

PORTFOLIO #4:
Chapter 4 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.

- 4.1 What is the definition of power? What previous 2-3 SJSU student campaigns from the reader have impressed you as being powerful and why? What made these SJSU groups powerful?
- a. How do you feel about power? In your life, have you had negative or positive experiences/feelings with power? Do you shy away from power, or do you like to feel powerful?
 - b. Explain how Dr. Martin Luther King Jr. and Marianne Williamson explore and explain power? After reflecting upon King's and Williamson's words, does it change your thinking about power?
- 4.2 Define the three types of power (i.e., power over, power with, and power for) and explain what types of power your group will use in your campaign? What type of power have previous SJSU student campaigns (from book and reader) utilized?
- 4.3 Define the three ways that power manifests itself, and then provide an example of "organized people" that interests you (i.e., a social action group that is trying to change policy that is not from the book or reader, for example, the Black Panther Party). Please include a minimum of 3 citations from outside sources.
- a. What initially brought this social action group together?
 - b. How long have they been working together?
 - c. Did they confront organized money and/or organized violence?

4.4 Devise a recruitment plan. In devising your plan, answer the following questions:

- a. What did you learn about recruitment from previous SJSU Social Action campaigns (from book and reader) that could help your campaign's recruitment?
- b. Who is heading up the recruitment committee?
- c. Decide as a group what days and times your campaign will table throughout the year. Also, where will you do it on campus, and who will do it? Please provide names and places. If the pandemic is on-going, how can you recruit using on-line resources?
- d. Decide as a group what classrooms or groups you will visit. Provide the names of the people who will be doing the presentations, and the professors, names, classes, and groups you will go talk to.
- e. Write up a 1–2-minute organizational rap that you have personalized and made your own.
- f. Who is going to put up your group's fliers, and in what halls & buildings will the fliers be put in?
- g. Who is going to create your social media accounts and start posting? Who will post every few days on your social media accounts? Please provide the name of your accounts.
- h. Who is going to do outreach (i.e., tabling, classroom and group presentations, flyer, posting on classroom whiteboards)? If you have started doing outreach, how is it going and what has been the response? Has it been empowering and engaging? If the pandemic is on-going, how can you do outreach on-line?
- i. Have one person from your group provide me with a sign-up sheet and flier.

4.5 Examining yourself, which of the following characteristics (e.g., race, gender, social class, sexual orientation, educational attainment, immigration status, and religious affiliation) provides you with the most and least privilege (and power) in U.S. society. As a college student, what privileges do you have on campus that you can access? How might your understanding of privilege, and your lack of privilege, help/hinder your work on this campaign.

4.6 How will your group be sensitive to the possible imbalance of privilege and power within your group, as well as the possible imbalance of privilege and power with the groups you might be working with? How did previous social action students (from the reader and book) deal with privilege?

Your Portfolio will be evaluated using the below grading criteria:

- A: You have a **strong understanding** of the ideas and concepts from the text, you provide an excellent analysis, and you integrate the lessons you are learning in your social action and campaign with the READER and *CHANGE*, and as well as the lectures, guest speakers, and videos.
- B: You have a **good understanding** of the ideas and concepts from the text, you provide an above average analysis, and you integrate the lessons you are learning in your social action and campaign with the READER and *CHANGE*, and as well as the lectures, guest speakers, and videos.
- C: You have a **general idea** of the ideas and concepts from the text, you provide an average analysis, and you sometimes integrate the lessons you are learning in your social action and campaign with the READER and *CHANGE*, and as well as the lectures, guest speakers, and videos.
- D: You do **not** have a **good understanding** of the ideas and concepts from the text, you provide a below average analysis, and never integrate the READER and *CHANGE*. No higher than “D” without text, and with out an understanding of the ideas and concepts, a D-(6/10).
- F: You have **no understanding** of the ideas and concepts of the class, never integrate your social action with the READER and *CHANGE*, and think “The Cave” is a tavern downtown.