

Flagler College CORE CLASS
Spring Semester 2026

Crafting Democracy
COR 151 G

Name and Title: *Leslie Robison, Professor of Art (she/they)* **Course Credit Hours:** 3

Office Location/ Office Hours: Thompson Hall, Room 21

Course Location: Art Building, S-3

Tues and Weds 12-2pm, or by appointment

Course Meeting Times: TR 2:00- 3:15 pm

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<i>Flagler Core Literacy</i> <i>Creativity</i>	<i>Flagler Core Value</i> <i>Citizenship with Integrity</i>
Creative work is the manifestation of creative effort in the form of cultural artifacts both physical and digital, tangible and temporal. These artifacts may include but are not limited to tangible artwork (painting, sculpture, printing etc), digital artwork (digital graphics, websites, etc) creative literature, music, theatrical performance etc. Because creativity is an important component in all aspects of human endeavors it's important to point out that the emphasis is on the application of human creative skill to the appreciation of aesthetic beauty and emotional power.	We believe that ethical citizenship should be exemplified on campus and in the community. We set high expectations for honesty, integrity, and individual responsibility. We are deeply committed to building a community of trust.

Course Description:

Because creating positive change in our world requires sustained and collaborative effort on the part of the citizenry, those interested in progress must coordinate individual efforts and work together as a community. This *Creativity* skill course within the *Citizenship with Integrity* value pathway emphasizes how citizens can be active political agents even without holding office. Whether citizens want to petition the government, amplify marginalized voices, or challenge existing ideologies, they must work together or coordinate efforts and apply creative solutions. The course *Crafting Democracy* focuses on how art, and craft in particular, has played a role in historical movements and how it continues to do so. This class will exemplify creative community by teaching and learning various craft skills, and by using these skills to visually support the issues we care about as students undertaking social action campaigns.

Expected Student Learning Outcomes for the Creativity Literacy:

1. *Students will identify and explain significant forms of creative expression.*
2. *Students will produce original creative work, in an appropriate medium, by synthesizing or combining ideas, models, or problems.*
3. *Students will review, critique, and reflect upon, original forms of creative expression.*

Additional Student Learning Outcomes:

1. Students will understand and be able to apply the steps required for performing a social action campaign.
2. Students will understand and be able to apply the components of successful collaboration, including the ability to communicate with others, to be an active listener, and a thoughtful negotiator.

Course Requirements and Methods of Assessment:

Students are expected to come to class regularly and be prepared for reading discussions and assigned work. This means that all readings and homework should be done as assigned. Students are expected to provide some of their own craft supplies.

Required Text(s) and Supplemental Readings:

Change! A Student Guide to Social Action by Scott Myers-Lipton (available through Bookstore)

The following readings are provided as pdf downloads:

- Knitting as Dissent: Female Resistance in America Since the Revolutionary War, Tove Hermanson
- *How to Be a Craftivist*, Sarah Corbett, Ch 2
- *Gandhi, Craft, and Self-Government*, Susan S. Bean

Course Communication:

The Canvas course site is the main resource for both students and instructors. Canvas will include a continuously updated course schedule, instructor announcements, assignment descriptions and due dates, course materials, and office hours information. Students should check Canvas and their school email accounts regularly. Students are responsible for any information, deadlines, and updates posted on Canvas or emailed to their Flagler email accounts. I will take care to answer emails within a 24-hour period.

Course Model and Methods of Instruction:

This course includes readings, lectures, and discussion, but places its strongest emphasis on social action campaigns and creative practice. Much of our class time will be spent planning campaigns and working hands-on with craft projects.

In the beginning of the semester, students will choose a campaign to work on and, as a team, attempt to change a policy such as a law, regulation, rule, norm, or institutional practice. The campaign students choose may come from a liberal, conservative, social democrat, or libertarian perspective...or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change. Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and can change campaigns at any point in the semester. Campaign work will begin early on and continue throughout the semester.

Students will also be introduced to foundational skills in embroidery through guided instruction. In weeks 8-10, the course will incorporate a skill sharing seminar model, where every member of the class will have the opportunity to teach and to learn from one another by sharing a craft. Crafts introduced through both early instruction and the skill sharing seminars may be used and adapted within students' campaigns.

