

CONVOY COURSE
SPIN: SOCIAL CRISIS AND HUMAN RESPONSE

SESSION I

OFFSTAGE STRUCTURE	TIMES OF CRISIS	The historian, Arnold Toynbee, said that the story of civilization was the story of the collapse and rebuilding of societies, that history was never static. It's obvious that we are in one of these times of social crisis. We are going to try to grasp our times in the think-tank.	
MEMMICK	PAPER Provide initial imaginal context	THE 800th LIFETIME	
INITIAL WISDOM	<u>SOCIAL COLLAPSE</u> Get a sense of collapse and rebuilding as signals of radical moment	I	Give your name, what you do, and one thing that has collapsed in society in the last 20 years.
		II	What social structures have collapsed? How would you talk about the collapse?
		III	Which of those seem to be related?
		IV	What's basically gone wrong sociologically?
PRELIMI- NARY ANALYSIS	<u>HOPEFUL TRENDS</u> Identify and imaginally relate the signs of the new society	I	What are some hopeful trends toward the future?
		II	In terms of the triangle, which poles have most of these trends showed up (ans.-cultural)
		III	What are they doing in the economic, political wisdom, style dimensions of society?
		IV	What holds all of these trends together for you?
CURRIC- ULICA- TIONS	<u>NEW VISION</u> Articulate the vision, forces and cost of the new society	I	What vision of the new society do you see behind those trends?
		II	What concrete changes do you sense coming in the social structures of our society?
		III	What are the groups and individuals who are creating the new society? How?
		IV	What do you think the human cost will be before the new society emerges?
ONTOLOGI- cal GROUNDING	<u>ROLE RESPONSE</u> Allow possibi- lity of response to social crisis as affirmation and recreation	I	How are (men at work with you, the women in your neighborhood, youth you know) responding to the crisis of the times?
		II	How does this malaise show up? What forms does it assume?
		III	What's underneath the malaise? What is it really? What's the issue? What's at stake?
		IV	What would it look like for (man, woman, youth) to decide to build society?
OFFSTAGE SPIN	CRUCIALITY OF THE TIMES	A few years back, under the threat of the hydrogen bomb, it seemed as if there could be no long-range future for society. But today, the vision has been reforged. This is the time of a new (male, female, youth) revolution. If we fail, history fails.	

CONVOY COURSE				Session II
Think Tank: Social Analysis and the Economic Problems				
To enable a corporate stew on the underlying economic problems in the globe in order to objectify the deep struggle with vocation in our time.				
MOVEMENT	AIM	STEP		
ONSTAGE LECTURE	ECONOMIC PROCESS Ground participants in think tank method, introduce concept of social process and familiarize.	I II III IV	Thinktank as bumping heads over single issue Social process as universal structured functioning of human sociality Economic process to third level Illustrate briefly from various dimensions	
GROUP FOCUS	SECOND LEVEL PROBLEMS Brainstorm problems in economic dimension corporately, in order to get wisdom group.	I II III IV	Brainstorm problems in Resources using 3rd level as guide Brainstorm problems in Production " " " Brainstorm problems in Distribution " " " Assign 3 groups (R,P,D) each to push problems	
SUBGROUP PUSH	UNDERLYING PROBLEMS Name the Foundational problems in resources, production and distribution.	I II III IV	Brainstorm further problems in the assigned second level process Spin out the underlying problem beneath all the others Use brainstorm data to gestalt 4 aspects Carefully name each of the aspects	
ISSUE REFLECTION	UNDERLYING ECONOMIC PROBLEM Delineate underlying economic problem and indicate objectives in that dimension	I II III IV	Each group report work on Board, question for clarity Spin out and name underlying problem in economic Spin on other parts of the social process which could help to deal with the underlying problem Have total group decide strategic objective and individually create and report 4-point plan.	
ROLE PROBE	MALAISE RELATIONS Demonstrate relationship between soc. economic tyranny and grounding in the role of men, women, yth.	I II III IV	Where has been the power and glory of the (male, female youth)roles over the last century? How is that role being tyrannized today What does that say about the (male, female, youth) malaise What demand is inherent in that?	

CONVOY COURSE
THINK-TANK: SOCIAL INTERCHANGE AND THE POLITICAL TRENDS

Session III

To explode the participants political context from national to global in order to reveal the possibility for authentic engagement in the political chaos of our time.

