

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UUPC Chair _____ Undergraduate Studies Dean _____ UFS President _____ Provost _____			Date _____ _____ _____ _____ _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SPC 3632: Communication and Social Change
CRN 16437
Fall 2021
Variable Saturdays 9:00 am-3:00pm
3 Credit Hours

Professor: Nicole Erin Morse, Ph.D.

Office Hours: T 10:30-12; W: 10:30-12 and by appointment

Office: Culture and Society Building 208

Phone: 561-297-2623

Email: morsen@fau.edu

Additional Fellowship contact info:

Program Director

Karen Leader, Ph.D. kleader@fau.edu

Curriculum Coordinator

Angela D. Nichols, Ph.D. nicholsa@fau.edu

Program Assistant

Suzy Livingston slivingston@fau.edu

Peaceful Mind Peaceful Life (PMPL)

Barb Schmidt fau_bschiidt@fau.edu

Michelle Maros fau_mmaros@fau.edu

Lauren Shawcross fau_lshawcross@fau.edu

COURSE DESCRIPTION

“Communication and Social Change” serves as the first semester of a two semester sequence associated with the Barb Schmidt Fellowship (BSF).

The Barb Schmidt Fellowship aims to provide student leaders with a platform to develop the skills and knowledge needed to initiate, execute, and sustain a social movement. The Barb Schmidt Fellowship gives students hands-on experience through peer mentorship and workshops led by social influencers and FAU faculty. Students will learn key professional and technical skills that are essential for driving social change. After exploring the workings of social movements and gaining the expertise needed, students will work in groups on their own projects, which will be presented at the end of the fellowship and launched as a real intervention related to the project’s goals. Successful completion of each semester earns fellows 3 university credits (6 credits total).

Over the academic year fellows will explore the dynamics of creating, developing, and sustaining social movements through peer-to-peer and student-to-faculty interactive workshops designed to be a platform for student-driven activism and engagement. Grounding this experience will be the introduction to and the practice of mindfulness techniques to ensure the self-care and sustainability required for successful social movement work. Led by Barb Schmidt and Michelle Maros, this element of the fellowship will provide students a practical demonstration of Peaceful Mind Peaceful Life's maxim that "outer peace begins through inner peace." Time and space will also be devoted to each participant's project development and will include on-going interaction with faculty mentors. The Fellowship will end on the evening of April 25th with a launch event in which each project is presented and celebrated. Community leaders, local activists and organizations, as well as participating faculty will be invited to help promote the social change projects our fellows have developed.

Learning Objectives

By the end of this term course participants will:

- Acquire a rich understanding of the history of social movement activity in the United States with a particular focus on the strategies, tactics and organizing efforts employed by those movements.
- Engage in informed discussion on the contemporary activist landscape and related contingencies/opportunities.
- Learn about mindfulness and its importance to sustaining the individuals and collective members of a social action campaign. Participants will also exercise mindfulness techniques with an eye toward developing their own mindfulness practice.
- Develop their own activist voice by exploring/articulating/honing their areas of interest and commitment as well as the ethos they take to those goals.
- Partner with members of the cohort in order to establish project working groups.

FELLOWSHIP MEETING DATES

Classes will be held on the following days in the Fall 2019 semester: 8/17, 9/14, 9/28, 10/12, 10/26, 11/9, 11/16, 12/14

COURSE POLICIES

Required Texts

The Fellowship is committed to providing a unique praxis-oriented approach to learning structured around peer-collaboration and the exchange of success strategies with the purpose of enriching activist skills. While the Fellowship aims to provide hands-on experiential learning and engagement with activist practitioners, those activities are also guided by critical reflection on the history and theory of social movement practice.

For each daily session Fellows will be asked to engage with a modest set of readings. A significant share of the participation component of the Fellows' grade will be derived from assessing student preparedness and comprehension of these assigned readings. Readings will be available in electronic form as links in the syllabus or hosted on the Canvas site.

