

Grassroots Engagement

PMgt 6410.10 - CRN 65937

Monroe Hall of Government Room 101

Thursday September 3 - December 17, 2015

GSPM Political Management Objectives:

1. Assess a political environment, develop an appropriate strategy to achieve specified goals, and execute that strategy.
2. Draw upon a repertoire of effective communication skills and techniques for use in a political environment.
3. Collect, evaluate and incorporate relevant empirical evidence to shape, optimize, and continuously inform the developed strategy.
4. Find, engage and motivate the essential and appropriate leaders, professionals and citizens to achieve the developed strategy.
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards in the profession and exhibits principled leadership.

Grassroots Engagement: Course Description and Overview

The term "political leadership" is often an oxymoron. Reason: Politicians, most often, *react* to what is happening in society. They rarely lead as in acting first. FDR told lobbyists, "You have convinced me. Now go out and force me," meaning allow me to be a statesman *and* get re-elected with an outpouring of citizen support. Strategy in a political campaign is to identify or create a group mad enough to support a candidate or cause. Winners sail with the wind, not against it; polls indicate the prevailing wind.

This course is about learning how to develop a strategy based on a vision that will permit a choice: go with the wind (political campaigns), adjust your sails (often a lobbying effort), or, change the direction of the wind (community advocacy). Organizing for change is an uphill battle. A community's willingness to change is shaped by a full spectrum of influences. They includes the arts, business, education, literature, science, sports, etc.

Students will complete this course knowing how to think as a **Visionary**; and to act as a **Strategist** - whether to manage a political campaign, lobby a legislature regarding a public affairs issue, or challenge a community advocacy to accept/reject change. By the end of the course, students will be able to demonstrate that they can write a plan that includes the **tactics** for identifying and mobilizing people.

The plan will include using traditional a/o social media means, - for any one of the three situations - via database layering and micro-targeting techniques. They will learn why people respond as they do, and how they come to accept change, why they fear change, and how grassroots advocacy supports adopting a new position on an issue; then, helps them achieve the new, shared goal.

Grassroots Engagement Course Learning Objectives:

1. To appreciate that change in politics cannot occur unless there is a grassroots effort to achieve that end; that grassroots may also oppose change; and, that to challenge the status quo, one is dealing with 3 separate but distinct arenas in which to mobilize .
2. To achieve mastery of the process of identifying and mobilizing allies either pro/con change; and, to motivate them to engage in building support among the non-involved.
3. To determine the message, messenger, and the appropriate **narrowcast**¹ message-vehicle(s) to deliver maximum impact; and, measure effectiveness of techniques used.
4. To understand that the results of a political campaign have consequences; but, the seeds of change may well be sown if the winners fail to see the connection between a majority in a campaign, and a majority to govern - the link between good politics and good government.

Grassroots Engagement Course Requirements

1. Participation in a group project including timely submissions of project sections; and, an evaluation of the team's effort. **DUE 8:00 PM date noted on Project Deadlines - See PAGES 27 - 28**
2. Participation in weekly in-class discussions, responding to questions relating to the assigned readings and PowerPoint presentations as well as occasional articles concerning topical issues that relate to the class topic for that evening from various sources, such articles usually found in the **Sunday New York Times**. The discussion questions are posted with the syllabus; relevant questions from Sunday's *New York Times* will be emailed Monday.
3. A final exam.

Grading Schema

- A. Group Project - 40 points.
- B. Class participation - 42 points (14 classes @ 3 points each).
- C. GOTV Plan & Budget - 6 points
- D. Group evaluation - 2 points
- E. Final exam - 10 points.

¹ This course covers only GOTV budgeting. It does not cover campaign advertising, nor fund raising.

Group project recommendation:

Submit a draft **on deadline**. Late submissions can cause lower grades.

You'll receive a partial grade for the draft, usually lower than the maximum grade your group can be awarded. (**See Pages 27 & 28 for Section Submissions**).²

I will make editorial suggestions to improve the draft including questions that need to be explored to complete the assignment.

Then, submit a 2nd draft by the deadline. Each group member will receive one grade for the group project. So only one submission is needed.

A full grade will then be awarded for the 2nd and final submission - or for **the BACKGROUND** the 4th and final submission.

Advocacy Campaign - total value 40%.

1. Introduction - 5%
2. Scope - 10%
3. Background - 20%
4. Organization Profile - 5%
5. Survey Research - 20% (5% Approved Draft; 15% Completed)
6. Targeted Support - 20%
7. Media - 5%
8. Budget - 5%
9. Appendices + Bibliography - 2%
10. Full printed plan with Executive Summary (4%) + PowerPoint (4%)

² Remember: It is a **collaborative** effort. You send me a draft. I review it, then return it with suggestions for final draft. Scoring includes punctuality. Missed deadlines for 2nd drafts will cost points.

Grade*	Grading Standard	
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B-	80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance or inability to submit the assignment.

Due: By Thursday, 9/3:

PRIOR TO CLASS: Pretend you have an 8-year-old in your life. S/he asks you, "WHAT IS POLITICS?" Post your answer on Bb by 4:00 PM.

Note, read, bring to class: "**Guidelines for Building Trust.**" These guidelines have major impact on how we develop community advocacy campaigns. They can also be used in political campaigns that focus on building a positive relationship with volunteers and voters. We will discuss in class and experiment with their use to build trust and to achieve shared goals.

Please be prepared the first night to answer discussion questions. I do **not** lecture.

To answer questions, it is necessary to read **all assigned materials** including **SAMPLES.**³ That also includes the **PowerPoint**. You should also have questions regarding anything you read or the PP. It is recommended you bring printouts of materials with you for note-taking.

The questions are included each week.

Week 1: Class Date - Sep 3

Topic and Content Covered: Intro to Grassroots Engagement. Definitions, use in 3 political arenas, difference between use/impact broadcast/narrowcast (including social media. Creating/ Writing a Plan: The Building Block Process – a Vision, Strategy, Programs, & Tactics.

