Making Media, Making Change:
Digital Technologies, Storytelling, and Activism

Spring 2015

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Higher Education Consortium for Urban Affairs
St. Paul, Minnesota

Class Hours:
Monday/Wednesday 2-5 pm
January 21, 2014 – May 6, 2015

Class Location:
St. Paul Neighborhood Network
375 Jackson Street, Suite 250
St. Paul, MN 55101

Program Faculty:
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Office Hours: After class and by appointment

Introduction:

Welcome to *Making Media, Making Change* at HECUA. This program is grounded in the belief that storytelling is a powerful vehicle through which to change the world. Stories are increasingly transmitted through Facebook, YouTube, and Twitter. Television producers have control over some of the most powerful narratives of our time. Youth in this country spend more than 53 hours a week on average with entertainment media, more than any other activity but sleeping. The rise of digital technologies is simultaneously consolidating power and exacerbating the hegemony of ideas *and* unleashing incredible opportunities for creativity, collaboration, and activism.

This program of two linked semester courses deepens your critical understanding of how mass media and emerging digital technologies both limit and organize struggles for social justice. This interdisciplinary approach will provide the theoretical framework that is necessary for you to explore thoughtful and relevant questions about personal and collective activism in the digital age. Media have been dismissed as sites of mere amusement, critiqued as tools of mass deception and propaganda, and heralded as powerful vehicles for revolutionary communication and social change. You will interrogate these competing perspectives and bring them into conversation with your experiences in communities of practice.

You will be asked to reflect on how digital technologies impact your capacity to create and sustain meaningful change. This program will also equip you with the professional and technical skills you need to be a competent creator of digital art and digital media for the purposes of creating change.

Program Outcomes:
- You will be able to explain competing perspectives on how mass media affects individuals and society.
- You will be able to articulate the power of narrative in social movements, effective and ethical ways to tell someone else's story, and how you can tell your own story for the purposes of creating change.
- You will grow in your understanding of your own personal relationship with both mass media and new media and how it impacts your daily life, your relationships, and your capacity to tell an authentic, effective story.
- You will strengthen your creative voice and create three films that strengthen your technical skill set, theoretical perspective, and artistic vision.
- You will become embedded in a local site of democratic media production (the St. Paul Neighborhood Network) and be able to articulate its role in community building and social change.
- You will gain videography, production, and editing skills and understand how to apply these skills towards change-making media.
- You will ask critical questions and take the lead in facilitating meaningful conversations.
- You will know how to work with a community client to deliver a professional quality video that reflects your client's needs and requests.
- You will leave with an updated resume, grant writing skills, interviewing skills, and a clearer sense of how you can incorporate digital media into your work.

Community partner:
We are very excited to be partnering with the St. Paul Neighborhood Network (SPNN) for this course. SPNN is a non-profit community media center located in the Lowertown neighborhood in downtown St. Paul. SPNN serves the residents of St. Paul and the Twin Cities metro area with training, tools, and programs so that people are better equipped to make media that matters. SPNN's mission is to empower people to use media and communications to better lives, use authentic voice and build common understanding. The purpose of partnering with SPNN is twofold. First, SPNN staff will provide the instruction, training, equipment, and production support for the *Digital Laboratory* course. Second, SPNN will be your living classroom, allowing you to explore the challenges and opportunities associated with community media and public access television as they relate to core theoretical questions around democracy, political economy, and cultural reproduction. SPNN will serve as the "hub" through which you will meet a diverse set of actors in the Twin Cities committed to using digital media to build community and create change.

Program structure:
For more than forty years, HECUA has been taking students off-campus and into partnerships with local practitioners in immersive and structured experiential learning programs. HECUA's philosophy of teaching and learning is centered on the idea of a learning community where all are teachers and all are learners. A high quality experience for all demands that each of us commits to invest fully in this experience and contribute to the social process of learning. Therefore a large part of your grade is based on participation, reflection, and leadership. The topics we will cover in the program are complex and interrelated, though you will receive separate grades for the following 2 semester classes:

- *From Consumers to Creators* (4 Credits)
- *Digital Laboratory* (4 Credits)

Optional Internship (4-8 Credits)
You have the option of a 4 or 8-credit internship course the semester following your initial coursework. This internship, with a minimum of 100-200 hours, will take place at SPNN where you would:

- Build on your *Digital Laboratory* skills to create programming for SPNN.
- Produce professional-level videos for SPNN's community clients.
- Assist in the daily work of the organization by being embedded in one of SPNN's departments.
- Teach community producers basic video production skills and act as a resource for community programming.
- Meet regularly with program faculty and classmates to reflect on your work, integrate your internship with program content, and receive support toward accomplishing your individual learning goals.

