

Instruction Manual for COM410.001, Communication in Social Change

Spring 2023

MWF 12:40-1:30pm, VanHoesen B-139



I know “it’s in the syllabus” is an annoying trope, something of a joke, and has been memed to death. But, in all seriousness, I spend weeks developing the course plans and days putting this document together *to help you*. I want you to have the information you need. I don’t want the class to be an ongoing unknown entity. I want it to be fair to everyone and manageable for you

Instructor: Dr. Knopf [“nope”] or Prof. Knopf or “CK” (she/her) - *not* “Mrs.”

OFFICE: VanHoesen B-125G (and WebEx)

EMAIL: christina.knopf@cortland.edu

PHONE: 607-753-2530

DROP-IN OFFICE HOURS: Mondays 10-12:30, Wednesdays 10-11:30, Fridays 11:15-12:15



Regular drop-in office hours are held for you when classes are in session & you do not need an appointment to attend, call, or login to WebEx during those hours.

You can [use office hours](#)¹ to discuss class, get help on assignments, or seek advice on college or career matters, or talk about other things. ~Please be aware that while you are welcome, even encouraged, to discuss personal experiences or concerns in office hours, that I am legally obligated to report any incidences of violent crime that impacts the campus or campus community - including sexual assault, intimate partner violence, stalking, assault, burglary, motor vehicle and larceny theft, arson and hate crimes - as well as sexual harassment, discrimination, or violence. Because I am not a counselor, I do not have confidentiality and am legally bound to report violations I am told about.

You can also reach me through email. Before emailing, please check available course resources; answers to such questions like “what did I miss in class?” “is there anything due?” “what am I supposed to do for this assignment?” and “can my absence be excused?” When you email, please be [clear and polite](#)² (take the opportunity [to practice professional communication](#)³ that you’ll need in the career-world). Also, when you email, please respect my need for work-life balance. I cannot be available 24/7. Though you are free to email at any time of the day or night, I will primarily respond to emails during regular working office hours (M-F, 8am-5pm). Also, please understand that I regularly get 50-100 emails per day and responding takes time.

Course Description: Application of communication principles and analysis of research traditions underlying diffusion of ideas, information, and parameters in acceptance of innovations and change. Emphasis is on strategies for introduction of change through the use of communication and the rhetoric of agitation and control. (3 cr. hr.) Fulfills: GE 12; LASR.

Each one of us has the potential to find ourselves in a position where we must either face social and/or political perceived troubles - or turn our back on them. Therefore, this course will give you an insight into the formation, performance, and dynamics of social movements. Specifically, we will look at the rhetoric of social movements to discover the persuasive strategies and opportunities available to social movements, and we will discuss what works, what doesn’t, and why. To do this, we will look at social movements generally and at some case studies from the past and present.

Student Learning Outcomes: In completing this course, students will demonstrate professionalism in communication by

- Creating messages appropriate to the audience, purpose, and context
- Articulating the ethical dimensions of a communication situation in times of change or upheaval

Required Materials:

- *Persuasion and Social Movements*, 6th edition, by Stewart, Smith & Denton
- [Brightspace/D2L](#) access
- a dedicated notebook or folder for the film journal

Assignments & Grade Distribution:

- | | | | | | |
|------------------------------|-------|--------------|-------|-----------|-------|
| • NIFI class discussions – 4 | (50%) | • Quizzes -5 | (10%) | • Midterm | (15%) |
| • Movie journal | (10%) | | | • Final | (15%) |

GRADING:

	B+:	87-89%	C+:	77-79%	D+:	67-69%	E:	0-59%
A:	94-100%	B:	83-86%	C:	73-76%	D:	64-66%	
A-:	90-93%	B-:	80-82%	C-:	70-72%	D-:	60-63%	

(Based on CollegeBoard’s conversion chart at <https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale>)

A’s may be awesome, but B’s are beautiful, C’s are competent, and F’s are feedback.

