

EDUC 265

Special Topics: Social Change & Digital Media

Spring 2017

Instructor: Dr. Zachary A. Casey
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The Course

This course is experimental in nature, and is part of the Mellon Faculty Innovation Fellowship for 2016-2017.¹ This course responds to an immediate need felt both on campus and off. Presently, our campus is struggling with the complexities and violence of sexual assault. We are also engaged in efforts at combatting white supremacy and racism, heteronormativity, transphobia, ableism, and a host of other critically important social issues. Oppression exists and persists inside and outside of the gates of Rhodes College. If we are sincere in our desires to be anti-oppressive and to use our work in classrooms to affect a more just social reality, we must consider creating curriculum and coursework that engages these issues in their immediate and present context(s). To this end, our course centers on a pedagogical orientation to social change on the side of justice. This commitment and curricular focus is coupled with producing pedagogically rich web-based videos as the primary means by which we act on our growing understanding of – and desire(s) for – social change.

Course Focus

Our course can be thought of in three movements. First, we begin our work together by examining the history and theory of curricular and pedagogical work centered on combatting oppression and affecting social change. We will start from a thesis that sees work in classrooms and in pedagogical settings more broadly as inherently capable of producing meaningful transformations of the status quo. Next, we turn to the problem of sexual assault plaguing our campus and our country. As a class, working together, we will produce a web-based video explaining affirmative consent, resources for survivors, the process of hearing cases, what legal actions are possible, and bystander awareness. Perhaps most importantly: videos can work to celebrate and extend present community efforts, and be viewed and shared widely beyond Rhodes College.

¹ This course would not exist were it not for the generous support of the Mellon Faculty Innovation Fellowship, the Mellon team here at Rhodes, and most especially the work of Dani Garcia, a Student Mellon Fellow. I am indebted to many more that could be listed here, but wanted to be sure to especially thank Dani, and the Mellon folks for their courage in selecting a course and a project that is explicitly political, pedagogical, and critical.

Finally, working in small groups, students will identify social change initiatives they feel strongly about and produce pedagogical videos on their selected issue(s). As a class, we will read and discuss relevant materials assigned to us by these groups, and work to connect our shared understandings built earlier in the semester. Further, we will work to support one another in producing impactful web-based videos that help others understand issues more critically, with an eye toward *praxis*: action and reflection in equal measure on the world in order to transform it.

Course Objectives

The purposes of this course are to:

- Increase our knowledge and understanding of social change as a pedagogical project
- Understand the e/effects of policies and practices that function in both liberatory and dehumanizing ways
- Produce quality web-based videos that work to support efforts at social transformation
- Develop an enduring disposition towards reflection and critical inquiry
- Connect theory with practice, and practice with theory

Required Textbooks and Materials

Counts, G. S. (1978). *Dare the school build a new social order?* Carbondale: Southern Illinois University Press.

Doyle, J. (2015). *Campus sex, campus security*. South Pasadena, CA: Semiotext(e).

Horton, M., , & Freire, P. (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.

Reinsborough, P., & Canning, D. (2010). *RE:imagining change: How to use story-based strategy to win campaigns, build movements, and change the world*. Oakland, CA: PM Press.

Your social change organization/collective (see below) will select books/texts of your own choosing to be used in the second half of class.

Additional articles (as relevant) will be available on our course moodle site.

Course Dates and Readings

Note: The instructor reserves the right to amend this schedule as needed

Jan 12 – Course Introductions, What We Want From The Course, Who We Want to Be in the Space

Jan 17 – Counts and Schooling for Social Change

Readings: Counts (1978) whole book

Jan 19 – Critical Pedagogy for Social Change Part 1

Readings: Horton & Freire Preface – Ch. 2

Jan 24 – Critical Pedagogy for Social Change Part 2

Readings: Horton & Freire Ch. 3

Jan 26 – Critical Pedagogy for Social Change Part 3

Readings: Horton & Freire Ch. 4

Jan 31 – Critical Pedagogy for Social Change Part 4

Readings: Horton & Freire Ch. 5 & 6

Feb 2 – The Praxis of Change Part 1

Readings: Reinsborough & Canning Ch. 1-3

Feb 7 – The Praxis of Change Part 2

Readings: Reinsborough & Canning Ch. 4-6

Feb 9 – Thinking Through Sexual Assault 1

Readings: Doyle: whole book

Feb 14 – Thinking Through Sexual Assault 2

Readings: Carone: Fraternities and Sexual Assault
And TBA

Feb 16 – Video Work Day

No Reading: Work on Sexual Assault Video

Feb 21 – Video Work Day

No Reading: Work on Sexual Assault Video

Feb 23 – Video Work Day

No Reading: Work on Sexual Assault Video

Feb 28 – Video Work Day

No Reading: Work on Sexual Assault Video

Mar 2 – Video Work Day

No Reading: Work on Sexual Assault Video

Mar 7 -9 – NO CLASS, SPRING BREAK

Mar 14 – Group Forming

No Reading: Finish up Videos if needed; Formalize Groups

Mar 16 – Manifesto Sharing – Planning Our Work

Readings: Each Group's Manifesto (we will take these up in class)

Mar 21 – Group 1a

Readings: TBA

Mar 23 – Group 2a

Readings: TBA

Mar 28 – Group 3a

Readings: TBA

Mar 30 – Group 4a

No Reading: TBA

Apr 4 – Group 1b

Readings: TBA

Apr 6 – Group 2b

TBA

Apr 11 – Group 3b

Readings: TBA

Apr 13 – NO CLASS, EASTER BREAK

Apr 18 – Group 4b

Readings: TBA

Apr 20 – TBA

Readings: TBA

Apr 25 – TBA

Readings: TBA

Apr 27 – Presentations

Readings: No Readings: Final Presentation of Web-Based Videos

Course Assignments

Participation: 20 %

This includes regular attendance in class, contributions in small and large group discussions, evidence of thorough reading including thoughtful notes, reflections, and questions on each reading assignment as well as the completion of short writing assignments administered at the instructor's discretion.