Course descriptions for the two linked courses in the program

From Consumers to Creators:

The *From Consumers to Creators* course is a critical exploration of the role of storytelling and media in social change efforts. You will examine the ways that story is both a lens through which you understand the world and a tool you can use to shape it. You will have the opportunity to learn about and evaluate media-based activist strategies in the context of competing theoretical perspectives on media and society. You will use theory and field experiences to reflect upon and hone your own digital practices as an effective agent of social change.

Your grade for this course will be based on the following assignments:

Assignment	Points	Due
Attendance	**15**	Every Monday
Critical Engagement Assignments	**15**	Every Monday
Learning Through Leading and Curriculum Sheet	**10**	TBD – sign up
Community Media Event Blog	**10**	TBD – sign up
Story of Self	**10** (5 points for story circle, 5 points for preproduction summary)	February 2nd , February 9th
Story of Now Grant Narrative	**15**	March 23rd
Community Client Preproduction Summary	**10**	April 6th
Final Reflection Paper	**15** (Integrated Final Reflection – 25 points total with an additional 10 points awarded in Digital Laboratory)	May 12th
TOTAL	**100**	

Attendance: *(Everyday. 1 point per day, 15 points total)*
Your presence, participation, and engagement in class will be the foundation of meaningful learning and discussion.

Critical Engagement Assignments: *(15 Points total, 15 Responses at 1 point each)*
Every Monday, you will respond to a set of questions or prompts posted on Moodle that you will be expected to respond to by noon the day of class. Questions will be posted on Moodle the Monday before they are due. These are meant to spur personal reflections that help you deepen your understanding of the readings and prepare you for field speakers. These assignments will be personal or academic and are chances for you to fuel more interesting and in-depth class discussions and allow us to track your learning. On days when we are hosting a field speaker, please bring at least two questions that you would like to ask the field speaker to class with you.

Learning Through Leading & Curriculum Guide *(Sign up for presentation date in class, 10 points)*
On assigned days, one group will be responsible for choosing a reading/video from the following sites to supplement the assigned readings for that day:

- **Pew Internet and American Life Project:** http://www.pewinternet.org/ Pew provides data and analysis of U.S. trends, use, and engagement with technology and the Internet.
- **Free Press:** www.freepress.net Free Press fights to save the free and open Internet, curb runaway media consolidation, protect press freedom, and ensure diverse voices are represented in our media.
- **Center for Media Justice:** http://centerformediajustice.org/. The Center's mission is to cultivate grassroots media leaders and strategies for a more just and participatory democracy.
- **Center for Story-based Strategy:** http://www.storybasedstrategy.org/ CSS a national movement-building organization dedicated to harnessing the power of narrative for social change.
- **Center for Media and Social Impact:** http://www.cmsimpact.org/ An innovation lab and research center that studies, designs and showcases media for social impact.
- **Media Action Grassroots Network:** http://mag-net.org/ MAG-Net is a network organizations and individuals seeking to build a progressive social movement with the power to transform media conditions and rules for these constituencies.
- **New America Foundation Media Policy Initiative:** http://mediapolicy.newamerica.net/dashboard The Media Policy Initiative formulates policy and regulatory reforms to foster the development of a healthy media that satisfies the needs of democracy in the 21st century.
- **USC Annenberg's Media, Diversity and Social Change Initiative:** http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI The Media, Diversity, & Social Change (MDSC) Initiative at USC's Annenberg School for Communication and Journalism is a leading think tank dedicated to addressing issues of inequality in entertainment.

For the day your group is assigned to lead one hour of class, you will be developing curriculum, facilitating class discussions, and implementing activities. Members of each small group work together to create questions and come up with relevant in-class activities. These activities may be creative and experiential and should help illuminate the assigned readings and/or recent field activities. Type up an accompanying 1 -2 page curriculum sheet that outlines 1) the questions you will raise, 2) the goals you are tying to accomplish and 3) the activities you have planned. That sheet is due at the beginning of class on the day of your group's facilitation. It is our hope that by empowering you to lead class that you will strengthen your leadership skills, support the work of your peers, and stay engaged with the material and each other throughout the semester. Find more teaching and facilitation resources to help you with your planning on Moodle. (10 pts., see syllabus for due dates)
You will choose your small group based on your interest in the following topics:

    Group A: February 23—Media Landscape
    Group B: March 9—Media Justice
    Group C: April 13—Will the revolution be tweeted?
    Group D: April 20—Transmedia Strategies to broaden or deepen change

Community Media Event Blog *(Sign up for presentation date, 10 points)*
Minneapolis and St. Paul are rich in organizations and individuals committed to making media that matters and catalyzing community conversation about the power and purpose of media narratives. For this assignment, you will choose one community media event to attend outside of class time. The event must be off campus and related to the core themes of the course. A running list of events is kept on the course calendar on Moodle. If you would like to propose an event not listed on this calendar, please submit your event to Erin or Molly with a short statement justifying its relevance to the course.

