

FLAGLER COLLEGE — SPRING 2026

COR 151 C F: CRAFTING DEMOCRACY

Monday + Wednesdays, 2:00 PM - 3:15 PM

In Person | Molly Wiley Art Building, S-2

1/21/2026 - 5/7/2026 | 3.00 credits

INSTRUCTOR INFORMATION

Natalie Novak, she/her/hers

Email: NNovak@flagler.edu

Office hours: Mondays, 5:00 PM - 7:00 PM & by appointment

Jay's Place Lounge, Ringhaver Student Center

Tell me and I forget. Show me and I remember. Involve me and I understand.

Xun Kuang, 312-230 BCE. Confucian philosopher, modern version

Power concedes nothing without a demand. It never did and it never will.

Frederick Douglass

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.

CORE LITERACY AND CORE VALUE DESCRIPTIONS

Flagler Core Literacy – Creativity: 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.

Flagler Core Value – Citizenship with Integrity: 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.

CREATIVE LITERACY EXPECTED STUDENT LEARNING OUTCOMES

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 all scheduled class meetings 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 for this course.

REQUIRED TEXTS AND SUPPLEMENTAL READINGS

CHANGE! A Student Guide to Social Action, Scott Myers-Lipton

The following readings are provided on Canvas as pdf downloads:

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

Local art and craft supply stores:

[Hobby Lobby](#) (200 State Rte 312, St. Augustine, FL 32086), [Michaels](#) (310 Cbl Dr, St. Augustine, FL 32086), [Cut Up & Sew](#) (1975 Old Moultrie Rd, St. Augustine, FL 32084), [Fran's Knitting Boutique](#) (2765 US Highway 1, St. Augustine, FL 32086), [St. Aug Sew](#) (2491 US Hwy 1 S, St. Augustine, FL 32086)

COURSE COMMUNICATION

The Canvas course site will be a huge resource for both students and instructors. Canvas will include a continuously updated course schedule, instructor announcements, assignment descriptions and due dates, supplemental readings, resources, and office hours information. Students must check Canvas and their school email accounts regularly. Please pay attention to the Announcements page for important class information, schedule updates, due date changes, rescheduling, and class cancellations due to weather. 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.

COURSE GRADE WEIGHTING

Your overall course grade will be computed according to the following breakdown:

<p><u>JOURNAL ENTRIES</u> - 10 @ 50 points each</p> <p>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.</p>	<p>500 points</p>
<p><u>INDIVIDUAL ASSIGNMENTS</u> - 3 @ 100 points each</p> <p>Individual Assignments include independent work throughout the semester that is separate from your Journal Entries. These assignments vary in instruction and include:</p> <p>Embroidered Name Tag (<i>‘HELLO my name is..’</i>): 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 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> <p>Embroidered Sampler: After completing your Embroidered Name Tag, keep learning and practicing this craft. Use the supplies given, tips from the instructor, and Canvas resources to learn and demonstrate additional stitches. The design of this “sampler” is up to you!</p> <p>Individual Campaign Proposal: Each student will submit a presentation slide outlining a social issue and a clear policy change idea. The policy change will have 1 to 3 specific demands and an identifiable target.</p>	<p>300 points</p>
<p><u>WORK LOGS</u> - 3 @ 100 points each</p> <p>Students are expected to dedicate at least two hours per week outside of class to campaign activities, for a minimum of 22 total hours over the semester. At least six of these hours must involve campaign actions. Students will submit intermittent work logs to document their work performed. Work logs must be campaign-centric and demonstrate active progress toward campaign goals. Time spent on assigned coursework (i.e. readings, writing for journal entries) should not be included in these logs.</p>	<p>300 points</p>
<p><u>DRAFTS</u> - 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</p>	<p>80 points</p>

work. This means each member of the campaign shares responsibility for the quality, completeness, and timeliness of every draft submitted.	
<u>SKILL SHARE SEMINAR</u> 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.	150 points
<u>CAMPAIGN CRAFT PROJECT</u> 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 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 learned during the 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.	200 points
<u>FINAL PRESENTATION & GROUP BINDER</u> 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. Your campaign group will also turn in a completed binder that will be used by the next incoming class of students during their selection process of campaigns. 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.	300 points
<u>TOTAL: 1830 points</u>	