GRADE POLICIES: If you *find an error* in grading, bring it to Dr. Knopf’s attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etc., ask politely. If you *disagree* with a grade earned on, you can file a request for reconsideration no sooner than 24 hours and no later than 1 week after receiving the grade. The original work with

¹ <https://learningcenter.unc.edu/tips-and-tools/using-office-hours-effectively/>

² <https://www.purdue.edu/advisors/students/professor.php>

³ <https://hbr.org/2021/08/how-to-write-better-emails-at-work>

all evaluation forms should be re-submitted along with a written explanation of why you believe your work warrants reconsideration and a higher grade. Any grade change at that time, including a lower one, will remain final.

PATHS TO COURSE COMPLETION: Your success in this course depends on cooperation between you as the student and me as the instructor. You are taking this course because it has some relevance to your degree – whether as a general education requirement, a major or minor requirement, or an elective that you believe has relevance to your interests and future. Therefore, it is vital that you complete the work of the course to gain the relevant knowledge or experience. This is part of *your* education, so you need to decide what your success in the course looks like. Your options include...



Option 1: A Guaranteed B or Better*

To earn at least a B in the course you must...

Attend at least 37 of the 40 class meetings.

In the case of college-sanctioned events, such as an athletic competition or a conference, proper documentation will ensure you are not counted as absent. In the case of religious observances, advance notification is needed.

Arrive late or leave early no more than 3 times during the semester.

If building accessibility slows your progress to the room or between classes, this requirement is waived.

Take at least 4 of the 5 quizzes.

Complete and present or submit (as appropriate) at least 5 of the 6 other assignments on time and *completely*, doing your best to adhere to the instructions

**THE GUARANTEED GRADE MEANS THAT IF YOU PUT IN THE REQUIRED TIME AND EFFORT YOU WILL EARN AT LEAST A B IN THE CLASS. IF THE QUALITY OF YOUR WORK IS ALSO GOOD, YOU CAN EARN HIGHER. IN OTHER WORDS, YOU MIGHT MEET THE REQUIREMENTS FOR THE GUARANTEED B AND STILL HAVE GRADES THAT WILL EARN AN A.*

Option 2: Earn What You Can

The most traditional course path, you complete what you can, putting in as much effort as you want or are able, and earn what you earn. This is a good choice if you know that you either aren't able or aren't interested in committing regular, minimal, effort to the course.

Option 3: The Last-Ditch Effort

People often experience a series of unfortunate events during a semester that distract them from class, usually until the last one to two weeks when these problems either resolve or class becomes a bigger priority. Often in these circumstances, people want to know what they can do to make up for the weeks of class and work they have missed. There is no substitute for regular class involvement, but if you find yourself in a position where you want to put in an extraordinary amount of work in very little time at the end of the semester, instead of putting in reasonable amounts of work spread out over the course of the semester, you can choose to have your entire course grade based on end-of-term 15-20 page research paper, the topic to be determined as appropriate to the semester in Week 12. You may also choose this option if the work you did over the semester did not produce the grade you wanted, but once you choose it, your other grades will be erased and replaced. Basically, waiting until the end of the semester to focus on the class and do the work is a gamble. It's a risky option, but one that is available to you if you need it.

Because of the different options available to complete the course, **extra credit is not offered on an individual basis**. Extra credit opportunities *might* arise during the semester, depending on the nature of the class dynamics and the possibilities presented by real-world opportunities.

DEADLINES: **No more than one assignment will be accepted late and only up to one week.** Deadlines are important for scaffolding coursework, so that you can learn from one assignment before doing another. Deadlines help you to manage your time, set priorities, and meet your goals. Deadlines help to coordinate and structure the class, providing the instructor with feedback about how the class is going that allows for necessary adjustments. Deadlines set expectations for our mutual responsibilities to each other in this class community. They are also a basic job skill and are paramount in many communication and media related industries – they determine what is or is not a newsworthy story, drive marketing campaigns, and are embedded into the nature of planning and promoting events.