Learning Objective(s) Addressed:

- Guidelines for working with communities to build trust.
- The various uses and definitions of Grassroots.
- Useful metaphors: Sailing with the wind, tacking, and changing the direction of the wind in any of three **distinct** - but **inseparable** - political arenas.
- Developing a Vision for your candidate, issue, organization - aside from prevailing community vision.
- Clarification of distinctions among a Vision and a Strategy, Programs and Tactics.

Reading Etc. This Week: Read Johnson; Watch the movies, *No*, and *Invictus*.⁴

Review **SAMPLES**

- ✓ Vision & Strategy
- ✓ Guidelines for Building Trust in Community Advocacy

³ **Samples** are part of Reading List and are viewed following the same procedure as Footnote 4 below.

⁴ This class uses an application called **Google Drive** which serves as a cloud based storage system in order to organize and provide easy access to course materials. To access the class Drive, go to <https://www.google.com/>. Once there, you can sign in via the blue button in the upper right. Use the following log in information: Email: grassrootspolitics444@gmail.com and Password: **gspmgrefe2**. Then click on the cube (the one with 9 dots), then click on "Drive." Go to specific week for all material to review to answer questions posted in Bb.

Assignment for Week: Be Prepared to Answer/Discuss:

- What is Politics? Relevance of answer for community advocacy or corporate mgmt.
- Guidelines for Building Trust -
 1. What advantage is gained from having a meeting in which electronic gear is prohibited? What advantages are gained from prohibiting outside work?
 2. What advantages are gained from starting on time, sticking to the topic, and avoiding one-on-one conversations?
 3. How might these guidelines be applied in class, in group project meetings, in campaigns, in an office setting. in a community organizing event?
 4. What is the advantage of insisting on no negative comments regarding ideas offered.
 5. What experiences can you relate regarding attack words versus trust building words?
 6. What challenges do you foresee in working through a grassroots plan for your own issue; or, for that of your team (if applicable), as well?
 7. When should such guidelines be introduced; how can they be adopted?

- Define intelligence; knowledge - general significance in politics, grassroots specifically?
- Why might we say that politics operates on superstition and barbarism in response to society's fears - or that people often celebrate intolerance as proof of their convictions?
- Do you agree/disagree with Einstein's view of ethics?
- What are 3 principle ways in which we use grassroots; how distinguish one another?
- What do we mean when we say think globally, but act locally?
- What definitions of grassroots work for you; explain it to an 8-year-old.
- Distinguish grassroots from grasstops from "taproots" and "Clientelism". Cite examples.
- What 4 items should be in your Introduction? How else might the Intro be used?
- What is the difference between a vision and a strategy; between programs & tactics?
- Your "take-aways" from *Invictus*, how you would apply that "take away" of what Mandela did to gain trust among your adversaries on your issue.
- Your "take-aways" from *No*.
- RE: vision and strategy - Differences between what we learn from the two movies?
- If applicable: Questions posted by Monday evening based on Sunday's *New York Times*.

NOTE: Your group project is to be developed as though your team is either pitching a new client or you are seeking to convince your boss to approve a grassroots campaign of some sort.

Week 2: Class Date - Sep 10

Topic and Content Covered: Fundamental Portions of Plan 1:

Background Statement (the authorizing environment/political landscape) on issue; its history; a profile of the community. Surveys/focus groups - acceptance of Vision, Strategy, Message; use of "push" polls (proper v. unethical), use of demographic, psychographic data to help build that community profile - and answering the question, **why might your campaign succeed now?**

Learning Objective(s) Addressed:

- To learn the basic elements of a "white paper," or Background statement on the issue.
- The need to know the history of the issue.
- The basic information needed for a community profile to answer question: "Why now?"

Reading Etc. This Week: NCA Preface, Intro, 1, Alinsky *Reveille for Radicals*. Review Samples:

- ✓ Survey Samples
- ✓ Message Sample(s) & a Sample Bumper Sticker
- ✓ Instructions: How to conduct survey - **MUST BE** in person; **no email!**
- ✓ Background statement & Community Profile

Assignment(s) Due This Week:

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Two:

- *The New Corporate Activism (NCA)* was published in 1998. Which of the 6 changes noted in the Introduction would you delete, or amend, today; what would you add?
- What is important for a grassroots strategist to remember about "Big Green" and how might that apply to your own personal issue?
- Discuss the Smuggler Mountain case. What significant "take-aways" can we apply to any grassroots undertaking, notable the one you have in mind?
- What is the difference - to Alinsky - between a radical & a liberal? How do you see yourself in terms of either supporting or challenging the status quo?
- In 1969, Alinsky was referring to the crisis of people feeling as automatons. Is that the crisis today? If yes, explain why you think so; if not, what is different in your view.
- What does Alinsky mean when he says we must approach folks on the basis of a common understanding?
- How do the rules of discussion address that challenge, especially everyone's ego, and personal identification?
- What is the program ballot Alinsky suggests we use; how would you apply it to your personal issue?
- What is the difference between demographic and psychographic data, and what need is there to know this to build a campaign plan?
- *Cui bono?* your personal issue?
- Why is the Background and the Community Profile so important and essential at the beginning of any campaign?
- What must you know about your opponent as well as about your position?
- What is the purpose of a survey and/or a focus group?
- What is the difference between the two?
- What is a "push" poll?
- What is a "Faustian Bargain" and why should I care?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 3: Class Date - Sep 17

Topic and Content Covered: Fundamental Portions of Plan 2: Broadcast v. Narrowcast; deciding on organizational home for campaign, pro/cons of building a new or 3rd party group.

Learning Objective(s) Addressed:

- To appreciate the distinction between broadcast and narrowcast - the use of each in support of grassroots mobilization.
- To decide whether to form in independent 3rd party organizations, join an existing one, form a coalition.

Reading Etc. This Week: *Milk*, Carter, Helminiak, NCA 3, Check on-line NY Affordable, Reliable, Electricity Alliance, <http://area-alliance.org/>; plus, Sample Community Organization - Organizing Manual.

Assignment(s) Due This Week:

MON 9/14 Post 1st Draft of (1) Introduction.

WED 9/16 EAG Returns Draft.