As part of this process, each campaign team will plan and lead at least one campaign action. A campaign action is a public display of power that puts pressure on decision-makers through marches, rallies, press conferences, lobbying days, street theater, or direct meetings. These actions may incorporate craft-based elements. In order to do this, students, as part of a team, will create visual materials and conduct campaign activities such as posting flyers, managing social media, hosting information tables, and giving presentations to student groups.

Class Attendance Policy

Flagler College holds all members of our community to the highest academic standards in its pursuit of academic excellence. Regular attendance at classes, laboratories and examinations is fundamental to this commitment. Students are, therefore, expected to attend class as part of their personal responsibility as members of this community.

Your attendance is instrumental to your success in COR 151. Attendance does not just mean showing up to class; you are expected to be present, active, and contribute to a positive learning environment. Come to every class session prepared and ready to work until the end of class or until I dismiss you. Any student with an unusual circumstance that could interfere with our class schedule should always consult with me.

ABSENCES

Students are expected to attend class regularly. **Students may miss up to THREE class meetings without penalty.** At **FOUR** absences, the final semester grade is dropped by 5% (half of a grade). The grade drops an additional 5% at **FIVE** and again at **SIX** absences. All grade penalties, whenever incurred, will be deleted at the end of the semester from the Final Presentation and Binder grade. Upon the **SEVENTH** absence, the student will be automatically dropped from the course.

Only college affiliated events, such as athletics, are considered excused under College policy. Athletes must email me a list of expected absences during the first week of the semester and send a reminder email on the day of each absence. We will work together to find reasonable accommodations for completing missed coursework.

Students who have been regularly attending but experience an extended illness or a significant personal circumstance, such as a medical emergency in which the student or their parent needs assistance, may receive support from the Office of Academic Life or Health Services. These offices can help notify me and coordinate follow-up. They do not excuse absences; they serve only as a communication channel. I encourage students to reach out to me as soon as possible to discuss potential accommodations.

TARDINESS

Students are expected to arrive on time and be present through the duration of the scheduled class period. Arrival after the start of class will be noted, and **FOUR** such incidences of tardiness will count as one absence. Leaving early from class will also be considered tardiness and will be counted as such. If you must leave early or arrive late due to an emergency, please notify me before class via email so that you are not counted absent. Repeated tardiness or early departure without clearing either situation with me will result in a negative impact on your grade (see absence policy above).

Academic Honesty:

Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College expectations and is subject to immediate disciplinary action.

Please note that in an art course, academic honesty includes the production of artifacts. It is expected that work will be made by the student, specifically for this course and will not be work previously made or made for another class. Cheating results in a grade of Zero/F on assignment or project, and referral to Academic Affairs. In addition, writing in this course is graded on your personal reflection on questions related to our readings and activities, so AI may not be used and assignments completed using AI will be treated as dishonest behavior.

Grading:

Journal Entries – 10 @ 50 points each Your “journal” is where you demonstrate your knowledge and reflection of the text in light of your social action experiences. Journal entries must be submitted on Canvas in response to directed prompts about the assigned readings and campaign progress. Students must follow Canvas instructions, as they vary per journal entry. All journal entries must be your own work. Students are prohibited from using AI in any research or writing for journal entries.	500 points
Individual Assignments- 3@100 points each Individual Assignments include independent work throughout the semester that is separate from your Journal Entries. These assignments vary in instruction and include: <ul style="list-style-type: none">• Embroidered Name Tag (‘HELLO my name is...’): Each student will make a statement about their personal presence in our community by creating their own handstitched name tag. This project is intended for us to introduce ourselves and connect with our classmates, the people with whom we will co-craft democracy. This “stitched introduction” is inspired by a workshop	300 points