A 2022 career advice column in [Indeed⁴](https://www.indeed.com/career-advice/resumes-cover-letters/ability-to-meet-deadlines-resume) noted, "Being able to meet deadlines is a desirable skill for candidates to have in a wide variety of industries. This ability can help professionals succeed while under pressure, overcome challenges and meeting expectations accordingly." [Zandax⁵](https://www.zandax.com/blog/the-importance-of-time-management-to-employers) reports that "Time management is considered to be one of the primary 'soft skills' valued in the workplace, and effective time management skills are key to a successful work life, and play a major part in many of the top

⁴ <https://www.indeed.com/career-advice/resumes-cover-letters/ability-to-meet-deadlines-resume>

⁵ <https://www.zandax.com/blog/the-importance-of-time-management-to-employers>

attributes valued by employers.” And [FairyGodBoss](https://fairygodboss.com/articles/8-sights-that-you-are-setting-yourself-up-to-be-fired)⁶ notes that missing deadlines at work is a sign that you are setting yourself up to get fired.

ATTENDANCE: Showing up is a job skill. According to [Business Insider](https://www.businessinsider.com/the-13-most-common-reasons-why-employees-get-fired-2011-6)⁷, one of the top ten reasons people get fired is because of absenteeism – either not showing up to work, being chronically tardy, or taking too many or too long breaks during working hours. You are paying for this course somehow; get your money’s worth by being here. Because the attendance policy marginally rewards good attendance but does not penalize absences, **no distinction is made between “excused” or “unexcused absences.”** Absent is absent – it’s your choice whether you use that time for illnesses, emergencies, hangovers, naps, to get work done for other classes, or whatever else (just like in the working world we choose whether to save our sick time for when we’re sick or to use it for vacation). When absent, you should check the syllabus & Brightspace/D2L to see what you missed and what’s coming up. ***For attendance requirements on quiz/exam/presentation days, see the details for the particular assignments.**



Arriving late to class may cause you to fall behind in class work by missing notes or important announcements. Being late may mean that your time in class is less productive or less useful because you may feel less prepared or organized, you may be disoriented or unsure of what is going on in the lecture or conversation because of what you’ve missed. Arriving late also impacts the larger classroom community. It can disrupt the flow of a lecture or discussion, distract other students, impede learning, and generally erode class morale.

- **If you arrive late**, be respectful, enter quietly and do not let the door slam, and find a seat quickly and near the door to minimize the distraction you cause to others.
- **If you must get up or leave during class**, reduce the disruption you cause to the classroom by sitting near the door if possible, leaving only when absolutely necessary, and keeping your time away from the class as brief as possible.

PARTICIPATION: The class will be more enjoyable, more meaningful, more interesting, and more effective if you are an involved learner. Be curious. Ask questions. Look for relevance. Make connections. Don’t wait for the information and its usefulness to come to you; go after it. If you want class to be interesting, you need to be interested in the class. Some people think course participation is the responsibility of the professor. That it must be required through grades and enforced through structured exercises - but that reduces “participation” to an assignment at best, and coercion at worst, by policing classroom behavior. True participation should be voluntary and based on your active, engaged, involvement fueled by your motivation and curiosity. It should be about you having a part, a stake, and a role in the class – and you are the best person to know what that is, to determine what you want to get out of the course and to determine the kind of experience you want to have during the semester.



If you want class to be interactive, you need to be active. Listen mindfully. Ask questions. Express, explain, and support opinions. Do the readings before you come to class so you have things to say and ask – a knowledge base to build on, work with, and explore in the classroom space and community. Seek out additional information during or outside of class. Follow current events to bring up topics for discussion. **Take notes**⁸ that will be useful and meaningful to *you*; don’t just copy PowerPoints (they are only a guide, not a doctrine); write down the ideas that help you to better understand the material or that matter to you.