In addition to attending the event (and enjoying yourself!) you will be writing a blog about the event that will ultimately be posted on the HECUA or SPNN websites. We will be hosting a blogging workshop in class that will introduce you to the form if you don't have prior experience. Your blog must be at least 1,000 words, include photos or short video from the event, and include quotes from at least one interview with an event organizer or participant. You will sign up for a presentation date in the first couple of weeks of class.

Story of Self: *(Due February 2nd. Story Circle: 5 points. Due February 9: Preproduction summary 5 points)*

"Each of us has a story that can move others to action. As you learn this skill, you will be learning to tell a story about yourself, the community you organize with, and your strategy that motivates others to join you in creating change. We all have people in our lives (parents, grandparents, teachers, friends, colleagues) or characters we love, whose stories influence our own values. And we all have made choices in response to our own challenges that shape our life's path—confrontations with pain, moments of hope, calls to action. The key focus is on our choices, those moments in our lives when our values moved us to act in the face of challenge. When did you first care about being heard? When did you feel you had to act? Why did you feel you could act? What were the circumstances, the place, the colors, sounds? What did it look like? The power in your story of self is to reveal something of those moments that were deeply meaningful to you in shaping your life—not your deepest private secrets, but the events that shaped your public life. Learning to tell a good story of self demands the *courage of introspection*, and of sharing some of what you find." - Adapted from the works of Marshall Ganz of Harvard University

February 2nd Story Circle: Prepare a story to share with your classmates out loud in class. Looking back at your life with courageous introspection, find a turning point that changed you or called you to become more aware of social justice issues. Think about:
- The telling details, where were you, how old were you, who were you at the beginning of the story?
- What did this turning point reveal to you? How did you respond to the moment? Did you retreat? Step forward? Was there fear? Hope? Anger?
- What new story emerged from the outcome? How were your beliefs or values or emotions changed after this moment?

You will have up to 10-minutes to share your story with your classmates in a story circle. You will receive feedback from your classmates and an artist mentor on how you might translate this story into film.

February 9th Preproduction Summary: Your preproduction summary should contain two major components: A production plan and a critical reflection on how you think your story fits into the larger context of the "storytelling project" model. Please submit online:
- Your notes on the feedback you received during the story circle.
- Preproduction summary found on Moodle

Story of Now Grant Narrative: *(Due March 23rd. 15 points)*
You will select either:
- Minnesota State Arts Board Artist Initiative Grant for film/video
- Jerome Foundation's MN Film, Video, and Digital Production Grant.

For this assignment, you will learn about both sides of the funding process; the applicant's side and the selection panelist's side. The good and bad news about grant funding is that the selection process is a subjective one. Through the process of writing and reviewing other grant applications, you will learn about what makes a compelling grant narrative and what the process is for funding individual artists for their projects. You will bring in copies of your grant narratives on March 23rd, and we will break into small groups and convene selection panels that will choose the recipients of the two grants.

Community Client Preproduction Summary: *(Due April 6th, 10 points)*
For Digital Laboratory Project #3 you will form pairs to make a short video piece for an organization, individual, or grassroots community group. In order to ensure that you make the kind of video that would serve your client's needs, complete the preproduction summary that you will find on Moodle.

Final Reflection Paper: *(Due May 12th. 15 points awarded in From Consumers to Collaborators, 10 points awarded in Digital Laboratory)*
This 10-12-page paper will be a way for you to process your dual roles as both a consumer and creator of digital media and situate your learning in the context of ideas and concepts we've explored as a class. You will be asked to reflect personally on what you've learned, how you've changed, and what directions you might take your work. You will receive more guidance on this paper towards the end of the semester.