FRI 9/18 Final Draft Posted on Bb.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Three:

- What is the primary cause of organizations failing, according to Alinsky?
- What is the difference between broadcast and narrowcast - explain what a "hit" is - and comment the impact of each on the mobilization of folks.
- What challenge did the community face in terms of being organized when *Stonewall* occurred?
- What challenges did Harvey Milk face in creating a campaign organization in terms of the authorizing environment - on several levels?
- Why would a class on grassroots engagement include a movie about a movement, a book about a civil disturbance, and a book about the Bible?
- What are three ways we can measure an issue?
- What is the relevance of picking up the emergence of a trend early in terms of strategy?
- Discuss NY AREA - what mode does that fit, reactive, proactive, adaptive?
- How might the Sample Community Organizing Manual benefit you on your issue?
- Any samples from other organizations you have worked with you can share?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 4 Class Date - Sep 24

Topic and Content Covered: Fundamental Portions of Plan 3: Identifying the players: the saints, sinners, savables, the Influentials and/or Grasstops; building a leadership profile.

Learning Objective(s) Addressed:

- Ability to clearly identify players as having an emotional (pro/con), economic, intellectual interest in issue.
- Distinction between grassroots and grasstops; problem with "Astroturf".

Reading, Etc. This Week: NCA 4, 5. Gladwell, Keller & Berry. Leadership Guy video; Sample Organization Profile, Leadership Profile of Influential, of "Champion".

Assignment(s) Due This Week:

MON 9/21 Post 1st Draft of Section 2.

WED 9/23 EAG Returns Draft.

FRI 9/25 Final Draft Posted.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Four:

- Reflecting on *Leadership Guy*, what is the significance of this video in terms of understanding how various people fit into the process of leading a movement?
- Using *Leadership Guy* as your model, what role(s) would you assign John Wojnowski, (DC), Barbara Blaine (SNAP: Survivor's Network of those Abused by Priests), and Mark Serrano (ProActive Communications, Leesburg, VA) regarding sexual abuse; and what role(s) would you assign Princess Diana and Jody Williams in the issue of ridding the world of land mines?
- Who fits which role in the Smuggler Mountain case?
- What does the case of the Coalition for Equal Access to Medicines teach us?
- Define "family," "friends," "strangers", as well as "saints" and "savables."
- What mistake is made when we make assumptions about anyone in any category?
- If we do not know which category to put an individual **or** an organization in, where do we put that person **or** organization?
- Define the 5 "I's" and 3 "T's" and share how do you would use them?
- What is the criteria for selecting an "Influential"?
- What are the differences among an "Influential," a "champion," a "community leader"?
- Name the primary issues that tend to divide U.S. citizens.
- What is the role of the "stranger" or "savable" in changing attitudes on these issues?
- What is an economic issue?
- What is a moral issue?
- What is an eco-moral issue?

- What is a lateral arabesque?
- How does a lateral arabesque help a strategist deal with political deadlock and stasis?
- Define mavens, connectors, salesmen?
- Some argue the Internet makes the connector irrelevant; how does Gladwell counter?
- How is the role of connector relevant to Keller & Berry?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 5: Class Date - Oct 1

GUEST SPEAKER: Amy Meli, GSPM '02, Vice President, Aristotle International - The basics of micro-targeting, knowing enough to become a consumer of such info.

Topic and Content Covered: Grassroots organizing for a **Political Campaign 1**; GOTV; database construction, micro-targeting.

Learning Objective(s) Addressed:

- *To appreciate that successful campaigns are based on "going with the wind," or why polls matter to test depth of fear a/o occasional willingness to change; knowing the "hot" buttons of the discontented to push; why destroying trust in the opposition is paramount. (Lecture 2) - the challenge for the grassroots organizer/activist.*
- To learn the basics regarding how to prioritize precincts for campaign and GOTV efforts so as to begin identifying & organizing voters and volunteers.
- The basics of database construction - done by group and/or via purchase.
- The basics of micro-targeting, knowing enough to become a consumer of such info.

Reading Etc This Week: Green/Gerber Chp.1 & Pgs 93-95; Issenberg Prologue, Chaps 1, 2. Sample: *More on Psychographics (New York Times article.)*

Assignment(s) Due This Week:

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|-----|------|---|
| MON | 9/28 | Post Draft of Survey - Section 5-B |
| WED | 9/30 | EAG returns draft. |
| THU | 10/1 | Post and Present in class GOTV plan & budget. (GOTV budget is part of budget for entire plan that includes costs for purchasing data, training, building & maintaining web site. Do only GOTV budget piece now.) Part of Section 8. |
| FRI | 10/2 | Email draft of survey to two people for comments: wiley@gwu.edu and amy.meli@aristotle.com. Ask for their comments by 10/9. |

(GOTV Budgets - one for a **local** candidate who lost; one for a candidate who won. Team's view of what was missing from loser's GOTV effort; what was good about winner's. No PRESIDENTIAL campaigns, preferably a local race, or a House primary race.)

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Five:

- What does Big Green have in common with the first chapter of Green & Gerber?
- What is the most effective way to reach voters?
- How does that personal touch relate to social media?
- What challenges did Merriam discover in his quest for political office?
- Why do some think McGovern failed in his quest for the presidency?
- How might that failure link to the challenge of having a Vision?
- How does Lincoln's organizing principal stand up to today's organizing methods?
- What did Matt Reese contribute to the concept we now know as GOTV?
- Define "swing" voters from the viewpoint of Vince Barraba and his impact on Don Riegler's campaign for Congress.
- What has been the role of the National Committee for an Effective Congress?
- What are your impressions of Hal Malchow in terms of his impact on politics?
- What are your impressions of Alexander Gage in terms of his impact on politics?
- What advances have we made since Simulmatics? Include Claritas cluster System, Acxiom, the ability to merge files.
- What is database layering?
- Define database mining.
- How do we use such techniques today to "swing" elections?
- Of what significance is Issenberg's book to a student of the political process, especially grassroots mobilization for campaigns?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 6: Class Date - Oct 8

Topic and Content Covered: Grassroots organizing for a **Political Campaign 2**. Begin conversation on use of fear, hate, going with the wind to win. Netroots v. Grassroots - the differences, how they work best together in a campaign; tactics for organizing volunteers.