<p>led by Hinda Mandell as part of the <i>Voices and Votes: Democracy in America</i> exhibition at the National Women's Hall of Fame.</p> <ul style="list-style-type: none"> • Individual Campaign Proposal: Each student will submit a single presentation slide outlining a social issue and a clear policy change idea. The policy change should have 1 to 3 potential demands and ideally, an identified target. • Embroidery Sampler: After completing your Embroidered Name Tag, keep learning and practicing this craft. Use the supplies given, tips from the instructor, and the Canvas help guide to learn and demonstrate additional stitches. The design of this "sampler" is up to you! 	
<p>Work Logs – 3 @ 100 points each</p> <p>Students are expected to dedicate at least two hours per week outside of class to campaign activities and actions, with a minimum of 22 hours total for the semester, with 6 of those hours being campaign actions. Intermittent work logs are turned in to document the work performed. Work logs must be campaign-centric, and therefore do not include time spent on readings, journal entries, and embroidery homework.</p>	300 points
<p>Skill Share Seminar</p> <p>Students will work in pairs to create a 20-minute presentation that introduces a craft to the rest of the class. This "craft" will be widely defined and can be a skill that they already possess or one that they develop based on their interests, such as crocheting, drag make-up, whittling, calligraphy, Japanese tea ceremony, etc. After introducing the skill to us, the pair of students will instruct us to help us learn the basics of the skill.</p>	150 points
<p>Campaign Craft Project</p> <p>Throughout the semester, we will study examples of public craft projects that address various social and political issues and learn how craft can function as a gentle form of protest and a practice of active citizenship. Students will work collaboratively, in campaign groups, to create a craft project that is integrated into their campaign. The craft can appear at any point in the campaign process, but it must serve a specific purpose: your group's craft may educate or inform the public, bring attention to the issue, respond directly to the problem your campaign is addressing, or help move your group closer to achieving its campaign demands. Each student must contribute to the craft project by using at least one craft method learned this semester. At the end of the term, groups will present their craft project as part of the Final Presentation and explain how it supported the goals of their campaign.</p>	200 points
<p>Final Presentation and Group Binder</p> <p>For the final exam, campaign groups will create a number of PowerPoint slides that demonstrate the main points of the campaign and will give a Final Presentation to the class. As part of this presentation, your group will also turn in a completed Binder that will be used by the next incoming class of students during their selection of an issue and campaign. The Binder acts as a repository of information for your campaign for use by your group and for potential future campaign workers. Binders will be submitted digitally on Canvas.</p>	300 points
<p>DRAFTS - 8 @ 10 points each</p> <p>Campaign groups will submit drafts throughout the semester to stay on track and receive instructor feedback before materials are finalized and graded in the Group Binder. Drafts include: 1) Organizational Rap, 2) Campaign Flyer, 3) Sign-Up Sheet, 4) Historical Analysis, 5) Target Analysis, 6) Power Map, 7) Press Release, and 8) Campaign Timeline. Students are expected to divide tasks among group members; however, all drafts will be graded as group work. This means each member of the campaign shares responsibility for the quality, completeness, and timeliness of every draft submitted.</p>	80 Points
TOTAL:	1830 Points

Late work policy:

Journal Entries and Work Logs must be turned in before class starts on the scheduled due date. While not desirable, they may still be turned in as late as the following class meeting, but will receive a 50% grade reduction. Any work submitted later than one class meeting after the due date will earn zero credit.

Students must absolutely be present on the days their group (or pair) is scheduled for their skill-share seminar, art project, or campaign final. Students who know in advance that they will have to miss a certain day in class should work with the instructor and their group to make sure their presentations are appropriately scheduled. Life emergencies that impact attendance on presentation days should be communicated to the instructor as soon as possible.

Please note, being absent from class does not constitute an extension of an assignment. Be prepared to turn in assignments early if you are planning to be absent for any class meetings. You are responsible for all work covered in class, whether or not you are present. **My tip:** Check the class schedule on Canvas regularly to stay on track. Plan ahead as your work can often take longer than anticipated. Allow yourself plenty of time to complete your work before the due date.

A Final Note: As an instructor, one of my responsibilities is to create a safe learning environment. I will try my best to be open about my expectations and to provide you with support. If you experience stress related to the coursework, please speak with me. If you are experiencing stress from things outside the class, Flagler provides free and confidential counseling services.