GRADING SCALE

“A” = Excellent		“B” = Above Average		“C” = Average		“D” = Below Average	
A	100-93%	B+	89-87%	C+	79-77%	D+	69-67%
A-	92-90%	B	86-83%	C	76-73%	D	66-60%
		B-	82-80%	C-	72-70%	F	59-0%

LATE WORK POLICY

Journal Entries and Work Logs must be submitted 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. It is the student's responsibility to initiate communication.

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 absent. **My tip:** Check the class schedule on Canvas regularly to stay on track. Plan ahead with your work as it can often take longer than anticipated. Allow yourself plenty of time to complete your work before the due date.

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 and 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, which 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 **SIX** absences. All grade penalties, whenever incurred, will be deleted at the end of the semester from the Final Presentation and Group 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 to class 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.

ACADEMIC HONESTY

See Flagler College's full statement on Academic Honesty [here](#). 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-centered course, academic honesty includes the production of artifacts. It is expected that all work will be made by the student without the aid of another person, unless explicitly allowed by the instructor. It is expected that work specifically made for this course will not be work previously made or made for another class. 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. Assignments completed using AI will be treated as dishonest behavior. Incidents of cheating/academic dishonesty will result in a grade of '0' or 'F' on the assignment or project, and referral to Academic Affairs.

DISABILITY ACCOMMODATIONS

Flagler College is dedicated to creating an inclusive campus. If you have a disability which requires an accommodation, in order to fully participate in this course, please contact the Disability Resource Center (DRC), under the direction of Philip A. Pownall, by visiting Library 211, emailing: disabilityservices@flagler.edu, or calling 904-819-6460.

TITLE IX

Flagler College seeks to provide an environment that is free from harassment, and sexual violence. If you have experienced any of these, we encourage you to report the incident. If you inform me of an issue through discussion, private conversation, or a written assignment, I will keep the information as private as I can, but I am required to bring it to the attention of the College's Title IX Coordinator, Dr. Jess Kobryn. If you would like to talk to Dr. Kobryn directly, she can be reached at 904-826-8553 or jkobryn@flagler.edu. For more information and other reporting options, please refer to the [Title IX webpage](#). In addition, a non-reporting option is to contact our Counseling Services Office, as any conversation will be kept confidential. They can be contacted at counseling@flagler.edu or 904-819-6305. **Notice of Non-Discrimination:** Flagler College is committed to diversity, inclusion, and pursuit of higher education with adherence to high ethical standards. It is the policy of Flagler College not to discriminate in admission, treatment, or access to, or employment in, its programs or activities on the basis of race, color, gender, religion, national origin, age, disability, marital status, familial status, sexual orientation, gender identity or expression, or any other protected characteristic. If you are being or have been discriminated against, please contact Dr. Kobryn at jkobryn@flagler.edu or 904-826-8553.

STUDENT RESOURCES

Learning Resource Center: Free tutoring for students. Access <http://www.flagler.edu/LRC> in order to make an appointment. Located in Proctor Library, first floor, 44 Sevilla St. Hours: Monday-Thursday 9am-9pm, Friday 9am-12pm, Sunday 5-9pm. Phone: 904-819-6379; email: learning@flagler.edu, tutorappointments@flagler.edu.

CARE (Campus Assessment, Referral, and Evaluation): Tinlin House, 65 Valencia St. Phone: 904-819-6308; email: care@flagler.edu. Hours: Monday-Friday 8am-4pm. For after-hours, contact Safety and Security at 904-819-6200.

Center for Advising and Core Experience: CACE Advisors are your primary advisors your first year. In your second year, you will transition to a faculty advisor in your major. Find your CACE Advisor on the 3rd Floor of the Proctor Library or make an appointment [here](#). Phone: 904-826-8504; email: cace@flagler.edu.