Learning Objective(s) Addressed:

- To begin to appreciate why successful campaigns are based on "going with the wind," or why polls matter, knowing the "hot" buttons of the discontented; why destroying trust in the opposition is paramount.
- To learn basic steps to identify and organize campaign voters and volunteers.
- To appreciate how best to integrate social media - or "netroots" into a campaign; some pro's and con's of netroots.

Reading Etc. This Week: Harris Chap. 11; Rheingold; NCA 7; Issenberg Chap 5. Sample Coffee Klatch/Meet-Up.

Assignment(s) Due This Week:

MON 10/5 1st DRAFT Section 3

WED 10/7 EAG Returns

FRI 10/9 Post IF only minor edits/updated required.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Six:

- While the Internet has revolutionized business and culture, and spread ideas around the world, how well has it fared in terms of building democracies that respect the rights of minorities; or, allow for the disagreement without being disagreeable?
- How does *1984* compare to the real world we live in today in terms of the impact of technology?
- What is the link between heterarchies and smart mobs; heterarchies and "swarming" strategies - and what evidence do we have that such techniques work in campaigns?
- What do we know now about "anger points" and "pleasure points"? (See Issenberg 5)
- Why do we say technology is to be subservient to communications strategy and secondary to crafting of the message?
- If technology is to be subservient, how critical is Twitter and other social media feeds to a Visionary, a Strategist, a person in charge of a Program for a campaign of any kind; or, for the Tactics in use, about to be used? Is the impact to be the same?
- From the standpoint of technology, do differences exist between dealing with political campaigns and with lobbying or issue campaigns - in terms of use, in terms of impact?
- What is the "multiplier effect" and how is it used in grassroots mobilization?
- How is a "meet up" and a "coffee klatch" alike/unalike?
- What is the limitation of the Internet in terms of achieving action?
- Which of the 9 databases recommended in NCA do you need for your issue; how get?
- Consider and note elections - won/loss - based on Trust v. Experience v. Believe can accomplish what says will accomplish (challenge of hyperbole in our society).
- How do we - and why do we bother to - marry "high tech" to "high touch"?
- How effective is the Obama video in terms of using technology to support volunteers?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 7: Class Date - Oct 15

Topic and Content Covered: Historical/philosophical/psychological underpinnings

1- To appreciate the history and challenge of citizen engagement in political process; a sense of the American ethic impacting change; our primary issue conflicts as a nation; our conflict vs. consensus models for resolution of differences; the melting pot vs. tossed salad, authoritarian vs. nurturing vs. license approaches to organizing people.

Learning Objective(s) Addressed:

- To appreciate that we are not operating in a vacuum, nor did all ideas for change first surface at the dawn of the 21st century, that we have a rich history of influences which shape our decision-making process as voters and organizers.
- To appreciate role of family to shaping how the political process should/should not work.

Reading Etc, Due This Week: *Boogie Man: The Lee Atwater Story*, *Saul Alinsky & His Legacy*, Lakoff.

Assignment(s) Due This Week:

MON 10/12 2nd Draft Section 3

WED 10/14 EAG returns.

FRI 10/16 Final draft Section 3 posted on Bb.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Seven:

- Why might we say that **nothing** gets decided within the political process in terms of community acceptance of change **without grassroots** engagement?
- Why then might we argue that grassroots engagement trumps, ultimately, all other forms of communications in terms of impact - acknowledging that other forms of communication assist the grassroots process?
- Explain the impact of the Greeks on modern thought - especially Plato & Aristotle.
- What has the role of religion been historically in terms of supporting human rights?
- How do we deal with the challenge religion may present in terms of extending human and civil rights to **all** people?
- How did Augustine and Aquinas impact the process of individual rights for all?
- What is the impact of the Renaissance on Western - European thought?
- (How does the Hispanic history differ in terms of the continuing role of the Roman church and the achievement of individual human rights?)
- Why is knowing about the impact of Deism on framers of our Constitution important?
- Discuss the American Ethic - Explain the shorthand definitions.
- What is the challenge of majoritarianism in terms of obtaining human rights?
- What does Lincoln tell an astute grassroots campaign manager, especially a visionary like Mandela?
- What does Niebuhr mean when he says individual moral man may check his tendency to be moral when facing his family or tribe?
- Explain the difference between the "melting pot" and the "tossed salad".
- Explain the difference between conflict and consensus models.
- Explain Lakoff, especially the difference using personal examples between an authoritarian approach and a nurturing approach; and, a approach known as license.
- How do you explain the difference between Alinsky and Atwater in terms of their approach?

- Could Atwater work in community advocacy; could Alinsky work in political campaigns?
- What are some of the challenges a community organizer faces in dealing with extreme positions; how do we regain a position of focusing on an intellectual rationale for change the uncommitted or savables will support?
- Explain to an 8 year-old the difference between equalitarianism and egalitarianism.
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 8 Class Date - Oct 22

Topic and Content Covered: Grassroots organizing for **Community Advocacy**. Generating or manipulating vs. overcoming FEAR, the psychological challenges to change - LISTENING exercises for change. Community Advocacy Grassroots; training volunteers. (5 I's - 3 T's).

Learning Objective(s) Addressed:

- Learn the challenges to "change the direction of the wind" in a community.
- To choose between an authoritarian or nurturing way to organize volunteers as both work.
- Learn how to begin building trust among prospective volunteers/advocates.
- Learn to cement internally the notion: Starting from where folks are, not where want to be.

Reading Etc. Due This Week: *Buck*, Putnam, Whyte, Riesman, NCA 6. Samples: Volunteer Qualities Profile (Obama Organizing Precinct Model); Volunteer Relationship to Employee (Un-Paid) + Activities, Organization Profile.

Assignment(s) Due This Week:

MON 10/19 Draft Section 4

WED 10/21 EAG returns.