Digital Laboratory

The *Digital Laboratory* course is focused on the development and production of compelling videos. Your videography is expected to demonstrate both innovative content *and* high quality production. As part of this course, you will be trained by SPNN staff in camera operations, aesthetics of video production, shot composition, audio, lighting, and editing. Your work will be graded with your growing skill set in mind. We will look for improvement in both the technical elements and your ability to create engaging and original work that reflects our focus on media that catalyzes social change. By the end of the semester you will be able to produce video suitable

for public broadcast. While the coursework is integrated, we will spend most Wednesdays focused on the *Digital Laboratory.*

Your grade for this course will be based on the following assignments:

Assignment	Points	Due
Participation	15	Everyday!
Project #1 Story of Self	20	Rough footage Feb 11th, Final Feb 18th
Project #2 Story of Now	25	Rough cut March 11th, Final March 25th
Project #3 Community Client	30	Rough cut April 15th, Final April 29th
Final Reflection Paper	10	May 12th
TOTAL	**100**	

Participation: *(1 point per day, 15 points total)*
Your presence, participation, and engagement in weekly digital training workshops will be the foundation of quality work and meaningful learning.

Project #1: Story of Self Video and Artist Statement *(Due February 18th, Maximum 5 minutes, 20 Points)*
This is a reflective video meant to illustrate your "story of self." Drawing on the story circle in *From Consumers to Collaborators* you will craft a short video that describes a change point (event, relationship, experience, etc..) in your life that helped you define your values and catalyzed a commitment to action. Each one of us has had our own challenges, obstacles, and turning points. This is a chance for you to share how your own life experience has changed your values, worldview, or caused you to take action. You will be asked to include a one-page, single spaced artist's statement describing your process, what inspired you to create this piece and what it means to you, intended audience, and any additional thoughts relevant to your choices and work.

Project #2: Story of Now and Artist Statement *(Due March 25th, Maximum 10 minutes 25 Points)*
"A 'story of now" is urgent, it requires dropping other things and paying attention, it is
rooted in the values you celebrated in your story of self, and a contradiction to
those values that requires action." – Marshall Ganz

Working in pairs, you will have the chance to create a short film that conveys the "fierce urgency of now." Drawing on your personal experiences, values, and passions this film should be designed to compel action around an issue that your group cares deeply about. We encourage you to think broadly and carefully about what this issue is (we will talk more about this in class to help broaden your thinking here). In your lives, where do you feel conflict between the world as it ought to be and the world as it is? Create a film that illuminates this tension, encourages concrete action, and compels the viewer to join in the movement. You will be asked to include a one-page, single spaced artist's statement describing your process, what inspired you to create this piece and what

it means to you, intended audience, and any additional thoughts relevant to your choices and work.

Project #3: Community Client Video and Artist Statement *(Due April 29th, Max 10 minutes/ Min 3 minutes - 30 Points)*

Working in pairs, you will create a short video in collaboration with an artist, organization, or activist who is working for social change in the Twin Cities. You will work with the subject of your video to define your frame, key messages, relevant footage, audience, and objectives. Draw on your research from Monday's class to help you dive deeply into the work, values, and perspectives of your subject and create a video that meets their needs and goals. You will be asked to include a one-page, single spaced artist's statement describing your process, reflections on your collaboration with client, intended audience, and any additional thoughts relevant to your choices and work.

Final reflection paper: *(Paper: 10 points. See description under Consumers to Collaborators above.)*

Additional program logistics and policies

MOODLE: This program uses online course software designed to give you access to downloadable documents and updated schedules, and to provide a space to talk with each other online. You will hand in most assignments and receive your grades via Moodle. If you do not have regular or reliable access to a computer or the Internet, please contact your instructors right away to determine alternate arrangements. To access our class Moodle page please visit www.moodle.hecua.org. You can change your password once you've logged in.

- Username: firstname.lastname
- Temporary password: Firstname123!

Late Assignments: Turning in reflections, reading questions or any other assignments on time is a way of respecting your teachers, your program, your fellow students and yourself. We expect everything on time. Late assignments will be accepted, but your grade will be reduced. Unless an alternative due date has been arranged in advance, if an assignment is turned in within a week of the due date one letter grade will be lost. An assignment turned in up to two weeks late will result in a drop in two letter grades. An assignment more than two weeks late can be turned in until the end of the semester with a total loss of three letter grades.

Attendance: If you are sick, or have an emergency that you know will keep you from class, call or text Erin or Molly on their cell phones before class begins. If we don't pick up, leave a message. If you can't call us prior to the class you'll miss, contact us as soon as possible after class. You must be on time for all classes and site visits. We will make exceptions for being late or missing class due to severe weather, serious illness, family emergencies, or internship-related activities. You may be excused from class to work on project-related activities, but only with PRIOR permission from Erin and Molly, and for up to 2 days only.

Ground rules: During the first week of class we will agree upon a set of ground rules that will guide your responsibilities and interactions during the term. We look upon this as a community contract, and expect that you will make every effort to abide by these ground rules.

