

PORTFOLIO #1:
Chapter 1 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.

- 1.1 Explain the difference between an individual problem, a social problem, and an issue.
- 1.2 What are the six components of an issue in *CHANGE! A Student Guide to Social Action*?
- 1.3 What is the social problem that your group will work on? How are you hurt personally by this social problem? How has a family member or friend been hurt by it, and/or your community? How have previous social action students answered this question about how they are personally connected to their issue?
- 1.4 What is the policy your group wants to change? Please provide one to three demands. What were your favorite specific demands when looking at the previous SJSU campaigns, and explain in-depth what made these demands “good”?
- 1.5 What is the definition of a target? Who is the decision-maker for your issue? If it is a committee, please list all names of the committee (or board). Who were the targets in the SJSU campaigns that you read about in the book and reader, and explain why the students chose them.
- 1.6 Do you feel strongly about your issue? Are you willing to fight for it? Using 2-3 previous SJSU campaigns from the reader and *CHANGE!*, provide in-depth examples of students who felt strongly about their issue and who were willing to fight?
- 1.7 How will your group’s solution provide positive change in people’s lives? In what ways did the other SJSU campaigns provide positive change?
- 1.8 Explain what is a “frame”, and then describe what is the best frame for your issue? Compare your frame to the frames from 2-3 student campaigns that you have read about in *CHANGE!* and the Reader.

- 1.9 Testing your demands/issue: As part of your issue identification, individually go out and interview 2 students and ask them the following: How concerned are you about your issue? How does the issue impact you (or not)? Do you agree with the demands? Would you be willing to work on this issue, and fight for it? Please record their answers and include a description of the people you interviewed (e.g., age, year in school, lives on/off campus, gender, and ethnicity/race). Importantly, analyze their responses, and explain what are the implications of their responses for your campaign. For example, if the interviewees are unconcerned about the issue or unwilling to fight for it, your group may need to change the message, the demand, or perhaps even the issue itself. In your responses, integrate ideas discussed in the reader and book with your answers. FYI: You can count the time conducting the interviews for your portfolio, but not the time writing up the portfolio.
- 1.10 Testing your demands/issue: As part of your issue identification, interview (in person or Zoom) one stakeholder (e.g., non-profit staff member, a union leader, a campus staff leader, a rabbi/minister, etc.) that focuses on your social problem and issue. Ask her/him/they: How are you addressing this social problem? Then tell them how your group is conceptualizing the issue and ask them if they think this approach makes sense. Do they agree with your group's approach? If so, why, and if not, why not? Also, ask whether, if your group moves forward, would they support you or become involved as an ally. If so, what would they be willing to do? In addition, ask them who else should you talk to, and who else is working on solving this social problem. Even better, can they can connect you to them? Lastly, ask if they have any questions for you. In your response, integrate the book and Reader with your answers. Importantly, analyze their responses, and explain what are the implications of their responses for your campaign.

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.