

FLORIDA INTERNATIONAL UNIVERSITY  
Honors College  
**IDH 3034 U10 - 86395**  
**Fall 2021**

**Social Movements:** *From the American Revolution to Black Lives Matter*

---

Instructor: Shed Boren, PhD  
Office Location: AHC5 Room 566  
Office Hours: As scheduled  
Telephone: 305-348-2653  
Email: [sboren@fiu.edu](mailto:sboren@fiu.edu)  
Course Day & Time: Monday 5:00 PM to 7:40 PM  
Course Location: DM 163  
Credits: 3

---

### **CATALOG DESCRIPTION**

This seminar, focused on aesthetics, values, and authority, addresses global issues and social justice by examining the role of social movements in society. This course uses critical thinking, strategic planning, written, oral, and presentation communication skills, research, and storytelling to prepare high-achieving students for their future as global citizens, agents of change and master of their own voice.

### **COURSE DESCRIPTION**

Social change starts with a vision and evolves to transform society. Many types of social movements have changed history, and many individual leaders have made a difference. The civil rights movements related to African Americans, women, and the LGBT community are examples of 20th-century + social movements that have impacted American society globally. Still, social movements related to human rights, life and death, and personal choices have significantly influenced American politics and culture. Using the education of the course facilitator, a Clinical Assistant Professor with post-graduate degrees in Social Work, Business, Bioethics, and Sociology, this course provides a unique opportunity to attain student engagement, enhance awareness and guide students to improve their perspective by examining history, current perspectives, and realities, and to address societal challenges globally while recognizing leadership attributes that can drive a purposeful life.

This seminar is a **Global Learning Course**, and our goal is to enhance global awareness, perspective, and engagement.

- **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Global Perspective:** Ability to construct a multi-perspective analysis of local, global, international, and intercultural problems.
- **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem-solving.

## EDUCATIONAL OBJECTIVES

After this course, students are expected:

1. To use an active, collaborative, and interdisciplinary process to expand their perception to see life from the perspective of an individual, a colleague, and a global citizen.
2. Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
3. To enhance an appreciation of human rights from an American and international perspective and become aware of the Universal Declaration of Human Rights (UDHR) and see how it enhances our views and engagement across the globe.
4. To define, analyze, and explain social movements as an integral, relevant aspect of society and see that there is nothing more American than the right to protest.
5. To develop an understanding of the political and economic environment in which social policies emerge and advance skills focused on advocating for a better, more just society.
6. To enhance your ability to demonstrate leadership by using your strategic vision along with your verbal and creative skills to address life more effectively.

## REQUIRED AND RECOMMENDED TEXT/MATERIALS

Almeida, P. D. (2019). *Social movements: the structure of collective mobilization*. University of California Press.

New York Times digital subscription. [www.nytimes.com/FIU](http://www.nytimes.com/FIU). Sign up for free. Remain current. Post an article weekly with commentary and be prepared to present an article each week.

Additional readings or films will be assigned via Canvas. Some films may be available free of charge, on Netflix and others may have a nominal fee. Students should complete the readings and other assignments before class.

## PERFORMANCE MEASURES FOR EVALUATION

Grading will be determined based on the following activities:

Grading Criteria	%
Active Participation	20%
Voice: Creative Endeavor	15%
Voice: Verbal Presentation	15%
Voice: Written Presentation #1	5%
Voice: Written Presentation #2	10%
Final Exam	<u>35%</u>
<b>Total Score</b>	100%

Readings, assignments, and other information are detailed via Canvas.

1. Active Class Participation (20%)

Each student must actively participate during class sessions as well as via Canvas. Participation is measured based on more than time and attendance – although this is important. Active participation requires that students come to class having read the assignments, actively reviewed and synthesized the information, completed the tasks, and prepared to discuss the information in class actively. Also, students are expected to read the New York Times, post timely, and they should be ready to present verbally at least one time per month. Class participation is a composite score of attendance, online participation, class preparation and actual performance.

2. Voice: Creative Endeavor (15%)

Social Media plays a significant role in 21<sup>st</sup>-century communication in selling products, concepts, or ideas. Social Marketing, or efforts to generate insights and influence behavior for the benefit of individuals or society, can be easily created with readily available technology. Students will learn about the Universal Declaration of Human Rights (UDHR), and each student will create a video to explain one (1) of the thirty (30) articles and explain its relevance. Your final product will be a video that uses voice, images, and other creative endeavors to convey your ideas in two (2) minutes or less. You must use your skills related to technology and find ways to educate and persuade your peers around the globe. Your target group is an international audience of college students. You will teach them about the UDHR, your particular article, and your goal is to influence your viewer to take action.