Flexibility: This experiential program requires courteous flexibility from you when exciting opportunities arise for which the program schedule may shift. Similarly, we expect gracious resilience from you when the schedule needs to be adjusted to accommodate challenging circumstances, such as field speaker cancellations or technical difficulties.

Diversity and Inclusiveness: An array of topics is covered in the program and you are expected to be respectful of the opinions and views of others. Engaged conversation is encouraged, but be aware that not everyone views the world through the same lens. The key to successful conversation is to consider and embrace a diversity of views.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Please let us know immediately if you feel you need extra support or mental health services.

Students with Disabilities: If you have a disability that may affect your participation or performance in the program, please contact your instructors right away. We will make every effort to accommodate your needs.

Final grades are based on the following 100-point system:

Grade	Points	GPA
A =	93 to 100 =	4.0
A- =	90 to 92 =	3.7
B+ =	87 to 89 =	3.3
B =	83 to 86 =	3.0
B- =	80 to 82 =	2.7
C+ =	77 to 79 =	2.3
C =	73 to 76 =	2.0
C- =	70 to 72 =	1.7
D+ =	67 to 69 =	1.3
D =	60 to 66 =	1.0
F =	59 and below = no credit	

For each assignment, you will be graded on:
1. **Evidence** that you have thoroughly read relevant material.
2. **Critical thinking** displayed by pulling out and connecting themes from readings, field speakers, and discussions.
3. **Integration** of your own questions, ideas, and experiences.
4. **Creativity** and originality.
5. **Quality** of writing, grammar, evidence of revision (for written assignments).
6. **Preparation and delivery** displayed by quality content and professional presentation (for presentations).

Program Forecast

Week 1: Welcome.

Wednesday, January 21
Time: 2–5 pm
Location: SPNN
Topic: Introductions and creating a learning community.
Field speakers: Chad Johnston and Bonnie Schumacher, SPNN

We introduce HECUA's model of education and discuss what it means to create a learning community. We will learn more about each other, the media stories that have shaped us, and collectively establish our group norms, expectations, and responsibilities. We will also meet key SPNN staff and learn more about the history and mission of the organization. We will take a tour of SPNN and get an overview of the equipment and studios.

Week 2: The power of creativity and storytelling in creating and contesting culture.

Monday, January 26
Time: 2-5 pm
Location: Rondo Public Library in St. Paul: http://www.sppl.org/about/locations/rondo
Topic: Storytelling, narrative, and social change *and* blogging workshop

We will be exploring the possibilities and limitations of narrative to create social change. An author we will read this week describes stories as the "glasses we always wear." We will begin to unpack story as both a highly personal and collectively held form that shapes how we understand the world and the possibility for change. We will explore stock stories, concealed stories, resistance stories, and counter stories. How do we know what we are telling and what we are hearing?

We will have our first hands on workshop with Laney Ohmans and Nickey Robare, Communication Directors at HECUA at SPNN respectively, who will share best practices for effective blogging.

ASSIGN:
- Story of Self

TO BE READ:
- Bell, L.A. & Rosemarie, R. (2010). The storytelling project model: A theoretical framework for critical examination of racism through the arts. *Teachers College Record.* 112(9). pp. 2295-2319.
- Ganz, M. (2011). Public Narrative, Collective Action, and Power. Chapter 18 in *Accountability Through Public Opinion: From Inertia to Public Action*, Edited by Sina Odugbemi and Taeku Lee.

Wednesday, January 28

Time: 2-5 pm
Place: SPNN
Digital laboratory topic: Learn the basic functions of using SPNN's video cameras. View SPNN's Doc U productions and meet community producers. Overview of Access Center and equipment check out.

ASSIGN:
- Project #1

TO BE READ:
- Video that Doesn't Suck Introduction and Part 1
- Shut Up and Shoot Chapter 6

TO BE VIEWED:
- DocU video shorts

Week 3: Story of Self

Monday, February 2

Time: 2-5 pm
Location: Independent Filmmakers Project - MN
Topic: Story of self
Field speaker: MMMC Artist Mentors

Using the "Story of Self" assignment as a starting point, we will meet with local filmmakers who will be your mentors throughout the semester to discuss ways of translating your story into video and moving media. We will workshop your stories in preparation for Digital Laboratory Project #1 and learn about the art and science of story preparation and construction.

