Planning Jan Term

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How did you come up with your Jan Term topical focus?
Motivations for Jan Term on Movement and Mental Health

- Personal and professional
  - My own experience with complementary effects of dance and mindfulness and dance instruction
  - I wanted to teach something different from a typical psychology course
  - Clinical experience and data -
    - Increased need for MH interventions for college students
    - Data demonstrating inactivity in college students
Motivations for JT on Racial Violence and Resistance in Texoma

- Council of Independent Colleges “Legacies of Slavery” grant funding
- Expansion of limited domestic travel opportunities
- Investment in community connections
- Development of APPL credit skills
Motivations for Jan Term on Immigration and Careers in Social Justice

- Learn about immigrant and worker rights activist community in TX
- Chance to lean on social networks for the benefit of student learning
- Wanted to center the immigrant experience through teaching
How did you structure the class?
Movement & Mental Health Janterm Structure

- M–F 3hrs in IG classroom and IG Black Box Space
  - *Pro tip – scope out spaces early and have backup’s*

- M–Th
  - 1st hr – start day with mindfulness activity, lecture over readings
  - 2nd hr + – move to Black Box Space for movement activities (stretching, basic movement, ballet, jazz, zumba).
  - 3rd hr – M–W film, Th – review game

- Friday’s
  - Field trip to dance studio in DFW area
    - 2 ballroom studios, 1 aerial arts studio

- Assignments
  - W&F journals, review game, cultural dance presentation
Racial Violence and Resistance Janterm Structure

- “Travel” at least once a week
- Skills-building sessions once a week in collaboration with Abell
- Independent relevant community-focused activities (e.g. participation in MLK Day of Service opportunities)
- Time to engage with longer texts
## Immigration Jan Term Structure

<table>
<thead>
<tr>
<th>Readings and In-class activities</th>
<th>Guest presenters</th>
<th>In the field</th>
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<tbody>
<tr>
<td>2-3 hour sessions daily</td>
<td>- Academic presenters</td>
<td>--5 nights in McAllen</td>
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<tr>
<td>Group activities</td>
<td>- Worker Defense Project</td>
<td>--1 night in South Padre Island</td>
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<tr>
<td>Individual research on family immigration stories</td>
<td>- UT Immigration Clinic</td>
<td>- Community programming,</td>
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<td>Journaling</td>
<td>- Mosaic Family Services</td>
<td>- service learning,</td>
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<td>Film</td>
<td>- Human Rights Initiative</td>
<td>- historical tour,</td>
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<td>and learning about the RGV’s environmental</td>
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<td></td>
<td>challenges</td>
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High points & low points of the Jan term experience?
Highs and Lows

Highs:

- The group dynamic (they made a Spotify playlist, y’all)!
- My co-instructor, Alejandra
- The programming

Lows:

- The budget!!
- Managing meals
- Omicron
Movement & Mental Health
Racial Violence and Resistance

- Engaged and active
- Lasting impacts
- COVID, obviously
- Student mental health
. Woulda Coulda Shoulda?
Immigration Jan Term: Woulda Coulda Shoulda

- Ask 2-3 colleagues to share their Jan term proposal with you, including budget if applicable
- Pad your budget/stand by your budget (!!)
- Plan for downtime / meals in advance
- Include contingencies in the syllabus
- Consider a student contract
- Start outreach to local hosts well in advance
Movement and Mental Health

● Planning on campus space early - check with involved parties
● COVID contingencies
● Keep track of budget, set budget early.
  ○ Johna was a tremendous help!
Racial Violence and Resistance

- Book in advance
- Greater communication with travel providers
- More outside speakers
- Weather contingencies