CLASSROOM TECHNOLOGY USE: Some people need their phones tablets and/or laptops to monitor their glucose or other health metrics. Some need them because of family responsibilities. Some need them to improve course accessibility. Etcetera. Therefore, technology use in this classroom is allowed, with the expectation that each individual will be mindful and responsible with their use of it.



Unnecessary use of technology during class is strongly discouraged. Multiple studies done both pre- and post-pandemic find that **digital multitasking is correlated to reduced academic performance**.⁹ The physiological reality of our brains is that we can hold only a little information in the mind at any single moment, and so the more things we do at once, the more likely we are to slow our work down, make mistakes, miss and/or forget information, and limit our creative and problem-solving abilities. You are accountable for yourself and your own decisions. If you allow your devices to distract you from the class and to detract from your learning, that is on you. **If your device use is a distraction to others** (such as listening to music audible to others, laughing at loud at what you’re looking at, sharing entertaining content with others sitting near you, typing when not taking notes, etc.), that is an unacceptable disruption to the class community, and you will be asked to leave and counted as absent.

BRIGHTSPACE/D2L: The entire SUNY system is in the process of adopting Brightspace/D2L as its digital learning management system. SUNY Cortland is currently in the process of transitioning from Blackboard to Brightspace and this class was selected as one of the pilot classes to begin that transition. Class materials are found on Brightspace/D2L and assignments will be submitted

⁶ <https://fairygodboss.com/articles/8-sights-that-you-are-setting-yourself-up-to-be-fired>

⁷ <https://www.businessinsider.com/the-13-most-common-reasons-why-employees-get-fired-2011-6>

⁸ <https://learningcenter.unc.edu/tips-and-tools/effective-note-taking-in-class/>

⁹ <https://www.deledao.com/post/media-multitasking-and-digital-distractions>

through Brightspace/D2L. This syllabus has its own module on Brightspace. Every assignment has its own module on Brightspace with instructions and resources. Other modules are organized chronologically by dates so that you can easily find class materials that correspond with our in-person meetings, which may include copies of textbook-provided notes/slides, copies of PowerPoints used in class, links (if available) to videos or readings engaged in class, and reminders about what is due.

DIVERSITY: SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chap 130)



ACCESS (ACCOMMODATION OF DISABILITIES): As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745)

INCLUSIVE LEARNING ENVIRONMENT: SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.

TITLE IX: Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources.

DIVERSITY, INCLUSIVITY, EQUITY, & JUSTICE IN THE COMMUNICATION CLASSROOM: A diversity of viewpoints, opinions, and experiences are welcome. We learn and grow when confronted with new ideas and different perspectives. But we are also here to learn to be more effective, more ethical communicators. Therefore, anything that fits the definition of [hate speech](#)¹⁰ or degrades fellow human beings will not welcome, anything that violates ethical responsibilities as speakers by advocating violence or actions that could harm any audience member's pursuit of life and liberty (including such activities as illegal drug use or nonconsensual sexual activity) will not be welcome, and anything that violates the college's commitment to diversity and inclusivity cannot be tolerated. As part of being effective communicators, everyone is encouraged toward ethical use of: trigger warnings when presenting sensitive information (as might be found in speeches dealing with abuse, sexual assault, eating disorders, suicide, etc), inclusive language, and accessible presentations.



Systemic prejudice and oppression, issues of (mis)representation, harm of stereotypes, and necessity of being not just tolerant but also open-minded, are just some of the topics related to concerns of diversity, equity, inclusion, access, and justice that may be discussed in this class. This class acknowledges and respects the validity of each person's standpoint and their lived experiences, and this class expects that every person in it will also acknowledge and respect that diversity. These discussions are learning opportunities, not criticisms of individuals or even groups. Learning about racism, sexism, or homophobia is not, for example, an attack on Whiteness, maleness, or straightness.