Counseling Center: Confidential psychological services for currently enrolled students. Tinlin House, 65 Valencia St. Phone: (904) 819-6305; email: counseling@flagler.edu.

Disability Resource Center: Proctor Library 2nd Floor, L-21, 44 Sevilla St. Hours: Monday thru Friday 8am-4pm. Phone: 904-819-6460; email: disabilitysupport@flagler.edu, ppownall@flagler.edu.

Financial Aid Counselors: Hanke Hall, 63 Cordova St. Hours: Monday-Friday 8am-5pm. Phone: 904-819-6225; email: financialaid@flagler.edu.

[Health Services/First Aid:](#) Southwest side of the Ponce Breezeway, 75 King St. Staff includes a Registered Nurse and a Nurse Practitioner. Hours: Monday-Friday 7am-4pm. Phone: (904) 819-6211; email: healthservices@flagler.edu.

[IT/Technology:](#) Proctor Library, 2nd Floor, Room 212. Hours: Monday-Thursday 8am-7pm, Friday 8am-5pm. Phone: 904-819-6293; email: support@flagler.edu.

[The Office of Campus Excellence and Engagement:](#) Multicultural Center in the Ponce Breezeway. Hours: Monday thru Friday 9am-5pm.

[Registrar:](#) Seavey Cottage, first floor. Hours: Monday-Friday 8am-4:30pm. Phone: (904) 819-6204; email: registrar@flagler.edu.

[Safety and Security:](#) Main Office is located at 1 Malaga Street (The Commons); Ponce Hall Office is located at 74 King St. Main Office hours: Monday-Friday 7:30am-5pm. Ponce Satellite Office hours: Monday thru Sunday 24/7. Phone: 904-819-6200; email: security@flagler.edu.

[Title IX:](#) 75 King St., Lightner Museum, Lobby D, Third Floor. Phone: 904-826-8553; email: titleix@flagler.edu, jkobryn@flagler.edu.

ART RESOURCES

[Crisp-Ellert Art Museum:](#) Free to the public. 48 Sevilla Street. Fall Hours: Monday-Friday 10am-4pm, Saturday 12-4pm. Phone: 904-826-8530; email: crispellert@flagler.edu.

[Lightner Museum:](#) Flagler students are always free with valid student id. 75 King Street. Hours: Monday-Sunday 9am-5pm. Phone: (904) 824-2874; email: info@lightnermuseum.org.

[Lincolnton Museum and Cultural Center:](#) \$5 admission for college students with valid id. 102 M. L. King Avenue. Hours: Sunday-Monday 1-4:30pm, Tuesday-Saturday 10:30am-4:30pm. Phone: (904) 824-1191.

[Governor's House Cultural Center & Museum:](#) Free to the public. Adjacent to the Plaza de la Constitucion, 48 King Street. Hours: Monday-Sunday 10am-5pm, closed 1:30 to 2:30pm daily. Phone: (904) 825-5034.

[First Friday Art Walk:](#) On the first Friday of every month, local art galleries open their doors from 5-9pm, offering new exhibits and receptions to the public. Most galleries are within close walking distance.

[Cummer Museum:](#) Free to college students Tuesday-Friday, \$15 admission Saturday/Sunday. 829 Riverside Avenue, Jacksonville, Florida 32204. Hours: Tuesday-Saturday 11am-4pm, Sunday 12-4pm. Phone: (904) 356-6857.

[Museum of Contemporary Art Jacksonville \(MOCA\):](#) \$6 admission for college students. 333 North Laura Street, Jacksonville, Florida 32202. Hours: Tuesday-Sunday 11am-5pm. Phone: (904) 366-6911; email: hellomoca@unf.edu.

COR 151 C F: TENTATIVE COURSE SCHEDULE

Please note that this is a tentative schedule, meaning it is subject to change. Any schedule changes will be announced in class and updated on Canvas.