3. Voice: Verbal Presentation (15%)

Professional speaking skills are invaluable to professionals in general and leaders in particular, and it is also imperative that students have the ability to demonstrate a willingness to engage in local, global, international, and intercultural problem-solving. A robust and competent voice is critical. A skilled voice with presentation abilities allows us to be effective advocates. Each student will advocate for a cause that is important to the student using the EPIC format. Each "talk" will be no more than two (2) minutes. Students must not use notes – but allow your PowerPoint slides to guide your presentation. Your goal is to effectively communicate your points in verbal and written formats while generating a “call to action.”

4. Voice: Written Presentation – Press Release (5%)

Our voices are important – and so are strategies to enhance the magnitude of our voices. Using a press release as a tool to heighten awareness, students will write a press release demonstrating their ability to understand this concept and write an effective press release to advance their cause.

5. Voice: Written Presentation – Letter to Influencer (10%)

To effectively use this information and to advocate for our issues of importance to us and to use our voice to advocate for change, we need to effectively communicate with elected officials or governmental personnel. If we want to advocate for change, we must raise our voices in an effective manner. You will write a letter to a person you want to influence – either an elected official or an administrative person responsible for influencing actions. Make sure that you are using the appropriate language as well as addressing the correct person who can be influenced on your issue of concern.

6. Final Exam (35%)

Content knowledge will be gained throughout the course, and this final test will serve as an opportunity to reflect on what you learned in this course. This test will be a take-home exam, and you can use your notes and any readings to help you, but you are expected to work on your own without feedback from your colleagues.

The grading structure is as follows:

GRADE		GRADE	
A	93 - 100	C+	77 - 79
A-	90 - 92	C	70 - 76
B+	87 - 89	D	60 - 69
B	83 - 86	F	<59
B-	80 - 82		

**UNIVERSITY POLICIES**

1. Florida International University (FIU) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which shows respect for themselves, their fellow students, and the university's educational mission. The University deems all students to understand that if they are found responsible for academic misconduct, they will be subject to the [Student Conduct and Honor Code](#) procedures and sanctions outlined in the FIU Regulation 2501 and the Student Handbook.
2. FIU maintains an active program to support students in navigating the university system or to provide personal assistance. This support includes the office of the Dean of Students, Disability Resource Center, Ombudsperson, Panther Care, Student Conduct, and Conflict Resolution, Student Food Pantry, Survival Guide, Veteran and Military Affairs, and Victims Empowerment Program. Student Affairs also has information on how to get involved in the university community, what campus services are available, health and fitness, and service for academic success. More information can be found

[here](#), and many additional FIU policies are described in the [FIU Student Handbook](#).

3. FIU maintains a university-wide academic calendar that provides dates for the semester, deadlines for registration, including drop dates, enrollment, holidays, and more. This information is found at <https://onestop.fiu.edu/academic-calendar/>.
4. Observance of Religious Holy Days: Students absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a sacred holy day of their religious faith should notify the instructor at least two weeks in advance. Religious holidays will be accommodated per FIU Regulation 2504 Student Religious Observations, Practices, and Beliefs.
5. Students with disabilities who may require accommodations to succeed in their academic programs should contact the Disability Resource Center, <http://drc.fiu.edu/>. The center will provide an evaluation and recommend accommodations to your instructors.
6. FIU is committed to providing a campus free from discrimination and/or harassment. Students who believe they have been the victims of discrimination or sexual harassment should contact the University's Office of Inclusion, Diversity, Equity and Access at (305) 348-2785 ([eopd@fiu.edu](mailto:eopd@fiu.edu)) or via the external reporting agency Convercent by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>.
7. Instructors retain the right to modify the course syllabus for any reason throughout the semester provided that:
  - fair and adequate notice is given to enrolled students either by e mail, in writing, or through online publishing such as Canvas;
  - modifications to the syllabus are not arbitrary or capricious; and,
  - students are not unfairly disadvantaged by mid semester changes to grading standards, attendance standards, or performance measures.