DUE:
- Story of Self – Story Circle

TO BE READ:
- New Organizing Institute. *Story Of Self.* Originally adapted from the work of Marshall Ganz.
- Watch at least 3 examples of *Story of Self* in "The Personal Is Political" at http://billmoyers.com/content/the-personal-is-political/

Wednesday, February 4

Time: 2-5 pm
Place: SPNN
Digital laboratory: Introduction to editing with Adobe Premiere Pro CS6. Explore editing as a tool for storytelling and learn the mechanics of assembling a video.

TO BE READ:
- Video that Doesn't Suck Introduction and Part 2, 3, 4

Week 4: The Personal as Professional

Monday, February 9
Time: 2-5 pm
Place: Independent Filmmakers Project - MN
Field speaker: Melissa Koch

We will be spending time with artist mentor Melissa Koch to explore ways to use personal experience and relationships as fuel for socially relevant films. We will also be learning more about what it takes to build a livelihood as an independent filmmaker and wrap up personal narrative section.

DUE:
- Story of Self Preproduction Summary
- Learning Through Leading Group 1 - Readings Due

READ OR WATCH Melissa's films:
- Infamous T
- Redtail
- Short

Wednesday, February 11
Time: 2-5 pm
Place: SPNN
Digital laboratory: Screen rough footage to get feedback. Learn advanced editing techniques including effects, titles, transitions, working with audio and more.

DUE:
- Rough footage for Project #1
TO BE READ:
- Video that Doesn't Suck part 6, Shut up and Shoot Chapter 9 - pages 285-322
TO HAVE VIEWED:
- Explore the following website http://www.focusforwardfilms.com/ and note how these videos explain the editing techniques utilized to support/explain the subject

Week 5: Media Arts and Identity

Monday, February 16
Time: 2-5 pm
Place: In Progress (2-3:30), local coffee shop TBD (4-5 pm)
Activities: Meet with youth artists and digital storytellers committed to making invisible stories visible and explore the role of storytelling and media arts in strengthening individual and collective identities.

DUE:
- Learning Through Leading Group A - Readings Due

TO BE READ/WATCH:
- Watch: TED Talk - The Danger of a Single Story
- Ito, M. et al. (2008). Living and Learning With New Media – 2 Page Summary AND Video. *The John D. and Catherine T. Macarthur Foundation Reports on Digital Media and Learning.*
- Halverson, E. (2009). Conceptualizing Identity in Youth Media. *ELearning.*
- Explore In Progress Web site: www.in-progress.org
- Watch and explore In Progress videos: http://www.youtube.com/user/inprogress301

Wednesday, February 18
Time: 2-5 pm
Place: SPNN
Digital laboratory: Screen Project #1 and introduce Project #2.

DUE:
- Project #1 and Artist Statement

TO BE READ:
    Shut Up and Shoot Chapter 1 - pages 1-34, Chapter 2, Chapter 9 - pages 323-330 and Video that Doesn't Suck part 7.

Week 6: Media Landscape

Monday, February 23
Time: 2-5pm
Location: Rondo Library
Topic: Explore competing theories of media and society using critical engagement assignment as a launching point. Group A will lead one hour of conversation about this topic.

Stories are increasingly shared through media. Starting with mass media, we will explore competing perspectives on media's impact on society, culture, and individuals. We will discuss how the business model of mass media and the concentration of power in the media industry shape the stories we see and hear on screen. We will then probe these models, looking for increased complexity and attention to the politics of difference, personal agency, and counter storytelling. How have new media changed structures of opportunity? How have 'video activists' and other mainstream media discontents worked to subvert mass media structure, increase media access, and tell radical stories of social change?

DUE TODAY:
- Group A: Learning Through Leading & Curriculum Guide

TO BE READ:
- Dines, G. & McMahon, J. (2005). *Gender, race, and class in the media.* Thousand Oaks, CA: Sage Publications. Read "Introduction" and "New media giants: Changing industry structure."

- Torres, J. (December, 2013). A Sorry Day In The History of American Media. *Free Press.*
- Reinsborough, P & Canning, D. (2010). *Re:Imagining Change.* Center for Story Based Strategy.

Wednesday, February 25
Time: 2-5 pm
Place: SPNN
Digital laboratory: Learn advanced production techniques including full manual control over the camera, working with external mics and other sound sources and lighting. Overview of interview techniques, including setting up demonstration interviews.

TO BE READ:
- The Shut Up and Shoot Documentary Guide Chapters 3,4,5,7 and 8 (JIGSAW)

Week 7: Public Media: Revolutionary or Irrelevant?

Monday, March 2
Time: 2-5pm
Location: TBD
Activities: Learn more about producing media for local public television and radio, and open space.

We will be meeting with media makers and strategists from local public media outlets to talk about mission-driven content, the business model behind public media, and engaging next generation viewers and listeners.