COURSE SCHEDULE/ Calendar of Assignments

Please note this schedule is subject to change. Updates will be communicated in class, and any revisions will appear on the Canvas schedule linked to the home page, NOT on this syllabus.

WEEK/DAY	WHAT'S DUE?	CLASS ACTIVITIES
WEEK 1		
THURS, 1/22		Introduction to course, considering the meaning of citizenship and craft. Introduction to social action, introduction to the individuals in the class and discussion of the issues we care about
WEEK 2		
TUES, 1/27	<ul style="list-style-type: none"> READING DUE - Student Victories (XI-XII), Preface (XIII-XVII), & Chapter 1, pgs. 1-16 of <i>Change! A Student Guide to Social Action</i> by Scott Myers-Lipton (SML). DUE - Journal Entry 1 	<ul style="list-style-type: none"> Class discussion: What is an issue? What is a demand? (SML p. 15) Introduction to embroidery, Name Tag assignment, kit distribution
THURS, 1/29	<ul style="list-style-type: none"> DUE- Hello my name is DUE- watch Walk the Walk BRING YOUR EMBROIDERY KIT 	<ul style="list-style-type: none"> Guest speakers on issues Embroidery instruction Intro to skill sharing Discuss assignments: Journal entry 2 and Individual Campaign proposal

WEEK/DAY	WHAT'S DUE?	CLASS ACTIVITIES
WEEK 3		
TUES, 2/3	<ul style="list-style-type: none"> • READING DUE- SML, Chapter 2 • DUE - Journal Entry 2 • DUE- Individual Campaign Proposal 	<ul style="list-style-type: none"> • Reading discussion • Organizing into campaign groups • Intro to binder, journal entries 3, 4, and interviews
THURS, 2/5	<ul style="list-style-type: none"> • DUE- Embroidered Name Tag 	<ul style="list-style-type: none"> • Intro to Embroidered Sampler • Skill-share sign up • First Campaign group meeting
WEEK 4		
TUES, 2/10	<ul style="list-style-type: none"> • READING DUE - SML Chapter 3 • DUE - Journal Entry 3 	<ul style="list-style-type: none"> • LAST DAY TO JOIN A GROUP • Groups present demands and targets to the class for feedback • Group Meeting - <i>Do Something!</i> <ul style="list-style-type: none"> ○ Refine 1-3 demands for clarity and conciseness, if needed ○ Identify a clear target/decision-maker ○ Formally name your campaign by the end of class ○ Create to-do lists for group members (i.e. contacting stakeholders to schedule interviews as soon as possible, taking steps to become a student org, meeting with other student groups)
THURS, 2/12	<ul style="list-style-type: none"> • READING DUE – SML Chapter 4 	<ul style="list-style-type: none"> • Lecture: Art, Craft, Citizenship & Protest • Group Meeting - <i>Organizational Raps and Building Power</i> <ul style="list-style-type: none"> ○ Discuss types of power and the “power chess board” of your issue ○ Draft an organizational rap for the campaign, design a campaign flyer and sign-up sheet to present next class ○ Conduct remaining interviews with stakeholders
WEEK 5		
TUES, 2/17	<ul style="list-style-type: none"> • DUE - Journal Entry 4 • DUE - Organizational Rap Draft, Campaign Flyer, and Sign-Up Sheet (Group Binder) 	<ul style="list-style-type: none"> • Class feedback on organizational rap, flyer, and sign-up sheet • Discussion of building power, understanding recruitment work (SML Ch. 4) • Group Meeting - <i>Do Something!</i> <ul style="list-style-type: none"> ○ Define/organize recruitment team/make recruitment plan ○ Decide on recruitment tactics (i.e. social media posting, tabling events, flyers, class presentations, alliances, out-of-class meetings for new members & deciding how they can contribute to campaign, etc.)