Participation and Attendance

Given the project-based and participatory nature of the program, students are required to commit to complete the entire program. Absences should be communicated in advance to your instructor.

Canceled Class

Due to the large number of faculty involved in this course/Fellowship it is extraordinarily unlikely that class would be canceled. If, however, class is canceled every effort will be taken to notify you as far in advance of the session as possible. Should a session be canceled you will be informed of how the following sessions and assignments may be adjusted in light of the cancelation. It is the responsibility of course participants to stay apprised of these possible changes.

Written Work

All written work must be typed or word-processed and submitted through the Canvas portal.

Plagiarism

Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the internet does not lessen the seriousness of claiming material from the Internet as your own. Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- * Submit a paper that was written by someone other than you.
- * Submit a paper you have already submitted for a different class.
- * Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- * Submit a paper in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

CAPS Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Students' Special Needs

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Student Accessibility Services (SAS) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

EVALUATION:

Grades

Given the nature of the course it is not expected that common forms of assessment will be used (quizzes, exams, e.g.). Instead your grade will be derived from:

- 1) *Active Participation*. Successful participation includes but is not limited to: attendance, timeliness in arrival and in moving between campus locations, demonstration of preparedness for session activities, demonstration of completion and comprehension of assigned readings, and regular and active contribution to group discussion.
- 2) *Reflection papers*. These will be short pieces designed to cohere and elicit your thoughts on the nature of the mindfulness and activism aspects of the course. The pedagogical goal of the reflection papers is to provide a platform/rationale for organizing your thoughts and feelings on the experiences you encountered throughout the session so as to enrich your own praxis and develop your own voice as an engaged actor. Further, it will demonstrate your active participation in the fellowship. Reflection papers will be due one week after a session concludes. More information for each week will be posted by the end of the respective fellowship meeting day on Canvas. Reflection papers should be submitted via Canvas.
- 3) *Social Media Takeover*. Students will be asked to control social media for the fellowship for a two-week period. At the end of the two weeks, students will conduct a review of their use of social media and respective successes and/or failures. Fellows can sign up for their two-week-takeover on canvas between the first and second fellowship meetings (8/17 – 9/14).
- 4) *Legislative Issue Questions*. Congressman Ted Deutch will visit with fellows on October 12th for an hour to discuss engaging/communicating effectively with elected officials and other relevant topics. To prepare for this interaction, fellows are asked to come up with a question and alternate question (2 questions total) to ask Congressman Deutch. Questions should be submitted via Canvas by October 11th at 5pm.

Semester grades will be derived by the following formula:

Participation	30%
Reflection papers	40%
Legislative Issue Question	10%
Social Media Takeover	20%

*Please note: Although I am the assigned instructor for the course and the ultimate decision on assigned grades for this term is my responsibility, the Fellowship has been treated as designed by a cohort (including FAU faculty, members of Peaceful Life Peaceful Mind and our practitioner partners). Understand, in advance, that their observations and assessments of your participation in and contribution to the course will weigh heavily in my overall assessment of your grades.

DAILY SCHEDULE

Fellows are responsible checking Canvas for the most current listing of daily activities, assignments, and locations for all fellowship meetings.

*******All sessions meet in CU321-321a unless otherwise noted in asterisks*******

August 17:: Welcome to FAU and The Barb Schmidt Fellowship

- 8:30-9:00 Welcome Breakfast
- 9-9:15 Opening Remarks, Dean Horswell, Living Room Theater, Auditorium 1
- 9:15-9:45 Introduction to Self-Care & Sustainability
Activity: Reading and commentary on [“We are Made for These Times” by Clarissa Pinkola Estés](#)
- 9:45-10:00 Dr. Laura Vernon, Mindfulness and Activism Study
- 10-10:15 Welcoming of the Fellows, Introduce Team
- 10:15-11:30 Video Interview for fellows; Barb meets with Parents
- 11:30-12:30 Lunch
- 12:30-2:15 Dr. Michelle Lizotte-Waniewski “Success in College: Long-term Learning, Managing Time and State”
- 2:15-3:00 Introduce syllabus, Canvas, discuss BSF social media presence