FRI 10/23 Final draft Section 4 posted on Bb.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Eight:

- What does *Buck* teach us about listening?
- What do we learn about his life that suggests he may have become a bitter person?
- What is Putnam's thesis?
- On Slide 18 from Lecture 6, Putnam makes a comment about the Internet. What is its significance in terms of how we need to approach organizing people?
- What do we mean when we say Americanism is an idea?
- What does the concept of "victimhood" do to our ability to accept responsibility for acts?
- How have you observed specific background noise affecting your issue?
- What do reality TV shows and social media reinforce within the body politic?
- What is the best way to engage people and to build their trust?

- What part of developing a listening exercise for the community do you feel uncomfortable with; and, why?
- What is the best way to proceed to recruit volunteers - what should an organizer be able to tell them, to train them to do?
- Explain Whyte's man - what generation is he part of?
- How would you recruit Whyte's man to support your issue?
- Cite the types of people Riesman notes and tell me - how would you recruit each to support your issue?
- What generation reflects best which type noted by Riesman?
- What is the difference between the Port Angelus spill and that of the Exxon Valdez?
- What is a Key Contact program?
- Describe the various training programs
- What training programs would you need to mount to deal with your issue?
- Explain the NO-ALCC case elements - note how they link to the class; how they apply to building a coalition to deal with your own issue.
- How does Waste Management deal with community challenges to dumps?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 9 Class Date - Oct 29

Topic and Content Covered: Grassroots organizing for **lobbying**; tactics for communicating with legislators/regulators at the Federal/ State/Local level.

Learning Objective(s) Addressed:

- To appreciate that most successful lobbyists work against passage of any bill; that the advocate for change must often "tack" which means adjust one's sails to the various directions of the wind to accomplish minor steps forward.
- To understand the process of building a grassroots and/or a grassroots organization to lobby a bill at any level of government in U.S.
- To appreciate the need for a "champion" within the legislative body one is approaching.

Reading Etc. Due This Week: Meredith, Greffe's *Fighting to Win*. Sample: Organizing a Local Lobbying Effort at a City Council or County Council level. Sample Leadership Profile - either an "Influential" or a "Champion" - someone in community to lead, or an elected rep to lead in

Assignment(s) Due This Week:

MON 10/26 First draft Section 5, Parts A & D

WED 10/28 EAG returns.

FRI 10/30 Final draft SECTION 5 - PARTS A, C (**results**), and D posted on Bb.

Post survey used in field (Section 5, Part B) - Appendices (Section 8).

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Nine:

- So far as Meredith is concerned there are two rules of the game - which are?
- To whom does Meredith speak in terms of her advice on how to lobby?
- What is the purpose of dividing public and nonpublic issues, in her view?
- How do affected constituents affect the way legislators react?
- What activities does she recommend training folks to do in order to create a presence in the mind of the legislator?
- How many mailings does she recommend?
- How does Meredith recommend you mobilize your base for lobbying?
- What does she recommend in terms of knowing your opposition?
- What does it mean "build a fire" when lobbying?
- What sort of record keeping do you need for your issue?
- What are the four basic steps to prepare to lobby a local government?
- What relevance to your plan do the questions have posed on page 164 of *FTW* for any lobbying situation?
- How do outcomes in the legislative arena differ from election outcomes?
- What is the significance of Calhoun's Rule of the Concurrent Majority?
- What did O'Neill mean; FDR, Simpson?
- What is the role of a "champion," and how does it differ from an "Influential"?
- Why conduct a survey among employees or donors to a non-profit group, others who may be willing to support your effort?
- What training is needed for volunteer lobbyists?
- What is the role of staff vs. elected official; how should they be treated?
- What is most critical to do throughout meetings, and at various stages of the legislation in order to build/maintain a solid relationship?
- How is the Entergy example helpful in preparing for your own issue?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 10 Class Date - Nov 5

Topic and Content Covered: **Attributes of a good organizer 1**; Keys to successful community advocacy. tactics for defining, training, retaining enthusiasm of a volunteer; authoritarian vs. nurturing style; role/tactics for volunteers to reach media.

Learning Objective(s) Addressed:

- How to build a training program.
- How to define a volunteer as an "unpaid" employee.
- How to maintain enthusiasm when the outcome appears bleak.

Reading Etc. Due This Week: Alinsky's *Rules for Radicals*. BLT Video.

Assignment(s) Due This Week:

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Ten:

- How does *BLT* apply to the team project?
- How does *BLT* apply to your individual issue?
- Describe "the trinity" as Alinsky defines the groupings - then, how does this apply to your group project; to your individual project?
- Alinsky cites 11 Rules of Ethics - For each of the 11: Would you apply this rule to your group project; to your individual issue - if so, how; if not; why not?
- Alinsky cites 13 Rules of Power For each of the 13: Would you apply this rule to your group project; to your individual issue - if so, how; if not; why not?
- Alinsky notes characteristics of a good organizer - which of each do you now possess; which do you feel you may need to work on?
 - ✓ Willingness to listen - to follow rules for listening (explain/demonstrate).
 - ✓ Willingness to ask "Why not?" as well as "Why?"
 - ✓ To put self in the other's shoes.
 - ✓ To be irreverent - except as to the pain felt or the specific issue.
 - ✓ To allow mistakes to occur without judgment or retribution, but as a learning experience, illustrating by beginning the learning/evaluation process with what word? And by avoiding what word?
 - ✓ To use humor to lighten the potential tension, especially, self-deprecating humor.
- There are three communications options - each having an impact on the way corporate volunteers are used. Describe the three and say how you may have seen examples of each in use. Which was most effective from your perspective - or were they equally effective?
- What is the challenge to building a grassroots coalition of employees in an authoritarian setting; the opportunities available in a more nurturing environment?
- What are the key things to teach employees about writing a letter to an editor?
- How would you teach a volunteer to handle:
 - A talk radio opportunity?
 - An on-line opportunity?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 11 Class Date - Nov 12

Topic and Content Covered: Historical/philosophical/psychological underpinnings 2

- Focus primarily on the challenges of how to get people from where they are to where you want them to be in terms of psychology of some, that is, the fears some have that organizers may need to address. It is done by listening and being empathetic to the challenges presented as well as by training. Knowing also that "important people want to be treated importantly," how to recruit leadership. Finally, how to engender an esprit des corps among employees to challenge them to perform to their maximum to the benefit of the community and the organization.

