

TEACHING SOCIAL ACTION

COURSE MODEL WITH READINGS, CAMPAIGN ACTIVITIES & ASSIGNMENTS



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	<u>Course Introduction</u>	—				
1	2	<u>Issue Development</u>	Introduction (XI-XVII) & Ch. 1 (p. 1-6)	Over next several classes students choose campaigns	<ul style="list-style-type: none"> Community organizations present, and then students brainstorm their ideas for campaigns 		
2	3	<u>Issue Development</u>	Ch. 1 (p. 7-18)	Over next 2-3 classes, students choose demands & target, name group, interview stakeholders, and obtain official college club recognition	<ol style="list-style-type: none"> Campaign chosen: 1-3 demands: ? Target: ? 	<ul style="list-style-type: none"> Demand(s) Target(s) Group Name 	Portfolio 1
2	4	<u>Setting the Tone</u>	Ch. 2 (p. 20-25)	Student teams develop groups dynamic commitments	<ol style="list-style-type: none"> Name group Student Org Application Completed: Y/N Create an Accountability Agreement/ group dynamic commitments 		Portfolio 2
3	5	<u>Change Theory</u>	Ch. 3 (p. 28-40)	Students refine 1-3 demands	<ol style="list-style-type: none"> Interview 1 stakeholder (portfolio 1.10) & 2 students (portfolio 1.9); Refine Demands and Target(s) Add Materialist/Idealistic factors (Portfolio 3.1-3.3) 		Portfolio 3

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3	6	<u>Building Power</u>	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)	<ol style="list-style-type: none"> 1. Create organizational rap, then post: 2. Create signup sheet (commitment card) 3. Instagram: @... 4. Choose a Recruitment Leader: ? 	<ul style="list-style-type: none"> • Commitment Card(s) • Org Rap • Fliers • Social Media 	
4	7	<u>Building Power</u>	Ch. 4 (p. 51-58)		<ol style="list-style-type: none"> 1. Create flier: 2. Buildings to hang fliers: 3. Signs for tabling: 4. Tabling schedule: 5. Classroom Presentation schedule: 		<u>Portfolio 4</u>
4	8	<u>Social Action Campus Tour</u>	—		<ol style="list-style-type: none"> 1. Student groups to reach out to: 2. Meeting date with new recruits: 		
5	9	<u>Research</u>	—	Over next 2-3 weeks, students conduct research (historical, target analysis, & power map)	<p>Who will do:</p> <ol style="list-style-type: none"> 1. Historical Overview: ? 2. Power Map: ? 3. Target Analysis: ? <p>Who will be the Research Coordinator: ?</p>	<ul style="list-style-type: none"> • Historical Overview • Power Map • Target Analysis 	<u>Portfolio 5</u>
5	10	<u>Group Dynamics</u>	Ch. 6 (p. 72-79)	Students review group dynamic commitments	<ul style="list-style-type: none"> • Update group dynamic commitments: 		<u>Portfolio 8</u>
6	11	<u>Strategy and Tactics</u>	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.	<p>Which of the 6 Strategies will you use:</p> <ol style="list-style-type: none"> 1. Legislation 2. Policy 3. Alliance building 4. Media and public education 5. Disruption 6. Target Meetings 		
6	12	<u>Strategy and Tactics</u>	Ch. 7 (p. 89-97)		<p>Which of the 11+ tactics will you use:</p> <ol style="list-style-type: none"> 1. Rallying 2. Marching 3. Picketing 4. Street Theater 5. Public hearings 6. Accountability Session 7. Occupying Space 8. Direct Negotiation 9. Lobby Day 10. Walk Out 11. A Day in the Life of 12. <i>See more</i> 		<u>Portfolio 6</u>

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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.	<ol style="list-style-type: none"> 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) 2. Make commitment cards, then get a minimum of 10 signed commitment cards for campaign launch. 	<ul style="list-style-type: none"> • Press Release(s) 	
7	14	Campaign Kickoff	Ch. 8 (p. 107-112)		<ol style="list-style-type: none"> 1. Develop 2-3 campaign messages 2. Choose a Media Relations Coordinator: ? 3. Write a press release, then email it to professor; post final 4. Plan a dry-erase board day/night 		<u>Portfolio 7</u>
8		<u>Campaign Plan</u>	Ch. 9 (p. 114-120)	Over next two classes, students develop campaign plan.	<ol style="list-style-type: none"> 1. Obtain 3-ring binder; start inputting info (p. 144) 2. Make a complete timeline for your campaign 3. Fundraise: Y/N If Y, which type? 		<u>Portfolio 8</u>
9-13				Students hold campaign kickoff event.	<ol style="list-style-type: none"> 1. Planning for Day: What's going to happen, who is going to do what, who will speak, make signs, recruit? 2. Emailed professor about date/time of 1st campaign action 3. Coordinator of Media Relations in contact with professor about Press Release; then send to assignment desk 		
14		<u>Campaign Evaluation</u>	Ch. 10 (p. 122-124)				<u>Portfolio 10</u>
15		Hero's and Shero's Journey	Ch. 11 (p. 125-129)				
Final		<u>Campaign Presentation and Binder</u>	—			<ul style="list-style-type: none"> • Campaign Binder 	