WK	DAY	WHAT'S DUE?	CLASS ACTIVITIES
1	WED, 1/21		<ul style="list-style-type: none">• 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
2	MON, 1/26	<ul style="list-style-type: none">• Reading - <i>CHANGE! A Student Guide to Social Action</i>, Scott Myers-Lipton (SML), Student Victories	<ul style="list-style-type: none">• Discussion - Issue Identification: What is an Issue? What is a Demand? (SML p. 15)• Share Issues, Create a List, Draft Campaign Groups<ul style="list-style-type: none">- Students may present an issue with a policy change idea to the class. The policy change should have 1-3

		(XI-XII), Preface (XIII-XVII), & Ch. 1, p. 1-16 • Journal Entry 1	demands. Then, we will create a draft of campaign groups. • Distribute material kits • Instructor Demo - Embroidered Name Tag <ul style="list-style-type: none"> - Starting an embroidery (separating floss, knotting floss, threading floss through needle), planning composition, backstitch, how to tie-off a hand stitch
	WED, 1/28	• Embroidered Name Tag - Finish “HELLO my name is,” portion in backstitch	• Instructor Demo - Embroidered Name Tag <ul style="list-style-type: none"> - Doubling the thread for a bold stitch, cutting out the nametag form, attaching a colored felt backing with running stitch border, securing with safety pin. Finish outside of class. • Assign Journal Entry 2 and Individual Campaign Proposal • Guest speakers on local/campus issues
3	MON, 2/2	• Reading - <i>CHANGE!</i> , Ch. 2, p. 20-25 • Watch Walk the Walk • Journal Entry 2 • Individual Campaign Proposal	• Class Discussion - Chapter 2 • Present Individual Campaign Proposals; organize into campaign groups based on similar interests • Group Meeting - Explore & Narrow Down Issue <ul style="list-style-type: none"> - Exchange contact info with members - Start exploring: Narrow down the issue. What interests you about the issue you selected? What are the concrete, measurable demands (no more than 3)? Who is the decision-maker (target)? • Assign Journal Entry 3, 4, & Binder
	WED, 2/4	• Embroidered Name Tag	• Sign up for Skill Share Seminars • Intro to Embroidered Sampler • First Campaign Group Meeting <ul style="list-style-type: none"> - Define demands, identify a decision-maker to direct energy at, and name your campaign - Decide on member roles and processes
4	MON, 2/9	• Reading - <i>CHANGE!</i> , Ch. 3, p. 28-40 • Journal Entry 3	• Groups present issue, demands, target, & progress to class for feedback • Group Meeting - Do Something! <ul style="list-style-type: none"> - Refine demands for clarity & conciseness if needed - Create to-do lists for members (i.e contacting stakeholders to schedule interviews, making signs for tabling & a tabling schedule, social media account, meeting with student groups, student org app)
	WED, 2/11	• Reading - <i>CHANGE!</i> , Ch. 4, p. 43-58	• Lecture - Art & Craft, Citizenship & Protest • Watch Dread Scott: Slave Rebellion • Group Meeting - Organizational Raps & Building Power <ul style="list-style-type: none"> - Discuss types of power and the “power chess board” of your issue