Learning Objective(s) Addressed:

- Learn the challenges to "changing the direction of the wind" in a community.
- Learn to internalize the notion: "Start from where folks are, not where you want to be."
- Learn the corollary: Never make an enemy by insulting someone.
- Ideas for recruiting leadership.
- Ways to engender esprit de corps for mutual benefit of employees, organization, community, enabling all to be leaders. Entergy Example.

Reading Etc, Due This Week: Wu, Qazwini, Gonzalez. Sample: MSM Profile

Assignment(s) Due This Week:

MON 11/9 Draft of Section 6

WED 11/11 EAG returns

FRI 11/13 Final draft posted on Bb.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Eleven:

- What experiences do Asians share/not share with the Black community?
- What experiences does the Hispanic community share/not share with the Black community?
- What experiences does the Muslim community share/not share with other minority groups?
- What experiences do Asian, Hispanic, or Muslim women share with with/differ from either Black women, or with Caucasian women?
- How do you go about choosing leadership?
- How do you approach potential leaders?
- What does the Entergy experience tell us about the company in terms of how it treats its employees; and, with what rewards - for the employees, the communities they serve, the company itself?
- What are some of the fears you have encountered in organizing efforts?
- What challenges do you foresee in trying to implement the ideas offered in the course regarding ways of learning how to listen; which have been most helpful to you, least helpful, most challenging?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 12 Class Date - Nov 19

Learning Objectives:

Using grassroots to organize people to deal with an issue in a parliamentary situation; and grassroots techniques to organize people to deal with an authoritarian or dictatorial regime.

Topic and Content Covered: Use of grassroots when dealing with Parliaments, move towards devolution in Common Market countries; use of grassroots techniques to challenge dictatorships (an intro only; not to be done without extensive training.)

Reading Etc, Due This Week: *Made in Dagenham*, Foer, Sharp.

Assignment(s) Due This Week:

MON 11/16 Draft Section 7

WED 11/18 EAG returns

FRI 11/20 Final draft posted on Bb.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Twelve:

- What is the significance of *Made in Dagenham* from the standpoint of the challenges faced by a grassroots organizer?
- Foer says that "soccer is often more deeply felt than religion." What does that mean for an organizer interested in changing the way people in a community view a specific group, such as Muslims, Jews, Asians, Blacks, etc.
- What is the U.S. equivalent?
- Compare baseball as a reflection of the body politic and U.S. football as a reflection of the body politic.
- Why in politics do we describe as a group "soccer moms" and not "football moms"?
- What is the role of lacrosse in our society?
- How does soccer play out between Protestants and Catholics?
- If war is a mere continuation of politics by other means, what is sports?
- Cites examples of non-violent struggles with which you are familiar that have been successful *other* than those cited by Sharp.
- Review and be prepared to discuss use of Sharp's 198 ways to mount a nonviolent campaign when confronting a despotic or authoritarian regime, company, etc.
Candace - select 4 examples to present the class of Sharp's suggested actions 1 - 70.
Alex - select 4 examples to present the class of Sharp's suggested actions 71 - 119.
Fifi - select 4 examples to present the class of Sharp's suggested actions 120 - 157.
Ken - select 4 examples to present the class of Sharp's suggested actions 158 - 198.
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 13 Class Date - Dec 3

Learning Objectives:

- Dealing with volunteer ennui while also contributing to an adaptive approach to public affairs.
- Establishing an issues management system internally to provide an early warning of potential issues.

Topic and Content Covered: Forecasting, a way to engage volunteers when issue is somewhat dormant.

Reading Etc, Due This Week: *The Butler*. NCA 11.

Assignment(s) Due This Week:

MON 11/30 First draft of Sections 8 & 9 plus Executive Summary

WED 12/2 EAG returns.

FRI 12/4 Final draft posted on Bb.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Thirteen:

- What does *The Butler* teach us - again - about the challenge of dealing with different generations when organizing?
- What does the movie say about the challenge infecting virtually every grassroots effort in the United States when looking at the primary issue confrontations discussed in class?
- What does the movie suggest, especially when seen against a backdrop of *Milk*, or *Made in Dagenham*; or the readings of Week 11, in terms of the need for an organization to have an issues management (IM) team in place?
- What question does an IM address thematically that MBA types rarely, if ever, address?
- What is the theme of *NCA* Chapter 11?
- What examples can you cite from your own experience of corporations that behave in a more participatory way?
- Questions posted by Monday evening based on Sunday's *New York Times*.

Week 14 Class Date - Dec 10

Topic and Content Covered: Attributes of a good organizer 2; plus, course review of basic concepts; re-cap of ideas for launching a complete plan.

Learning Objective(s) Addressed:

- Review of where we started, where we have arrived.
- Re-cap of ideas for launching a complete plan.
- Discussion of any final questions.
- Discussion of any concepts that may be confusing.

Reading Etc, Due This Week: Review Learning Objective and PowerPoint Lectures.

Assignment(s) Due This Week:

THU 12/4 GROUP turns in 2 copies final written project; 8 copies of an executive summary.

Read and be prepared to discuss all assigned material for class including posted PowerPoint.

Some Topics for Class Discussion Week Fourteen:

- We have discussed in class three political situations in which one uses grassroots to mobilize people and get them involved; note the three and for each situation indicate what enables us to say that each is **distinct** but **inseparable** from the other two; then, indicate the characteristics they share that make them inter-dependent, and those characteristics of each that makes them different?
- Explain the essential differences among various groups as to their potential reason for responding to a call to become active in a grassroots organization:
 - a. Family or Saints, and Friends.
 - b. The Organization Man.
 - c. Strangers or Savables.
 - d. Influentials.
 - e. Inner-Directed People.
- Using succinct messages suggested in the PowerPoint lectures, describe each of the following aspects of the American ethic that might motivate individuals to join a grassroots coalition
 - a. Puritanism.
 - b. Positivism.
 - c. Pragmatism.
 - d. Populism.
 - e. The Conspiracy Theory.
- Briefly indicate how the following observers suggested either the need for, or the necessity of, a voluntary, grassroots approach to public policy debate:
 - a. Tip O'Neill.
 - b. Franklin D. Roosevelt.
 - c. Judith C. Meredith.
 - d. Saul Alinsky.
 - e. Lee Atwater.

