

**PORTFOLIO #2:**  
**Chapter 2 of CHANGE! and Reader**

This portfolio evaluates your knowledge of the text, and how well you can apply it to your campaign. For each question, you should address two areas: (1) ideas and concepts from the readings (book and reader), and (2) how these ideas and concepts connect to your campaign. This integration of text and action provides an in-depth analysis; thus, do not respond with 1 or 2 sentences to any question. There are no exams in social action, so the portfolio is where you demonstrate your knowledge of the reading, and your ability to apply it. Lastly, you can discuss the Portfolio questions with your group members, but you must use your own words when writing up responses.

- 2.1 What do you already know about social change?
- 2.2 Do you believe social change is possible? Why do many students believe that change is not possible?
- 2.3 How do you think social change takes place? What were the various steps that 2-3 student campaigns took to bring about change from the Reader and *CHANGE! A Student Guide to Social Action*??
- 2.4 Why do you think someone would become involved in social change? Why are you interested in social change? What from your life story has made this so? What were some of the specific reasons why students in 2-3 campaigns from the Reader and *CHANGE!* became involved in social change?

**Please reflect on the following questions about leadership:**

- 2.5 Explain traditional and the new definition of leadership, provide some examples from the reading, and then explore which definition you prefer and why?
- 2.6 What are your strongest and weakest leadership qualities and skills, as described on page 23-26 of *CHANGE! A Student Guide to Social Action*? In your answer, provide specific insights about these leadership qualities and skills from *CHANGE!* What quality and skills would you like to develop in this campaign?
- 2.7 In previous group experiences, has the new or old leadership model been used? In addition, how have the qualities and skills discussed above played out? For example, has leadership been shared and has everyone had the opportunity to exercise leadership? How have you had to deal with people not taking responsibility, or where a person has been too dominant? What will you do to ensure that your group puts this new leadership into practice?

**Please analyze the following questions about Plato's Allegory of the Cave**

- 2.8 So what is the situation in the cave? What do the shadows, fire, and cave represent?
- 2.9 What happens when the prisoners are released? Why is it difficult (for us humans) to see when s/he/they (or us) first see "the truth"? In another words, why do people find it hard to change their understanding of the world? What are the implications of this for your campaign?
- 2.10 What does the ascent out of the cave represent? Why is it a reluctant ascent (e.g., painful, going against what others think)? What does the prisoner in the story see when she leaves the cave, and what does this represent?
- 2.11 What happens to the person when they return to the cave, and why does this happen? What are the implications of this for your campaign? What might happen to you if you return into the cave? How does the cave apply to us today? Why did I have you read Plato's "Allegory of the Cave".
- 2.12 How does social action and service-learning (i.e., the integration of social action, reading, and critical reflection) help us to get of Plato's Cave? Please use specific examples of students who have gotten out of the cave using social action and service-learning.

### **PORTFOLIO 3**

- 3.1 Explain materialist factors, and then explore how materialist factors have affected your issue.
- 3.2 Explain idealistic factors, and then explore how idealistic factors have affected your issue. In addition, what value, belief or ideology provides the best frame for your issue?
- 3.3 How might this knowledge of materialist and idealistic factors help your social action group win your campaign?
- 3.4 Explain the difference between the women-centered and Alinsky models of community organizing? Are there any similarities between the two models?
- 3.5 What updates have been made to the Alinsky model, and what organizations have made them?
- 3.6 What did you learn from the women-centered and Alinsky models of community organizing that you can directly apply to your campaign?
- 3.7 Explain functionalism and conflict theory, with a focus on how each examines the role of education in society. Do you agree with the functionalist or conflict theory perspective? Please explain your reasoning.
- 3.8 How is critical education theory similar to, but different from, conflict theory? What assumptions are shared by both critical education theory and service-learning? How is critical education theory a way out of the cave and toward the light?
- 3.9 What theory (i.e., functionalism, conflict theory, or critical education theory) best explains your collegiate educational experience?

**Your Portfolio will be evaluated using the below grading criteria:**

- A: You have a strong understanding of the ideas and concepts from the readings, you provide an excellent analysis, and you integrate your social action with the *READER* and *CHANGE*, lectures, and videos.
- B: You have a good understanding of the ideas and concepts from the readings, you provide an above average analysis, and you integrate your social action with the *READER* and *CHANGE*, lectures, and videos.
- C: You have a general idea of the ideas and concepts from the book, you provide an average analysis, and you sometimes integrate your social action with the *READER* and *CHANGE*, lectures, and videos.
- D: You do not have a good understanding of the ideas and concepts from the reading, and never integrate your social action with the *READER* and *CHANGE*, lectures, and videos.
- F: You have no understanding of the ideas and concepts from the *READER* and *CHANGE* and provide no integration, and think “The Cave” is a tavern downtown.