Manifesto: 15 %

As a group, you will be required to write a 2-4 page (single-spaced) "manifesto" that addresses the following: 1) the shared values of the group; 2) the change needed as it pertains to the particular topic/site of focus; 3) the group's aims and goals for their work together; and 4) address how these commitments and aims will make their way into a web-based video. More information will be handed out in class.

Assessment of Web-Based Video (Whole-Class): 20 %

As a class, we will construct an assessment of how each of us supports and contributes to our shared project of creating a web-based video on sexual assault, consent, and the hearing process. We will design an assessment, and assess ourselves as well as those we work with to determine credit for the assignment

Group Facilitation: 20 %

Throughout the second-half of the semester, students will be required to facilitate class. This is not a presentation, rather an opportunity for your group to gain from the wisdom and experience in the room. You will assign readings (no more than 50 pages per class period) to the rest of the class, *due two weeks before your class session*, and with support from Dr. Casey, facilitate class. More details will be discussed in class.

Assessment of Web-Based Video (Group): 25 %

As a group, using both the particular group manifesto and the initial assessment used for the whole-class sexual assault video, you will construct an a way to assess both your own and your group member's contributions to your group video. More details will be discussed in class.

Evaluation of Student Performance

Student performance will be evaluated based on participation in the class sessions, completion of the class assignments, and the quality of the class assignments submitted.

Participation	20
Manifesto	15
Whole Class Video	20
Group Facilitation	20
Group Video	25
Total:	100

Final grades will be determined by the cumulative performance on each of the above components of the class. Definition of final grades are as follows:

Grading Scale:

- A 90-100 %
- B 80-89 %
- C 70-79 %
- D 60-69 %

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

Classroom Policies

Absences: Students are required to attend every class meeting. In recognition of the fact that illness and emergencies occur, students are allowed **two** absences during the semester without impact on your grade. After the third absence the participation score will drop to half (10 / 20). After the fourth absence students will receive a 0 for the participation score. Absences for religious observances are excluded from this policy. If you are absent, it is your responsibility to notify the instructor as soon as you know and obtain notes or other information from fellow students. Students with extracurricular activities officially related to the college (athletics, mock trial, etc.) that will require them to miss class during the semester are required to talk to me in advance of their anticipated absence. ***All absences require a one page, single spaced reaction/reflection paper on at least one of the assigned readings from the missed class.*** All absences that are not approved in advance will count as regular absences.

Automatic Failing Grade: If a student misses **6 or more** classes, they will automatically receive an F for the semester. See above for examples of excusable absences and requirements for completing missed course work.

Tardiness: Please arrive to class on time. In addition to being disrespectful to the rest of the class, tardiness will result in a loss of participation credit.

Late assignments: You are expected to hand in all assignments on time (i.e., during the class period in which they are due). Please contact the instructor regarding specific cases.

Inclusive Language Use: We will be wrestling with many of the most contentious issues facing our society in this course, and we must make every effort possible to not demean or degrade others as we share out our ideas. We will be open and generous with one another, and remember that language can often get in the way of what we are actually trying to say. I will suggest alternative descriptors in our course discussions as they are relevant, and I hope that you will all do the same for me.

Technology and EDUC 265: You have registered for an interactive, computer- supported class. We will use the course Moodle site to access readings, communicate via the discussion board (asynchronous conversation), and post ideas related to specific class sessions, send email to one another, and (or) to submit course work to the instructor.

Additionally, this course will require developing knowledge of video production, editing, and publishing. Office hours will be available to work with students in video lab spaces.

Please talk with me prior to the end of week one of the course if you have questions about using Moodle.

Please note: the use of laptops, ipads, etc. in class should be limited solely to accessing course readings & videos: please do not use your electronic devices to take notes, and please put them away when not accessing readings on them. EXCEPTIONS MADE ONLY FOR SPECIAL NEEDS/ACCOMODATIONS.

Honor Code

All papers and assignments in this course must be your own work. Work turned in for this course is to be completed in accordance with Rhodes' Honor Code. Students are expected to be familiar with the requirements of the Code and to conduct themselves accordingly in all classroom matters. Plagiarism is the use of someone else's information or ideas without proper citation. If you have questions about the correct use or citation of materials, please consult with me, or in the Writing Center. If you wonder if something should be cited, it probably should. This applies to materials read even if you do not use them directly in the paper. Papers with evidence of plagiarism will be referred to the Honor Council.

Sexual Misconduct Disclosure

I will do my best to help any student who comes to me with non-course-related concerns. Please keep in mind, however, that all faculty members are mandated to report any incidents of sexual misconduct that comes to their attention. That means that I cannot keep information about sexual misconduct confidential from the college if you share that information with me, but the college has specific confidentiality and anti-retaliation protections in place.

The Rhodes Counseling Center or the Student Health Services Staff can advise you confidentially. Also, the Title IX Coordinator can help you access other resources on campus and in the local community.

The student policy is in the Student Handbook and it can be found on the web site at <http://handbook.rhodes.edu/title-ix>.

Statement on Accommodations

As the instructor I will provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities or special needs that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities or special needs are encouraged to contact me as soon as possible to discuss their individual accommodations. Students must alert the Office of Student Disability Services of their special needs in order to qualify for modifications to course assignments.