DUE:
- Learning Through Leading Group B - Readings Due
TO BE READ:
- Sandoval, M. (2010). Towards a critical theory of alternative media. *Telematics and Informatics,* 27(2), 141-150. Towards a Critical Theory of Alternative Media.
- Today's PBS: http://www-tc.pbs.org/about/media/about/cms_page_media/146/2012%20Trust%20Brochure.pdf
- Jensen, E. (January, 2011). Public Broadcasting Faces New Threat in Federal Budget. *New York Times.*
- US News, Debate Club: Should Government Funding for PBS Be Cut?

Wednesday, March 4
Time: 2-5 pm
Place: SPNN
Digital laboratory: Visiting artist Kevin Obsatz on expressive documentary techniques and intentionally moving away from "talking head and B-Roll." Finish class with a practical crash course on grant writing for the grant narrative assignment.

TO BE READ/WATCH:

- Explore Jerome Foundation's website, specifically their Film, Video, and digital technologies grant. Read one sample application.
- Explore Minnesota's State Art Board's website and specifically the Artist Initiative Grant for film and video. Read one sample application.

Week 8: Media Justice and SPNN

Monday, March 9
Time: 2-5pm
Locations: SPNN
Field Speakers: Chad Johnston
Activities: Tour departments, watch shows, and internship showcase. Group B will lead one hour of conversation about media justice and questions of access.

Explore the how's and why's of public access TV and get to know the ongoing and new initiatives of SPNN. Identify challenges and opportunities associated with public access in 2014 and discuss the role of media centers going forward, especially as it relates to community struggles for media justice.

DUE:
- Production group tutorial subjects to Pete and Nadia
- Group B: Learning Through Leading & Curriculum Guide

TO BE READ:
- Coakley, Alexandra. (2013). *Media Killed the Public Access Television Star?* New America Foundation.
- Amzallag, D. & Deloney, A. (2010). *An Information Community Case Study: Minneapolis-St. Paul MN.*
- Explore SPNN Web site. Watch at least 3 SPNN shows and read 3 blog posts.
- Listen: Michael Winship. (2013). "Freedom of Speech in the Digital Age." *Bill Moyers & Company.*
- Watch: Osipova, N. (2014). "Net Neutrality Explained." New York Times. Access at: http://www.nytimes.com/video/technology/100000002881329/how-net-neutrality-works.html

Wednesday, March 11 – Small group work sessions
Time: 2-5 pm
Place: SPNN
Digital laboratory: Project #2 rough cut and critiques. Small group tutorials on project specific skills. Tutorials could include multi-camera editing, getting a press feed, anonymous interviews, interviewing in the dark etc…

DUE TODAY:
- Project #2 rough cut

Week 9: SPRING BREAK
*** NO CLASS ***

Week 10: Story of Now

Monday, March 23
Time: 2-5 pm
Location: SPNN
Activities: Mock Grant Panel

DUE TODAY:
- Story of Now Grant Narrative
- Community Media Event Blog presentation (sign up

Wednesday, March 25
Time: 2-5 pm
Place: SPNN
Field Speaker: Maria Tototzintle, Tequila Digital Media
Digital laboratory: Show projects and introduce project #3. Prep for meetings with community clients with artist mentor Maria Tototzintle.

ASSIGN:
- Project #3

DUE TODAY:
- Community Media Event Blog presentation (sign up)
- Project #2 and Artist Statement

Week 11: Telling someone else's story - Ethics and possibilities

Monday, March 30
Time: 2-5 pm
Location: SPNN
Topic: Introduction to telling someone else's story
Field speakers: Organizations for Project #3

In preparation for sharing Project #3 we will be meeting with potential collaborators and learning about their goals and needs in terms of video and social change. You will be asked to rank your preference for Project #3 and meet with your "client" to discuss production schedule.

ACTIVITIES:
- Meet organizations for Project #3

TO BE READ:
- Explore community partner organization Web sites

Wednesday, April 1
Time: 2-5 pm
Place: SPNN
Field Speaker: Maria Tototzintle, Tequila Digital Media
Digital laboratory: Work time, pre-production meetings with Maria and begin discussing final showing and make action teams

<table>
<tr><td>**Week 12: Process and representation**</td></tr>
</table>

Monday, April 6
Time: 2-5 pm
Location: Intermedia Arts
Field Speakers: Linebreak Media
Topic: Justice communications in action

Meet with filmmakers and organizers with Line Break Media to learn more about their work, hear about their process working with clients, and learn best practices about collaboration and storytelling.