- Name the three approaches an organizer might use to marshal people's engagement in a campaign - name either an individual whose style as an organizer (or, if not a person, an example) to illustrate each of the three approaches.
- What are the distinctions between broadcast and narrowcast in terms of the delivery mechanisms for delivering a message? What ultimate impact can each; have, and, how many "hits" normally needed to achieve that impact?
- Define the following:
 - a. Vision.
 - b. Strategy.
 - c. Programs.
 - d. Tactics.
 - e. Lateral Arabesque.
- In addition to testing a possible message, what information should a survey and/or focus group confirm; what other information should that survey or focus group produce to help develop a grassroots campaign plan?
- Define so an 8-year-old would understand you:
 - a. What is politics?
 - b. What is grassroots politics?
 - c. How do we figure out what people need?
 - d. How do we build trust among people we hope will support us?
 - e. What do we do before deciding someone is a foe?
- Summarize the various activities in which volunteers can be taught and encouraged to do in a grassroots advocacy campaign; indicate how social media properly built enfold into the grassroots effort, and indicate the optimal approach to marrying the two.
- Using the two documentaries you viewed regarding Alinsky and Atwater, answer the following question: What is the "authorizing environment" that would enable either to organize and succeed?
- Compare Gladwell's three characters engaged in creating a tipping point for an issue with Riesman's three characterizations of people, then indicate how this information could help you approach one of Whyte's people, one of Putnam's people, and one of Foer's fans.
- Explain why it is important for anyone who wants to change how a community thinks about an issue to have read excerpts from Gonzalez, Qazwini, Carter, and Wu and/or seen the films *Made in Dagenham*, *Milk*, and *The Butler*.
- Start with the Latin phrase from the Roman poet Juvenal – *Quis custodiet ipsos custodes?* – roughly translated as "Who watches the watchers?" – and build a case for the distinction between a visionary and a strategist. Reference *Invictus* and *No* to buttress your case.

- You indicated at the outset of class an issue about which you are passionate, one you might work on immediately upon graduation, or soon. Given what you have learned over the semester, discuss how the various ideas have helped strengthen your approach to organizing people in support of your issue. Weave in to your consideration for building out to the non-involved ideas suggested from the film *Buck* and the video *BLT*.

Week 15 Class Date - Dec 17

Topic and Content Covered: Putting it all together for an independent panel to judge.

Assignment(s) Due This Week: PowerPoint Presentation to group of judges.

THU 12/17 Final post of PowerPoint on Bb.

POST Class Date: Dec 21 - Assignments to be Posted Today on Bb:

1. FINAL EXAM.
2. Evaluation of Group.

Required Text and Learning Materials - Movies, Etc.

This class uses an application called Google Drive which serves as a cloud based storage system in order to organize and provide easy access to course materials.

In order to access the class Drive, go to <https://www.google.com/>. Once there, you can sign in via the blue button in the upper right. Use the following log in information:

Email: grassrootspolitics444@gmail.com and Password: **gspmgrefe2**

Then click on the cube to the left of the notifications indicator (it's shaped like a bell) and click on "Drive."

TEXTBOOK:

Grefe, Edward A., & Linsky, Martin, *The New Corporate Activism: Harnessing the Power of Grassroots Tactics for Your Organization*, McGraw-Hill, Inc., 1995. **NOTE** as "NCA".

WEEKLY:

Peruse Sunday *New York Times* - Section 1, Sunday Review, Sunday Magazine, Sports, and non-fiction book reviews in the Book Review.

MOVIES:

Boogie Man: The Lee Atwater Story. *A legendary, controversial operative who had Democrats singing the blues.*

Democratic Promise, The: Saul Alinsky & His Legacy.

Buck, a documentary that follows Buck Brannaman from his abusive childhood to his phenomenally successful approach to horses.

"No" a 2012 Chilean film regarding the 1988 plebiscite on Pinochet.

Made in Dagenham, a feminist tale based on actual events whose heroine, a composite of real-life women, leads Ford workers to pay equity.

The Butler, Cecil Gaines works as White House butler during 8 presidential terms from 1952 to 1986; witnesses, becomes involved in, political and social turmoil of the period.

Milk is a 2008 American biographical **film** based on the life of gay rights activist and politician Harvey **Milk**, who was the first openly gay person to be elected to office.

Invictus covers the events in South Africa before and during the 1995 Rugby World Cup, hosted there following the dismantling of apartheid.

Videos - *BLT*, and Leadership Guy.

BOOKS:

Alinsky, Saul D., *Reveille for Radicals*, Vintage Books, 1969 (original publ. 1946).

Chapter 1. What is a Radical? Chapter 3. The Crisis Chapter 7. Org. Tactics

Alinsky, Saul D., *Rules for Radicals*, Vintage Books, 1971 (original publ. 1969)

Purpose - *Class Distinctions: The Trinity*; Of Means & Ends; The Education of an Organizer; Tactics (to conclusion of story about use of gum on campus).

Carter, David, *Stonewall*, St. Martin's Griffin, NY, 2004, **Prologue & Conclusions**.

Foer, Franklin, *How Soccer Explains the World*, Harper, NY, 2004 (**Pre + Chap 2.**)

Gladwell, Malcolm, *The Tipping Point*, Little Brown & Co, New York (**Intro, 2 – to end of "9" on page 74, Afterword**)

Gonzalez, Juan *Harvest of Empire, A History of Latinos in America*, Viking, NY, 2000 - **Introduction, Pt. III, and Epilog.**

Green, Donald P., and Gerber, Alan S. Gerber, *Get Out the Vote!*, Brookings Institution Press, 2004.