## **COURSE-SPECIFIC POLICIES**

1. All students are expected to:
  - a. attend each class, arrive on time, and remain in class until the completion of the class period. You are responsible for knowledge of the information provided in class sessions even if you are not present. Attendance will be recorded in Canvas. Students are responsible for checking that attendance records are correct within one week of the session for correction.
  - b. complete the required readings and assignments for each class session.
  - c. participate actively and appropriately in class by contributing to discussions; engaging in peer learning activities; showing respect for, and critiquing, views expressed by other class members; detailing information relevant to the class topics; sharing NYT articles related to social work and public policy; actively offering topics and presentations to simulate professional practice via professional communication.

- d. demonstrate good in-class citizenship. This expectation means that you will be tolerant of ideas, opinions, and values that differ from your own during class discussions. While you are encouraged to express your original views and opinions, you should do so in a way that is respectful of diversity and difference. Good in-class citizenship means that you will not carry on irrelevant conversations during class; silence your cell phones; use your electronic devices for classroom purposes (not social media and email). **Electronic devices such as smartphones and laptops are NOT allowed in class unless used as part of the educational environment (class participation).**
- e. exhibit in-class behaviors that reflect the Student Code of Conduct in the FIU Student Handbook for the University's expectation of students' behavior and the NASW Code of Ethics.
- f. use the Canvas as the Learning Management System (LMS) to receive updates, turn in assignments, communicate with the professor, etc.
- g. speak with the instructor or contact via telephone or email **as soon as possible** to discuss any overall concerns about the course, your performance in it, and how we can better work together to meet our shared goals and objectives.

**Note:** Students are encouraged to provide feedback to the instructor throughout the course via conversations or other forms of communication such as emails. If students prefer to manage this confidentially, this information can be communicated confidentially via Canvas and the "Feedback Box."

- 2. Assignments reflect you as a student. They should be the highest quality that you can exert. Your superiors in the workplace will not tolerate sub-standard work, so you should not expect it to be acceptable in a university. Assignments should reflect original ideas and concepts. A project that consists primarily of "*cut and paste*" material from other authors is not a reflection of your own professional or scholarly ability. Assignments are grammatically correct, free from typographical errors, and consist of language appropriate for a college-level assignment. Spelling and grammar checks are expected before the submission of any papers.
- 3. All written assignments must be well written and must be following the guidelines of the [Publication Manual of the American Psychological Association](#), 7<sup>th</sup> Edition (2020) unless otherwise stated. In the reference department of the FIU Libraries, you can find copies of the APA manual for you to review. However, it is HIGHLY recommended that you purchase this text since you will likely need to write numerous papers for additional classes and the work environment.
- 4. All required written work should be submitted electronically via Canvas and checked for plagiarism using Turnitin.com, a software program that checks for originality. A "*TurnItIn check*" will be provided for students to use this technology to check for similarities and minimize any intentional or unintentional duplication.

5. All assignments and exams are detailed in Canvas, and the due date and time are noted. An assignment is late if it is not submitted online by the time and date it requested. Points will immediately be deducted for late assignments. Only in extreme and documented cases will this policy be waived at the discretion of the instructor.
6. **Accommodations:** Your success in this class is essential. If you have a special need or a particular circumstance that may impact your work in this class, please contact the instructor early in the semester so that we can work together to adapt assignments to meet your needs and the course requirements. The FIU Disability Resource Center is located at 11200 SW 8th Street, Miami, FL 33199, Graham Center 190, Phone: (305) 348-3532, Email: [drcupgl@fiu.edu](mailto:drcupgl@fiu.edu), Website: <http://drc.fiu.edu/index.php>.

## **Additional Honors' College Information**

### **Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

### **Physical, Mental and Sensory Challenges**

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

## **Honors College Policies and Requirements**

### **Academic Misconduct Procedures and Policies**

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to

show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

### **Honors Engagement**

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

### **Community Service**

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

### **Honors Education in the Arts (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

<http://honors.fiu.edu/current-students/hearts/>

### **Resources:**

#### **Panthers Care & Counseling & Psychological Services**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website. Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

## **COURSE SCHEDULE AND OUTLINE**

<b>Module</b>	<b>Title</b>	<b>Class Dates</b>
I	Understanding Ourselves & Each Other	8/23, 8/30, 9/13
II	Integrating Values and Principles	9/20, 9/27 & 10/4
III	Social Movements	10/11, 10/18, 10/25, 11/1, 11/8 and 11/15
IV	Strategic Leadership	11/22 and 11/29`