			<ul style="list-style-type: none"> - Draft an organizational rap for the campaign, a campaign flyer, and sign-up sheet - Conduct interviews with stakeholders
5	MON, 2/16	<ul style="list-style-type: none"> ● Journal Entry 4 ● Draft Organizational Rap, Campaign Flyer, & Sign-Up Sheet (Group Binder) 	<ul style="list-style-type: none"> ● Campaign groups share organizational rap, flyer, and sign-up sheet to class for feedback ● Class Discussion - Chapter 4; How to build power, understanding recruitment work ● Group Meeting - Do Something! <ul style="list-style-type: none"> - Define and organize your recruitment team; who's doing what? - Decide recruitment tactics (i.e. social media posting, tabling, fliering in specific areas, class presentations, building alliances, scheduling out-of-class meetings for newcomers and deciding how they can contribute to your campaign, etc.) - Make a recruitment plan & schedule; execute ASAP.
	WED, 2/18	<ul style="list-style-type: none"> ● Reading - <i>Knitting as Dissent: Female Resistance in America Since the Revolutionary War</i>, Tove Hermanson ● Reading - <i>How to Be a Craftivist</i>, Chapter 2, Sarah Corbett 	<ul style="list-style-type: none"> ● Social Action Walking Tour ● Assign Craft Campaign Project ● Group Meeting - Do Something! <ul style="list-style-type: none"> - Execute recruitment plans according to schedule - Brainstorm for craft project ● Assign group contracts
6	MON, 2/23	<ul style="list-style-type: none"> ● Reading - <i>CHANGE!</i>, Ch. 5, p. 60-71 ● Journal Entry 5 	<ul style="list-style-type: none"> ● Class Discussion - Research, Inquiry, and the Need to Act ● Group Meeting - Research! <ul style="list-style-type: none"> - Divide the work on historical analysis, power map, and target analysis
	WED, 2/25	<ul style="list-style-type: none"> ● Reading - <i>CHANGE!</i>, Ch. 6, p. 72-79 ● Group contracts due @ 11:59pm 	<ul style="list-style-type: none"> ● Group Meetings - Research! <ul style="list-style-type: none"> - Assess group dynamics; sign and email contracts - Historical analysis, power map, and target analysis; draft due next class
7	MON, 3/2	<ul style="list-style-type: none"> ● Draft of Historical Analysis, Power Map, & Target Analysis (Group Binder) ● Journal Entry 6 ● Work Log 1 (Weeks 4-6, 6 hrs total) 	<ul style="list-style-type: none"> ● Group Meetings - Decision-Making, Consensus, Accountability <ul style="list-style-type: none"> - 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 ideas for Campaign Craft Project

	WED, 3/4	<ul style="list-style-type: none">● Reading - <i>CHANGE!</i>, Ch. 7, p. 81-97● Reading - <i>Gandhi, Craft, and Self-Government</i>, Susan S. Bean	<ul style="list-style-type: none">● Watch & Discuss - Student Activist Rally● Group Meetings - Strategy & Tactics<ul style="list-style-type: none">- What strategies can your campaign use to bring about social change? What strategies will move the decision maker? Which strategies are in your organizational capacity?- Discuss tactics associated with your chosen strategy. Tactics can range from low to high pressure (there are different tactics available to you, and depending on which tactic is chosen, different levels of pressure can be applied).- Continue executing recruitment tactics- Craft project ideation, gather materials
8	MON, 3/9	<ul style="list-style-type: none">● Journal Entry 7	<ul style="list-style-type: none">● Skill Share Seminars - We will do three today:<ul style="list-style-type: none">- _____- _____- _____
	WED, 3/11	<ul style="list-style-type: none">● Reading - <i>CHANGE!</i>, Ch. 8, p. 99-112	<ul style="list-style-type: none">● Skill Share Seminars - We will do two today:<ul style="list-style-type: none">- _____- _____● Class Discussion - Contacting the Decision-Maker Before “Going Public”● Group Meeting - Action Coordination<ul style="list-style-type: none">- Brainstorm campaign actions from Ch. 7 & 8; are you going to incorporate a craft project into your campaign action? Are you going to use the craft to apply pressure, gain support, or educate the public?- Once decided on an action, decide what is going to happen at the event & who is going to do what at the event. Choose a site, make an agenda.- Submit permissions to demonstrate.- Request a meeting for direct negotiation with the target. Let them know of your demands and see if they will agree BEFORE going public with a campaign action.
9	MON, 3/16	NO CLASS; SPRING BREAK	
	WED, 3/18		
10	MON, 3/23	<ul style="list-style-type: none">● Journal Entry 8	<ul style="list-style-type: none">● Skill Share Seminars - We will do three today:<ul style="list-style-type: none">- _____- _____- _____
	WED, 3/25	<ul style="list-style-type: none">● Embroidered Sampler	<ul style="list-style-type: none">● Watch & Discuss - Student Kick-Off Event● Class Discussion - Press Release & Media Plans● Group Meetings - Timeline & Campaign Plan