September 14:: Cohesion and Community

- 9-9:45: Creating a daily mindfulness practice *****Challenge Course*****
Activity: Introduction to The Practice by Barb Schmidt, Mediation 101, Thought bubble, Gratitude video
- 10-12:00 Team Building Activity: Challenge Course (confirmed)
- 12-1pm Lunch
- 1-3: Nicole Morse, Video Editing (bring laptops)
Reading: [“The Functions of Um, Like, You Know” \(Pacific Standard\)](#) and [“The Evolution of ‘Like’” \(The Atlantic\)](#)

September 28:: Community Organizing

- 9-9:45: Journaling as a way to tap into creative expression, Michelle Maros, PMPL
- 9:45-11:45 Dr. Angela D. Nichols
Readings: King, Clergy Statement, Mandela, Sharpe
- 11:45-12:45 Lunch
- 12:45-3:00 “Organizing for Action,” Shara Toursh Pavlow, University of Miami, School of Communications (confirmed)

October 12:: Visual Activism

- 9-9:45 Mindsets for success, Michelle Maros, PMPL
*****Jaffe Center for Book Arts*****
- 10:00-11:00 Congressman Ted Deutch (Legislative Issue Due prior this week's fellowship)
- 11:00-12:00 Introduction to Jaffe Center for Book Arts, John Cutrone (Center Director); Visual Culture of Activism, Vicky Thur (Head, FAU Library Special Collections), Dr. Karen Leader (FAU Visual Arts and Art History Department)
- 12:00-1:00 Lunch (at Atlantic Dining Hall)
- 1:00-3:00 Letterpress and screen-printing activist posters, John Cutrone and Dr. Joseph Velasquez
- Readings Nicholas Mirzoeff, "The Space of Appearance #BlackLivesMatter" in *The Appearance of Black Lives Matter* (Miami: [NAME], 2017, pp. 83-132.)

October 26:: Media Access and Activism

- 9:00-9:45 Boundaries and managing compassion fatigue, Compassion meditation, Michelle Maros, PMPL
- 9:45-10:00 Check-in, questions
- 10:00-12:00 Media Literacy/Fake News (Christina DeWalt, pending)
- 12:00-1:00 Lunch
- 1:00-3:00 Practitioner Presentation: Media Activism, video editing, Dr. Chris Robé (FAU School of Communications and Multimedia Studies) and Dr. Angela Aguayo (College of Mass Communication and Media Arts, Southern Illinois University) (bring laptops)
- Reading TBA

November 9:: New Media Strategy

- 9:00-9:45 Skillful communication, Mindful listening exercise, Power posing video Michelle Maros, PMPL
- 9:45-11:00 Formation of Project Groups
- 11:00-12:00 Chicago Activism with Monica Trinidad
Reading: [We Charge Genocide Website](#) and ["We Charge Genocide: A Twitter Story" Slides](#)
- 12:00-1:00 Lunch
- 1:00-3:00 Chicago Activist Monica Trinidad

November 16:: Design Activism and Social Change

- 9-9:45: Identifying role models, mentors, reading for inspiration, Michelle Maros, PMPL
- 9:45-10:30 Dedicated group work
- 10:30-12pm Slam Poetry Workshop
- 12-1pm Lunch
- 1:00-3:00 Design Activism and Social Change, Camila Afanador Llach (Visual Arts and Art History)
- Readings TBA

December 14:: Action Planning

- 9-9:45 Finding clarity, intention setting, core values, Michelle Maros, PMPL
- 9:45-10:30 Dedicated group work
- 10:30-12pm The Safe Sex Project, organizing a summit
- 12-1pm Lunch
- 1-3 Beautiful Trouble
- Readings: Kelly Hayes for *Truthout*: “[On Getting Pushback: Advice for Young People Walking Out of School](#)” and “[It’s Not Civil Disobedience if You Ask for Permission](#)”