

**The most common way people give up their power is by thinking they don't have any.
Alice Walker**

Liu, Eric. *You're More Powerful than You Think: A Citizen's Guide to Making Change Happen*. PublicAffairs, 2017.

The Rules of Power



<p>Power concentrates, as does powerlessness.</p>	<p>Power justifies itself. People “invent” stories to justify their power.</p> <ul style="list-style-type: none"> • Left to themselves, #1 and #2 shows that power tends towards a state of unequal power. It tends towards monopoly and winner-take-all politics. 	<p>Power is infinite. There is no inherent limit on the amount of power people can create.</p> <ul style="list-style-type: none"> • #3 can save us from #1 and #2. Power can be decentralized and used for the common good.
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In order to create a successful political movement, you must:

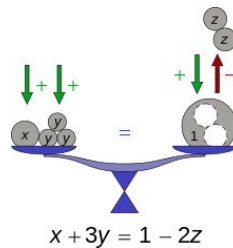
<p>1. Change the game:</p> <div data-bbox="662 1052 959 1234" data-label="Image"> </div> <p>a. Adjust the arena.</p> <ol style="list-style-type: none"> i. Make the arena the size that best meets your situation and your strengths. <ol style="list-style-type: none"> 1. Smaller or larger? 2. Federalism...where will the debate take place? ii. Will you debate as an insider or outsider? iii. Shallower or deeper? <ol style="list-style-type: none"> 1. Will you adjust the institution parameters or change them completely? <p>b. Re-rig the rules.</p> <ol style="list-style-type: none"> i. Agenda-Setting: What is “in-play”? ii. Who has the authority to decide?; What gets considered?; How will decisions be reached? iii. You need transparency to see rigged rules and change them. <ol style="list-style-type: none"> 1. How can you work for “sunshine”? <p>c. Attack the plan.</p> <ol style="list-style-type: none"> i. Paralyze, bypass, and undermine their strategy. <ol style="list-style-type: none"> 1. Understand the plan of those in power and develop a way to change how to respond...perhaps offer a different plan.

2. Change the story.



- a. Describe the alternative allocation of power and an alternative basis for legitimacy.
 - i. Expand the sense of what is possible.
- b. Organize in narratives.
 - i. Create a new sense of “us”.
 - ii. Provide an explanation for who has what and why.
 - iii. Awaken the “hero’s spirit in every citizen.”
- c. Make your fight a fable.
 - i. What are the bigger moral and political stakes?
 - ii. What symbols can you use?
 - iii. Who personifies the issue?
 - iv. What is the single clear principle?

3. Change the equation.



- a. Act exponentially.
 - i. What network would you work in?
- b. Act reciprocally.
 - i. How do you create win-win?
 - ii. How do you enhance cooperative self-government?
- c. Perform power.
 - i. Act powerfully.

The three I's

<p>Integrity: “The effective citizen practices both ethics and power.”</p>	<p>Inclusion: Do more people get to participate?</p>	<p>Interest: Can self-interest be defined as mutual interest?</p>
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Performance Indicators Scoring Criteria (High School) Graduation Standard 5

Performance Indicator	Emerging	Developing	Proficient	Exemplary
a. Ethically engage in a real or simulated civic activity in the classroom, school, or community organization by discussing current issues, advocating for personal rights and the rights of others, practicing personal responsibilities, influencing governmental actions, and other community service learning opportunities.	I can define and give examples of personal rights, the rights of others, personal responsibilities, government actions, and service learning opportunities.	I can explain how the concepts of personal rights, the rights of others, personal responsibilities, government actions, and service learning opportunities are important in order to engage in a real or simulated civic activity in the classroom, school, or community organization.	I can ethically engage in a real or simulated civic activity in the classroom, school, or community organization by discussing current issues, advocating for personal rights and the rights of others, practicing personal responsibilities, influencing governmental actions, and other community service learning.	I can justify and/or critique my experience in engaging in a real or simulated civic activity in the classroom, school, or community organization by discussing current issues, advocating for personal rights and the rights of others, practicing personal responsibilities, influencing governmental actions, and other community service learning.
b. Evaluate strategies citizens can use to most effectively influence public policy.	I can list and describe strategies citizens can use to influence public policy.	I can compare and contrast strategies citizens can use to influence public policy.	I can evaluate strategies citizens can use to most effectively influence public policy.	I can debate or defend the effectiveness of strategies citizens can use to influence public policy.
c. Discuss how people resolve differences while remaining respectful of multiple perspectives.	I can identify and explain strategies of how people can resolve differences while remaining respectful.	I can practice strategies of how people can resolve differences while remaining respectful.	I can discuss how people resolve differences while remaining respectful of multiple perspectives.	I can justify and/or critique how people resolve differences while remaining respectful of multiple perspectives.