			<ul style="list-style-type: none"> - Did you request a meeting for direct negotiation with the target? - Finalize the agenda for the day of action & draft a timeline of activities leading up to the action. - Develop a media plan & recruit students to it (commitment cards, signs) - Submit draft of press release; due next class
11	MON, 3/30	<ul style="list-style-type: none"> • Reading - <i>CHANGE!</i>, Ch. 9, p. 114-120 • Draft Press Release 	<ul style="list-style-type: none"> • Class Discussion - Campaign Outcomes • Group Meeting - A Series of Actions Begins <ul style="list-style-type: none"> - Campaign Craft Project creation - Execute media plan; continue recruiting students. - Wait for instructor approval on the press release before sending it to media contacts and target
	WED, 4/1	<ul style="list-style-type: none"> • Draft Campaign Timeline 	<ul style="list-style-type: none"> • Skill Share Seminars if additional days needed • Group Meeting - Campaign Execution <ul style="list-style-type: none"> - Campaign Craft Project creation - Execute media plans; send approved press release to media list and target four days before day of action
12	MON, 4/6	<ul style="list-style-type: none"> • Work Log 2 (Weeks 7-8 & 10-11, 8 hrs total) 	<ul style="list-style-type: none"> • Group Meetings - Campaign Execution <ul style="list-style-type: none"> - Execute media plans; send approved press release to media list and target four days before event - Groups should be implementing their Campaign Craft Projects and campaign actions
	WED, 4/8		<ul style="list-style-type: none"> • Group Meeting - Campaign Execution <ul style="list-style-type: none"> - Execute media plans; send approved press release to media list and target four days before event - Groups should be implementing their Campaign Craft Projects and campaign actions
13	MON, 4/13	<ul style="list-style-type: none"> • Reading - <i>CHANGE!</i>, Ch. 11, p. 125-129 • Journal Entry 9 	<ul style="list-style-type: none"> • Review Group Binders & Campaign Presentations • Group Meeting - Campaign Execution <ul style="list-style-type: none"> - Execute media plans; send approved press release to media list and target four days before event - Groups should be implementing their Campaign Craft Projects and campaign actions
	WED, 4/15		<ul style="list-style-type: none"> • Group Meeting - Campaign Execution & Evaluation <ul style="list-style-type: none"> - Execute media plans; send approved press release to media list and target four days before event - Groups should be implementing their Campaign Craft Projects and campaign actions - Work on presentation and binder
14	MON, 4/20		<ul style="list-style-type: none"> • Group Meeting - Campaign Execution & Evaluation <ul style="list-style-type: none"> - Groups should be implementing their Campaign Craft Projects and campaign actions - Work on presentation and binder
	WED, 4/22		<ul style="list-style-type: none"> • Group Meeting - Campaign Execution & Evaluation

			<ul style="list-style-type: none"> - Groups should be implementing their Campaign Craft Projects and campaign actions - Work on presentation and binder
15	MON, 4/27		<ul style="list-style-type: none"> ● Group Meeting - Campaign Execution & Evaluation <ul style="list-style-type: none"> - Groups should be implementing their Campaign Craft Projects and campaign actions - Work on presentation and binder
	WED, 4/29	<ul style="list-style-type: none"> ● Journal Entry 10 ● Work Log 3 (Weeks 12-15, 8 hrs total) 	<ul style="list-style-type: none"> ● Last In-Class Group Meeting - Campaign Evaluation <ul style="list-style-type: none"> - Group should have completed the implementation of their Campaign Craft Projects and campaign actions by today - Work on presentation and binder
16	Day/Time TBA	FINAL PRESENTATION GROUP BINDER CAMPAIGN CRAFT PROJECT	<ul style="list-style-type: none"> ● Campaign groups present their work in-person and upload to Canvas