WEEK/DAY	WHAT'S DUE?	CLASS ACTIVITIES
THURS, 2/19	<ul style="list-style-type: none"> • READING DUE - <i>Knitting as Dissent: Female Resistance in America Since the Revolutionary War</i>, Tove Hermanson • READING DUE- How to Be a Craftivist, Ch. 2, Sarah Corbett 	<ul style="list-style-type: none"> • Intro to Craft Campaign Project • Social Action Walking Tour • Group Meeting: <ul style="list-style-type: none"> ○ Execute recruitment plans ○ Brainstorm craft project
WEEK 6		
TUES, 2/24	<ul style="list-style-type: none"> • READING DUE – SML Chapter 5 • DUE - Journal Entry 5 	<ul style="list-style-type: none"> • Class Discussion - Research, Inquiry, and the Need to Act • Group Meeting - <i>Research!</i> <ul style="list-style-type: none"> ○ Divide the work on historical analysis, power map, and target analysis • Check-in: group dynamics, last day to change groups
THURS, 2/26	<ul style="list-style-type: none"> • READING DUE – SML Chapter 6 	<ul style="list-style-type: none"> • Group Meetings - <i>Research!</i> <ul style="list-style-type: none"> ○ Work on historical analysis, power map, and target analysis - draft due next class
WEEK 7		
TUES, 3/3	<ul style="list-style-type: none"> • DUE - Draft of Historical Analysis, Target Analysis, and Power Map (Group Binder) • DUE - Journal Entry 6 • DUE - Work Log 1 (Weeks 4-6, 6 hours total) 	<ul style="list-style-type: none"> • Group Meetings - <i>Decision-Making, Consensus, and Accountability</i> <ul style="list-style-type: none"> ○ Check In: What new norms or rules can your group develop to ensure that people hold each other accountable to do the work? ○ Assign roles to group members for future meetings (facilitator, vibe watcher, notetaker) and discuss expectations for each role ○ Continue campaign activities, recruitment plans, and sketch out ideas for campaign craft project
THURS, 3/5	<ul style="list-style-type: none"> • READING DUE - SML Chapter 7 • READING DUE - <i>Gandhi, Craft, and Self-Government</i>, Susan S. Bean 	<ul style="list-style-type: none"> • Watch and discuss student rally video • Group Meetings - <i>Strategy and Tactics</i> <ul style="list-style-type: none"> ○ What strategies can your campaign use to bring about social change? What is possible and what will move the decision maker? ○ Discuss tactics associated with your chosen strategy - Tactics can range from low to high pressure. ○ Continue executing recruitment plan, craft project ideation, and gathering materials

WEEK/DAY	WHAT'S DUE?	CLASS ACTIVITIES
WEEK 8		
TUES, 3/10	<ul style="list-style-type: none"> DUE - Journal Entry 7 	<ul style="list-style-type: none"> Skill Share Seminars - We will do three seminars today: <ul style="list-style-type: none"> _____ _____ _____
THURS, 3/12	<ul style="list-style-type: none"> READING DUE – SML Chapter 8 	<ul style="list-style-type: none"> Skill Share Seminars - We will do two seminars today: <ul style="list-style-type: none"> _____ _____ Class Discussion - Contacting the Decision-Maker Before “Going Public” Group Meeting - <i>Campaign Coordination</i> <ul style="list-style-type: none"> Brainstorm campaign actions from Chapter 7 and 8 - Are you going to incorporate a craft project into your campaign action? Are you going to use the craft project to apply pressure, gain support, or educate the public? Once decided on an action, decide what is going to happen at the event and who is going to do what at the event. Request a meeting for direct negotiation with the target
WEEK 9		
TUES, 3/17		No class- spring break
THUR, 3/19		No class- spring break
WEEK 10		
TUES, 3/24	<ul style="list-style-type: none"> DUE - Journal Entry 8 	<ul style="list-style-type: none"> Skill Share Seminars - We will do three seminars today: <ul style="list-style-type: none"> _____ _____ _____
THURS, 3/26	<ul style="list-style-type: none"> DUE – Sampler Assignment- turn in sampler in person, upload list of stitches used 	<ul style="list-style-type: none"> Watch and discuss student kick-off event Discussion - Press Releases/Media Plans Group Meetings - <i>Timeline & Campaign Plan</i> <ul style="list-style-type: none"> Finalize the campaign action(s) and craft project - Once decided, create a timeline for activities leading up to the action, develop a media plan, and recruit students to it Draft a press release; draft an agenda for campaign action day(s)