Grefe, E.A. & Linsky, Martin, op.cit, (Preface, Chaps 1, 3 - 7, 11 – abbreviation **NCA**).

Grefe, E.A., *Fighting to Win: Business Political Power*, Harcourt Brace, Inc., NY, 1981. (**Chapter 9**.to page 162 start of foreign campaigns – abbreviation **FTW**).

Harris, Phil & Fleisher, Craig, *The Handbook of Public Affairs*, (**Chapter 11**).

Helminiak, Daniel A., *What the Bible Really Says About Homosexuality*, Alamo Square Press, NM, **Foreword, Preface to 1st Ed., Chapt.1, 2, 3, 9.**

Issenberg, Sasha, *The Victory Lab*, Broadway Book, 2012, Prologue, Chaps. 1,2, 5.

Johnson, D.W., Ed., *Routledge Handbook of Political Mgmt*, 2008, **Chap 31.**

Keller & Berry, *The Influentials*, The Free Press, NY, (**Intro + Chap 1**).

Lakoff, George, *Don't think of an Elephant*, Chelsea Green Publ., VT, 2004 (**pp. 3 - 21 to ". . . by talking to people using frames based on your world view."**)

Meredith, Judith, *Lobbying on a Shoestring*, Auburn House, 1989, (**pp 1 – 28**).

Putnam, Robert D., *Bowling Alone*, Simon & Schuster, NY, 2000, (**Chaps. 1-3**).

Qazwini, Hassan, *American Crescent*, Random House, (**Preface, Chap 4, pp 115-126; Chap 7, pp 200-205, to paragraph "Today", p. 219**).

Rheingold, Howard, *Smart Mobs*, Basic Books, Cambridge, MA, 2002 (**Intro, 7 [pp 157-164 & 174-186], 8**).

Riesman, David, *The Lonely Crowd*, Yale University Press, 1950 & 1961 (**Chap 1 through "The Three Types Compared," and Chapter 3**).

Sharp, Gene, *Waging Non-Violent Struggle*, Porter Sargent Publishers, Inc., 2005, pp. 13-19, and 49-65.

Whyte, W.H., *The Organization Man*, Simon & Shuster, 1956, (**Chap 1**).

Wu, Frank H., *Yellow*, Basic Books, 2002, (**Chapters 1 & 2**).

Supplementary Examples - Project Section Ideas

1. Guidelines for Building Trust in Community Advocacy.
2. Vision & Strategy.
3. Message & Sample Bumper Sticker.
4. Survey - 3 Samples.
5. Instructions: How to conduct survey - **MUST BE** in person; **no email!**
6. Background Statement + Community Profile.
7. Sample Community Organization - Organizing Manual.
8. Individual Profile.
9. Organization Profile.
10. MSM (Main Stream Media) Profile.
11. *More on Psychographics (New York Times article.)*
12. Volunteer Qualities Profile (Obama Organizing Precinct Model)
13. Volunteer Relationship to Employee (Un-Paid) + Activities.
14. Organizing a Local Lobbying Effort at a City Council or County Council level.

Group Project Sections & Deadlines

1. **Introduction:** (a) The Issue, (b) the community, (c) the action or strategy seeking to achieve, and (d), the Organization. This is basis for an **Executive Summary**.
2. **Scope:**
 - a. Vision: "That" (Ultimate Outcome hope to achieve re Issue.)
 - b. Restate Strategy: "To" and state why seen as **the next logical step** towards actualization of Organization's Vision for addressing issue. *This initial strategy is a thesis that will be tested via survey research.*
 - c. Message (Bumper Sticker/Lead sentence press release/1st words read on webpage to summarize immediate goal). Tested by Survey.
3. **Background:** (a) of Issue, (b) of Community Targeted, (c) Authorizing Environment/Political Landscape, and, (d) SWOT*.
Answer question: *Why is now a good time to launch?*
4. **Organization Profile** - Background, people, etc. (See Sample).
5. **Survey Research:** (a) Previous survey research done by others; (b) Survey Draft we will undertake, (c) Responses to our survey; and (d) Analysis to support (i) Strategy, (ii) Message, and, (iii) Micro-targeted grassroots.
6. **Targeted Support:**
 - a. Grasstops – Influentials – Profile One, possible chair)
 - b. Grassroots – The Targeted Players
 - (i) Individuals
 - (ii) Organizations.
Indicate **Databases** plan to purchase to do viral marketing and build social networking capability for individual micro-targeting.
 - c. Tactics to train/empower volunteers to get "family" to recruit "strangers".
 - d. Timetable for campaign launch, recruitment, training, growth.
7. **Media:** (a) Main Stream Media; (b) New Social Media (Facebook/Website sample).
8. **Budget** (a) data acquisition; (b) Web develop/maintain, (c) training, (d) GOTV.
9. **Appendices** and **Bibliography** (only for an academic project)
10. Full printed plan with Executive Summaries; and, PowerPoint.

GROUP PROJECTS DUE DATES						
Week	Section	Draft	My Response	To Wiley & Meli	From Wiley & Meli	Final Post
3	1	14-Sep	16-Sep			18-Sep
4	2	21-Sep	23-Sep			25-Sep
5	5-B	28-Sep	30-Sep			
	5-B			2-Oct	9-Oct	30-Oct
	GOTV (8-d)	1-Oct	In Class			4-Dec
CONDUCT SURVEY RESEARCH IN FIELD/COMPLETE ANALYSIS 10/11 - 10/30						
6	3 - 1st Draft	5-Oct	7-Oct			
7	3 - 2nd Draft	12-Oct	14-Oct			16-Oct
8	4	19-Oct	21-Oct			23-Oct
9	5-A + 5-D	26-Oct	28-Oct			30-Oct
11	6	9-Nov	11-Nov			13-Nov
12	7	16-Nov	18-Jan			20-Nov
13	8, 9, Ex Sum	30-Nov	2-Dec			4-Dec
14	10 - Print	Turn in Printed Copy + Exec Sum 12/10				
15	Power Pt.	Present 12/17				18-Dec
Post	Exam					21-Dec
	Group Eval					21-Dec