DUE:
- Learning Through Leading Group C - Readings Due
- Community Client Preproduction Summary

TO BE READ/WATCH:
- Cyril, M. & Schmeider, K. (May 2009). Out of the Margins. *Center for Media Justice.*
- The Grassroots Policy Project. (2007). *The 3 Faces of Power.* Access at: http://www.strategicpractice.org/system/files/three_faces_of_power3.pdf

Wednesday, April 8
Time: 2-5 pm
Location: SPNN
Field Speaker: Oanh Vu, Animator
Activities: Open space, trouble shooting, skill building, and animation mini-workshop with visiting artist Oanh Vu

DUE TODAY:
- Community Media Event Blog presentation (sign up)

<table>
<tr><td>**Week 13: Will the revolution be tweeted? Activism, slacktivism and social change**</td></tr>
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Monday, April 13
Time: 2-5 pm
Location: SPNN

Topic: Using social media to increase audience and catalyze action, Group C will lead one hour of conversation about this.

Social media and other 'new' media have been criticized as a mindless waste of time and an alienating force for both individuals and communities. They are also lauded as critical tools for revolution. Either way they are transforming the ways that we relate to each other and share stories. We will review a number of competing perspectives about the impact of new media on social change. Can social media strategy work in concert with video to boost community participation, collective mobilization, and story sharing? Or is it an isolating force that undermines our capacity to connect and make change?

DUE TODAY:
- Community Media Event Blog presentation (sign up)
- Group C: Learning Through Leading & Curriculum Guide
- Learning Through Leading Group D - Readings Due

TO BE READ:
- Gladwell, M. (2010) Small Change: Why The Revolution Will Not Be Tweeted. *The New Yorker*
- Brandzel, B. (2011) What Malcolm Gladwell Missed About Online Organizing and Creating Big Change. *The Nation.*
- Hashtag activism piece TBD
- Eggers, Dave. (2013). *The Circle.* Vintage Books. NY: New York.

Wednesday, April 15
Time: 2-5 pm
Place: SPNN
Digital laboratory: Rough cut critiques with community clients and artist mentors in attendance.

DUE TODAY: Rough cut of project #3

TO HAVE VIEWED:
- The Square

Week 14: So you've made it – Now what?

Monday, April 20
Time: 2-5 pm
Location: SPNN
Topic: Social impact strategy

Transformative video does not live solely in a theater. Discuss strategies for creating and measuring social impact. Explore transmedia storytelling and social engagement strategies that

leverage the power of media to catalyze action. Group D will lead one hour of conversation about this topic.

DUE:
- Group D: Learning Through Leading & Curriculum Guide
- Topics for advanced skill building to Pete and Nadia
- Community Media Event Blog presentation (sign up)

LISTEN/READ:
- Looney, M. (2013). 5 Tips for Transmedia Storytelling. Access at: http://www.pbs.org/mediashift/2013/01/5-tips-for-transmedia-storytelling030/
- The Fledgling Fund. (2009). *Assessing Creative Media's Social Impact.* Access at: http://www.thefledglingfund.org/wp-content/uploads/2012/08/Impact-Paper-Abridged.pdf

Wednesday, April 22
Time: 2-5 pm
Place: SPNN
Digital laboratory: An overview of adding advanced effects to your videos using Adobe After Effects. Advanced skill building based on student requests. Work time to determine next steps to orchestrate the screening event.

Week 15: Next steps

Monday, April 27
Time: 2-5 pm
Location: SPNN
Topic: Open space, resume and professional development, preparing for final showing

This program has given you a lot of time to reflect on the role of digital technologies in society, in your life, and in creating change. It has also given you tangible skills that you can bring to your personal activism or professional work going forward. This week we will focus on how to translate these skills into an updated resume, clear professional objectives, and electronic portfolio. How do you honor your learning, your values, and get a job?

Wednesday, April 29
Time: 2-5 pm
Place: SPNN
Digital laboratory: Screening preparations, logistics and last-minute details.

DUE:
- Project #3

Thursday April 30th – FINAL SHOWING
Time: 7-9 pm

Place: Trylon Microcinema
Topic: Screening with community partners, artist mentors, stakeholders, friends and family.

Week 16: What have you learned? What's next? Building movements

Monday, May 4
Time: 2-5 pm
Location: SPNN
Topic: Prepare for Community Gathering.

Wednesday May 6
Time: 2-5 pm
Location: TBA
Topic: Open space - Closure and reflection

Thursday, May 7
Time: 10:30-12:00
Location: Rondo Public Library
Topic: HECUA Community Gathering (All HECUA domestic programs)

DUE: Final reflection due May 12th on Moodle