WEEK/DAY	WHAT'S DUE?	CLASS ACTIVITIES
WEEK 11		
TUES, 3/31	<ul style="list-style-type: none"> • READING DUE- SML Chapter 9 • DUE- press release draft (group binder) 	<ul style="list-style-type: none"> • Class Discussion - Campaign Outcomes • Group Meeting - <i>A Series of Actions Begins</i> <ul style="list-style-type: none"> ○ Finalize campaign timeline and press release draft - due next class ○ Continue working on a media plan and recruiting students ○ Continue creating campaign craft project
THURS, 4/2	<ul style="list-style-type: none"> • DUE- Campaign timeline draft (group binder) 	<ul style="list-style-type: none"> • Skill Share Seminars if additional days needed • Group Meeting - <i>Campaign Actions and Planning</i> <ul style="list-style-type: none"> ○ Finalize agenda for campaign action ○ Craft project creation
WEEK 12		
TUES, 4/7	<ul style="list-style-type: none"> • DUE - Work Log 2 (Weeks 7-8 & 10-11, 8 hours total) 	<ul style="list-style-type: none"> • Group Meetings - <i>Campaign Execution</i> <ul style="list-style-type: none"> ○ Finalize agenda for campaign action and implement craft project
THURS, 4/9		<ul style="list-style-type: none"> • Group Meeting - <i>Campaign Execution</i> <ul style="list-style-type: none"> ○ Execute media plans; send out press release to media list and target 4 days before event ○ Groups should be implementing their Campaign Craft Projects and campaign actions
WEEK 13		
TUES, 4/14	<ul style="list-style-type: none"> • READING DUE- SML Chapter 11 • DUE- Journal Entry 9 	<ul style="list-style-type: none"> • Review assignment for Campaign Binder and Campaign Presentation • Group Meeting - <i>Campaign Execution</i> <ul style="list-style-type: none"> ○ Groups should be implementing their Campaign Craft Projects and campaign actions
THURS, 4/16		<ul style="list-style-type: none"> • Group Meeting - <i>Campaign Execution and Evaluation</i> <ul style="list-style-type: none"> ○ Groups should be implementing their Campaign Craft Projects and campaign actions ○ Work on presentation and binder
WEEK 14		
TUES, 4/21		<ul style="list-style-type: none"> • Group Meeting - <i>Campaign Execution and Evaluation</i> <ul style="list-style-type: none"> ○ Group should be implementing their Campaign Craft Projects and campaign actions ○ Work on presentation and binder
THURS, 4/23		<ul style="list-style-type: none"> • Group Meeting - <i>Campaign Execution and Evaluation</i> <ul style="list-style-type: none"> ○ Group should be implementing their Campaign Craft Projects and campaign actions ○ Work on presentation and binder

WEEK/DAY	WHAT'S DUE?	CLASS ACTIVITIES
WEEK 15		
TUES, 4/28		<ul style="list-style-type: none"> Group Meeting - <i>Campaign Execution and Evaluation</i> <ul style="list-style-type: none"> Group should be implementing their Campaign Craft Projects and campaign actions Work on presentation and binder
THURS, 4/30	<ul style="list-style-type: none"> DUE - Journal Entry 10 DUE - Work Log 3 (Wks 12-15, 8 hrs total) 	<ul style="list-style-type: none"> Last In-Class Group Meeting - <i>Campaign Evaluation</i> <ul style="list-style-type: none"> Group should have completed the implementation of their Campaign Craft Projects and their campaign actions by today Work on presentation and binder
FINALS		
Day/time TBA	<ul style="list-style-type: none"> DUE- Final Campaign Presentation and Binder Present as a group to the class then upload presentation and binder to assignment DUE- Campaign Craft Project <ul style="list-style-type: none"> Present to class and upload presentation with quality documentation to assignment- see assignment for details 	<ul style="list-style-type: none"> Final Group Presentations