (i.e., legislation, regulation, rule, norm, or practice of an institution, e.g., a new program) by making demands of a decision-maker during the semester the class is taught in.*

**Getting to a Campaign Action**

*Students plan and lead at least one campaign action—a public display of power that puts pressure on decision-makers through marches, rallies, press conferences, lobbying days, street theater, or direct meetings. In order to do this, students, as part of a team, conduct campaign activities such as creating and posting flyers, managing social media, hosting information tables, and giving presentations to student groups.*

*Learn more at **teachingsocialaction.org**.*

| Week | Class | Topic | CHANGE! Reading | Campaign Activities | Campaign Activity Assignments | Products | Portfolio Assignment |
|---|---|---|---|---|---|---|---|
| **1** | 1 | Course Introduction | — | | | | |
| **1** | 2 | **Issue Development** | Introduction (XI-XVII) & Ch. 1 (p. 1-6) | Over next several classes students choose campaigns | • Community organizations present, and then students brainstorm their ideas for campaigns | | |
| **2** | 3 | **Issue Development** | Ch. 1 (p. 7-18) | Over next 2-3 classes, students choose demands & target, name group, interview stakeholders, and obtain official college club recognition | 1. Campaign chosen: 2. 1-3 demands: ? 3. Target: ? | • Demand(s) • Target(s) • Group Name | Portfolio 1 |
| **2** | 4 | Setting the Tone | Ch. 2 (p. 20-25) | Student teams develop groups dynamic commitments | 1. Name group 2. Student Org Application Completed: Y/N 3. Create an Accountability Agreement/ group dynamic commitments | | Portfolio 2 |
| **3** | 5 | Change Theory | Ch. 3 (p. 28-40) | Students refine 1-3 demands | 1. Interview 1 stakeholder (portfolio 1.10) & 2 students (portfolio 1.9); 2. Refine Demands and Target(s) 3. Add Materialist/Idealistic factors (Portfolio 3.1-3.3) | | Portfolio 3 |

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|---|---|---|---|---|---|---|---|
| 3 | 6 | **Building Power** | Ch. 4 (p. 43-50) | Over next 3 classes, students develop recruitment tools (fliers, signs, etc.), write org rap, start recruiting (tabling, class presentations, hanging fliers, & posting), and build allies (student & community orgs) | 1. Create organizational rap, then post: <br> 2. Create signup sheet (commitment card) <br> 3. Instagram: @... <br> 4. Choose a Recruitment Leader: ? | • Commitment Card(s) <br> • Org Rap <br> • Fliers <br> • Social Media | |
| 4 | 7 | **Building Power** | Ch. 4 (p. 51-58) | | 1. Create flier: <br> 2. Buildings to hang fliers: <br> 3. Signs for tabling: <br> 4. Tabling schedule: <br> 5. Classroom Presentation schedule: | | Portfolio 4 |
| 4 | 8 | Social Action Campus Tour | — | | 1. Student groups to reach out to: <br> 2. Meeting date with new recruits: | | |
| 5 | 9 | Research | — | Over next 2-3 weeks, students conduct research (historical, target analysis, & power map) | **Who will do:** <br> 1. Historical Overview: ? <br> 2. Power Map: ? <br> 3. Target Analysis: ? <br> **Who will be the Research Coordinator: ?** | • Historial Overview <br> • Power Map <br> • Target Analysis | Portfolio 5 |
| 5 | 10 | Group Dynamics | Ch. 6 (p. 72-79) | Students review group dynamic commitments | • Update group dynamic commitments: | | Portfolio 8 |
| 6 | 11 | Strategy and Tactics | Ch. 7 (p. 81-88) | Over next two classes, students choose strategies and a tactic for campaign kickoff, and try to meet with the decision-maker and let them know their demands to see if they will agree BEFORE a campaign action. | **Which of the 6 Strategies will you use:** <br> 1. Legislation <br> 2. Policy <br> 3. Alliance building <br> 4. Media and public education <br> 5. Disruption <br> 6. Target Meetings | | |
| 6 | 12 | Strategy and Tactics | Ch. 7 (p. 89-97) | | **Which of the 11+ tactics will you use:** <br> 1. Rallying    7. Occupying Space <br> 2. Marching    8. Direct Negotiation <br> 3. Picketing    9. Lobby Day <br> 4. Street Theater   10. Walk Out <br> 5. Public hearings 11. A Day in the Life of <br> 6. Accountability Session   12. *See more* | | Portfolio 6 |

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| 7 | 13 | **Campaign Kickoff** | Ch. 8 (p. 99-106) | Over the next two classes, students plan to kickoff campaign, choose recruitment coordinator, and social media coordinator. | 1. Choose 1 campaign action, and then figure out all of the things that will happen at the kickoff event? (choose site, make signs & commitment cards)<br>2. Make commitment cards, then get a minimum of 10 signed commitment cards for campaign launch. | • Press Release(s) | |
| 7 | 14 | **Campaign Kickoff** | Ch. 8 (p. 107-112) | | 1. Develop 2-3 campaign messages<br>2. Choose a Media Relations Coordinator: ?<br>3. Write a press release, then email it to professor; post final<br>4. Plan a dry-erase board day/night | | Portfolio 7 |
| 8 | | Campaign Plan | Ch. 9 (p. 114-120) | Over next two classes, students develop campaign plan. | 1. Obtain 3-ring binder; start inputting info (p. 144)<br>2. Make a complete timeline for your campaign<br>3. Fundraise: Y/N If Y, which type? | | Portfolio 8 |
| 9-13 | | | | Students hold campaign kickoff event. | 1. Planning for Day: What's going to happen, who is going to do what, who will speak, make signs, recruit?<br>2. Emailed professor about date/time of 1st campaign action<br>3. Coordinator of Media Relations in contact with professor about Press Release; then send to assignment desk | | |
| 14 | | Campaign Evaluation | Ch. 10 (p. 122-124) | | | | Portfolio 10 |
| 15 | | Hero's and Shero's Journey | Ch. 11 (p. 125-129) | | | | |
| Final | | Campaign Presentation and Binder | — | | | • Campaign Binder | |