MOVEMENT	AIM	STEPS	
ONSTAGE LECTURE	POLITICAL DYNAMIC To ground the dynamical inter-relatedness of Political commonality and push the participants beyond the form to the process	I II III IV	To understand our times thinking must be sociological (Process, Struct.) not Psychological (Persons, Principles) Social Process of Commonness- How people act together Lay out -- 3rd Level Political Process and 2nd level dynamics Illustrate Political Process especially in non governmental arenas
GROUP FOCUS	EMERGING TRENDS To push the Political Context of the participants from the rational to the Global by naming the Global trends	I II III IV	GLOBAL TRENDS -- Brainstorm: What trends do you see in Political Commonality of the globe PRESUPPOSED VISION: Analyze: What is the presupposition about the vision based on the Social Process today that called these trends in Being Gestalt the presupposition in a 5 pt Emerging political vision - Break into 3 groups according to the 2nd level political Processes order/justice/well being
SUBGROUP PUSH	SOCIAL IMPLICATIONS To relate the Global vision to the political commonality of the nation to expose the possibility of radical change	I II III IV	Briefly review each of the third level processes you are assigned as it operates in your country-2 examples each Brainstorm the implication of each point of the political villain for your process Gestalt these implications into 4 key necessary changes. State the needed changes as proposals for action
ISSUE REFLECTION	POLITICAL CHANGE To raise the issue of effective political change by wrestling with the relevancy of the proposals.	I II III IV	Each group report proposals/question of clarity Discuss the proposals/what changes are most obvious. Discuss what is necessary to implement these proposals Spin: What is necessary for political change
ROLE PROBE	MALAISE RELATIONS To raise to consciousness the necessary change in social engagement to release the male, female, youth malaise.	I II III IV	Where are (male, female, youth) caught in blind alleys in acting out their role in society? What shifts must occur in the (male, female, youth) role in the future? What do these answers reveal about the malaise? How might the (male, female, youth) break loose into a brand new relation to society?

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Think Tank: Social Strategy and the Cultural Imbalance

Session IV

To corporately gestalt the participants' intuitions about the upheaval in style in order to release their imaginations to begin creating a new response to social style.

MOVEMENT	AIM	STEPS
ONSTAGE LECTURETTE	CULTURAL FORMS Ground culture as a social process Illustrate the concept on imbalance within social triangles as distortions in social process	I Not individual experience but social process II Cultural process always goes on, but social forms in which it is manifest are temporal III Wisdom as dynamic process to third level; useful skills accumulated knowledge, final meanings IV Lecturette imbalances as distortions of communal wisdom
GROUP FOCUS	STYLE EVENTS Define, illustrate process of style to the 4th level	I Lecture process of Comm. style: cyclical roles, established adults, comm. elders II Quickly illustrate the process III Call for events which illustrate style process, 4th level IV Break into 3 groups (Cy.Roles, Pro. Schemes, Soc. Struc) Assign a gunner for each group.
SUBGROUP PUSH	STYLE IMBALANCE Analyze intuitively and corporately imbalances in style over the past 200 years	I Each ind. do triangle showing tyrant, collapsed, ally in his group area, as it is today II Discuss the alternative triangles in the subgroup III Draw consensus on triangle to present to whole group. IV Check by deciding imbalance 30 years ago, 100 yrs. ago, 200 yrs ago. One report for total group.
ISSUE REFLECTION	STYLE ANALYSIS Com to terms with necessity to decide about the state of the social process	I Spokesmen put groups' triangles on board. Reflect on deepest struggle of group II Receive report from Cyclical Roles, get alternative models, push for consensus on imbalance triangle III Receive report from Procreative Schemes " " " " IV Receive report from Social Structures " " " "
ROLE PROBE	MALAISE RELATIONS Give form to issue of relation among male, female, and youth malaise in the context of the social process	I How does the style imbalance affect the _____ malaise II How does the style imbalance affect the (other two) III How does it affect (your own) malaise IV What needs to happen relative to that malaise

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SPIN: MYTH AND SYMBOLIC PROCESS

SESSION V

ONSTAGE LECTURETTE	UNIVERSALITY OF MYTH	We have said that the revolution of our day is a cultural revolution. This is why the triangles are colored with the cultural bias. At the very top of the cultural pole is common myth. This is the key to social commonality. All societies have been finally held in being by the myth out of which they lived. We want to try to get hold of the myth of our times.
GIMMICK	<u>Reading</u> <u>Provide</u> <u>Example</u>	Perhaps get at that through an earlier myth. Blackfoot Indian Myth
INITIAL WISDOM	<u>Familiar</u> <u>Myths</u> Demonstrate consciously that myths are a significant aspect of any society	I. What are some myths in other cultures that you know about? II. What are some of the myths of our ancient heritage? III. What are some of the powerful myths of our time? IV. What do these myths do in society? What is their function? What role do they play?
PRE- LIMINARY ANALYSIS	<u>Myth</u> <u>Components</u> Ground categories of origin, destiny, overagainstness and anthropology	I. What are the elements of a myth? What does it deal with? II. Draw diagram on board, pulling insights from the group to get origins, destiny, overagainstness, anthropology. III. What is the myth of our times? Write a paragraph on the myth of our times -- no God-talk--secular. IV. Read several. Are these the myths out of which people actually live?
FUTURIC IMPLICA- TIONS	<u>Informing</u> <u>Relationships</u> Push myth content into social processes	I. What are these myths saying about origin? Destiny? Overagainstness? II. What does this myth say about vocation? III. What does it say about your style? IV. What has happened, in our society, to the myths we've written?
ONTOLOGICAL GROUNDING	<u>Radical</u> <u>Myth</u> Place demand of consciousness on "my" myth as everyman's myth	I. Would you subscribe to these myths? II. Short course on difference between myth as story; my myth as the myth of our times. III. Now what is the myth of our times. Write it down. Don't give up now. IV. Read several. How did the myth inform your (maleness, femaleness, youth-ness)?
OFFSTAGE SPIN	REVOLUTIONARY MYTH	To bring in the new society is impossible without getting hold of the actual myth out of which you and society lives. The league, the invisible college, are those who, more or less self-consciously, live out of the actual myth. They change history.