

## J-Mester 2019 General Information

### January 4<sup>th</sup> through 14<sup>th</sup> 2019

Contact Hours: In considering a 15 week semester, 3 credit hours is equal to 150 minutes/week (50min class sessions); 150 min/week at 15 weeks is 2,250 contact minutes in the classroom.

For J-Mester, in order for the course to have an equivalent number of contact minutes to earn 3 credit hours, each class should meet for at least 5 hours (300 minutes) for 7.5 days (this would get you to the 2,250 contact minutes students get in the 15 week semester). With these contact hour expectations, depending on the course, there might be exercises and/or assignments that extend into the spring semester proper. Course overviews will indicate where this is the case.

Students will receive an enriched learning experience, so more time on outside assignments is to be expected. Accordingly, the actual time on material would be substantially more than during the regular semester (or summer term for that matter). Therefore, students can only take one course during this period.

**Note that J-Mester courses are free elective courses. It is advised that students engage Department Chairs prior to enrolling to determine if credit from these courses can be applied to their specific major or can fulfill general education requirements.**

**Career Readiness and Leadership** [White, Belinda], Students who successfully complete Career Readiness and Leadership (CRL) will demonstrate: A knowledge of expected traits, abilities, skills, and behaviors of a 21st century professional. A knowledge of the soft-skills leadership competencies required in the 21st century workplace. The ability to create and execute a career acquisition plan. The ability to effectively communicate in professional settings in order to secure career and graduate school opportunities. A knowledge of various career/industry opportunities and graduate/professional school options. [Jan. 7 - Jan 11, 2019; 9:00 am – 4:00 pm – 1500 minutes; Additional Experiences: Attend the Morehouse College Career and Graduate School Fair, February 2019 (240 minutes) Participate in the Morehouse Career Services Offerings, February – March 2019 for Two (2) interview sessions (120 minutes); Three (3) career skills development workshops (405 minutes)]

**Drone Journalism** [Heo, Ji Hoon], This course will examine how journalists can use drones in a safe and responsible way to craft messages for a mass audience. News stories and content can benefit from the aerial perspectives that drone mounted cameras can provide. This course will explore the FAA regulations, local regulations, drone operations and techniques, and ethics on using drones. Students will take the FAA Part 107 Remote Pilot Certification at the end of the course.

**Educational Inequality** [Welcher, Adria], In this course, students will be introduced to three different dimensions of educational inequality: standardized testing, family influences, and school structures and practices. Emphasis will be placed on how institutional practices and the

structure of schooling perpetuates educational inequality. Students will have the opportunity to engage their own educational experiences with the literature to better understand the interaction between structure and individual outcomes.

**Empathy-based Change and Leadership** [Moody, Kristin], Empathy-based change is an investigation of ourselves and those around us to effect substantial and sustainable change. The study includes elements of emotional and inter-cultural intelligence, social psychology, affective neuroscience, and mindfulness study to better lead change of a personal, organizational, community, and/or global perspective. This work is especially relevant to emerging leaders and entrepreneurs, activists, and those interested in being the architects of their own lives. [January 4-11, 9-3]

**Introduction to Disability Studies (J-mester): Disability Literature, the Disability Rights Movement, and Social Justice** [Loftis, Sonya], an intensive introduction to the nascent field of critical disability studies. In addition to reading essays that have been central to the development of the field as a form of literary criticism, we will also practice applying knowledge of the social and cultural models of disability to classic literary texts involving disabled characters. This course will focus on both theory (examining the intersectionality of modern identity politics and exploring questions of rhetoric, ethos, and disability disclosure) and the reality of the disability rights movement as an ongoing struggle for civil rights (engaging questions of ethics and disability discrimination). By the end of the course, students should be equipped to think critically about disability as both embodied reality and social construct and to speak and write knowledgably about issues pertaining to the disability rights movement. [Jan. 4 - Jan. 14]

**Psychology, Sport and Social Justice** [Rice, David Wall; Dennis, Jr., David], Students will focus on psychology — specifically, personality and social psychology — and its intersection with four distinct areas: being and the freedom of play; agency through play; accountability and the responsibility of those who “gaze”; and activism through the authority of play. Course Objectives: Expose students to core concepts of psychology, sport and social justice; Increase conceptual knowledge of these constructs by building on prior knowledge; Create a learning environment that evokes independent thinking and creative application of new knowledge to real-world situations of and relating to the intersection of psychology, sport and social justice; Contribute to the development of critical thinking, reading, and writing through the lenses of psychology, sport and social justice; Ensure that each student is able to integrate media and technology into their critical thinking, reading and writing about psychology, sport and social justice. [Jan. 4 - Jan. 14; Spring Semester Assignment due February 4, 2019]

***The Philosophies and Thoughts of W.E.B. DuBois and Frantz Fanon*** [Davis, Illya]. This course will examine the philosophies of two towering Black scholars and great freedom fighters of the 20th Century. We shall engage in close readings of Du Bois' classic work, "The Souls of Black Folk" (1903) as well as subsequent essays within his corpus, as well as Fanon's, "Black Skin, White Mask," and, "Wretched of the Earth." [Jan. 4 - Jan. 11; 9am - 3pm]

***Public Health and Practice (Social Determinants of Health/Community-Based Participant Learning)*** [Davis, Teaniese]. Social Determinants of Health will highlight how race, economic stability, education, and built environment impact health and wellness among individuals and communities, focusing specifically on the Socio-Ecological Model. The class will begin by examining health trends in Metropolitan Atlanta. The class will spend the Jmester hearing from experts and examining existing models to understand how neighborhood and the built environment can impact health among disenfranchised groups. Students will begin each day engaging in a discussion defining specific social determinants and discussing how the service project impacts health among various groups. Then students will participate in service and seminars in Atlanta neighborhoods, which will include examining Purpose Build Communities and their models of addressing health in neighborhoods. Each day will conclude with a debrief of the day's service and a topic to research for the following day. [Jan. 4 - Jan. 11; 9am - 3pm]

***Today's Music Industry: How Does it Work?*** [Garrett, Kennard; Henderson, Justin]. This course is designed to provide an in-depth look at the today's music industry from three distinct perspectives; the creative, the company, and outside influences. The relationship between these three establishments is one of the most misunderstood in the careers of music professionals. The material will be presented through lectures, guest panels, in-studio visits, as well as curated audio and video. The course will be led by two seasoned music industry professionals, having over a combined 30 years of experience. The objective of the course is to provide knowledge and skills to successfully navigate the today's music industry. The student will gain a comprehensive understanding of the jobs, institutions, technology, methods, business practices, and trends that define today's music culture. [36 hrs./8days/4.5 hrs. per day - Jan 4 - Intro/Creative; Jan 7 - Creative; Jan 8 - In the Building; Jan 9 - In the Building; Jan 10 - Outside of the Building; Jan 11 - Outside of the Building; Jan 14- Outro]

***We Believe You: Learning to Listen to Women and the LGBTQIA Community*** [Kumar, Rebecca]. In light of the global #MeToo movement, this intensive gender and sexualities studies course will study the themes of speaking and silencing in U.S. and foreign current events, film, and literature. Students will grapple with feminist, gender, intersectional, and queer theories -- and create a civic engagement project that serves the AUC and the larger Atlanta community. [January 4-14 from 10 am-3 pm; meetings once weekly during the spring semester until the second week of February].