Communication is a social science; that means it deals with people. Therefore, we will talk about trends common to people as a whole, but there are always exceptions to the trends because people are unpredictable. There are no absolutes; somethings can

¹⁰ <https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech>

be real and true for some and not others. In this classroom, you can speak *your* truth but should not assume what the truth of others is. (For example, if you haven't experienced prejudice or oppression, do not assume that means it isn't real.) And no one here is considered a symbol of or spokesperson for their entire social group.

Furthermore, the exploration of these issues is integral to the specific focus of this course. Therefore, in order to learn the course material, be open to trying to understand (not necessarily agreeing with or accepting) new ideas and perspectives. Check your reactions to **move beyond denial** ("this is not a problem"), **disengagement** ("this not my problem"), and/or **derailment** ("there are other, more important, problems"), and try to understand that "privilege" does not mean one's life is free of hardships or obstacles, just that one's gender identity, sexuality, or race does not generally contribute to those challenges via prejudice or discrimination.

ACADEMIC INTEGRITY: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

ACADEMIC INTEGRITY & AI: ChatGPT and other AI interfaces are proving to be [adequate, but bland and generic](#)¹¹, generators of essays, stories, speeches, blog posts, and cover letters. The study and practice of communication is about participation, art, and ethics. It is about the careful creation of messages that link what is uniquely you to what is uniquely your intended audience. These are things AI cannot accomplish. Therefore, use of AI to create content for assignments in this course (unless specifically assigned to use AI to generate content) is likely to earn a poor grade because it will miss the point of communication and rhetoric; content created by ChatGPT will [not have your voice nor speak to the interests of your audience](#)¹², and it will not capture the nuances of class materials and discussion. Content created by ChatGPT also lacks academic and journalistic rigor; it does not provide sources or offer examples. Additionally, the main purpose of class assignments is for you to learn through the process of completing them. Without going through the process, you will decrease the value of the course and will not improve the communication skills, organizational abilities, reliability, or problem-solving seeks that are [key to your employability](#)¹³.

MENTAL, EMOTIONAL, & PHYSICAL WELLBEING: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance. *If symptoms are related to your course work, please speak with the instructor.*



If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: 607-753-4728
- Substance Abuse & Prevention Education: 607-753-2066

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721). The college offers a food cupboard and a clothes closet, among other services, that may be able to help.

COURSEWORK

The main purpose of the assignments and tests in this class is to advance and enhance your learning of relevant content. Readings introduce you to ideas. Tests encourage you to be attentive to those ideas. And activities ask you to actively engage with course content and related ideas.

Readings: You are assigned a textbook in this class for a reason: it is a resource, a reference, a guide. Reading the book and coming to class and making use of optional online resources gives you multiple chances and multiple modes for learning. You will get more out of class if you make an effort to do the readings when assigned. We may also do additional readings as a class to go more in-depth or up-to-date with certain topics. You are encouraged to take notes on these class readings.



Quizzes & Exams: Quizzes and exams are designed to help you learn the core concepts that will better prepare you to achieve the course Learning Outcomes. Psychological research on the science of successful learning proves that the acts of preparing for and taking tests is a great boost to memory, making tests learning, not just assessment, instruments. Exams are also a proven way to help you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't.

Short quizzes are scheduled regularly throughout the semester to encourage you to keep up with the readings and to be attentive in class. They will be multiple choice. Each will cover content (especially chapters due) since the previous quiz.

¹¹ <https://www.postcontrolmarketing.com/top-10-tips-for-successful-social-media-marketing-chatgpt-wrote-that-article-in-less-than-a-minute-then-i-spent-four-hours-writing-the-rest/>

¹² <https://www.businessinsider.com/chatgpt-job-applications-hiring-managers-job-interview-candidate-2022-12>

¹³ <https://www.indeed.com/career-advice/finding-a-job/employability-skills>

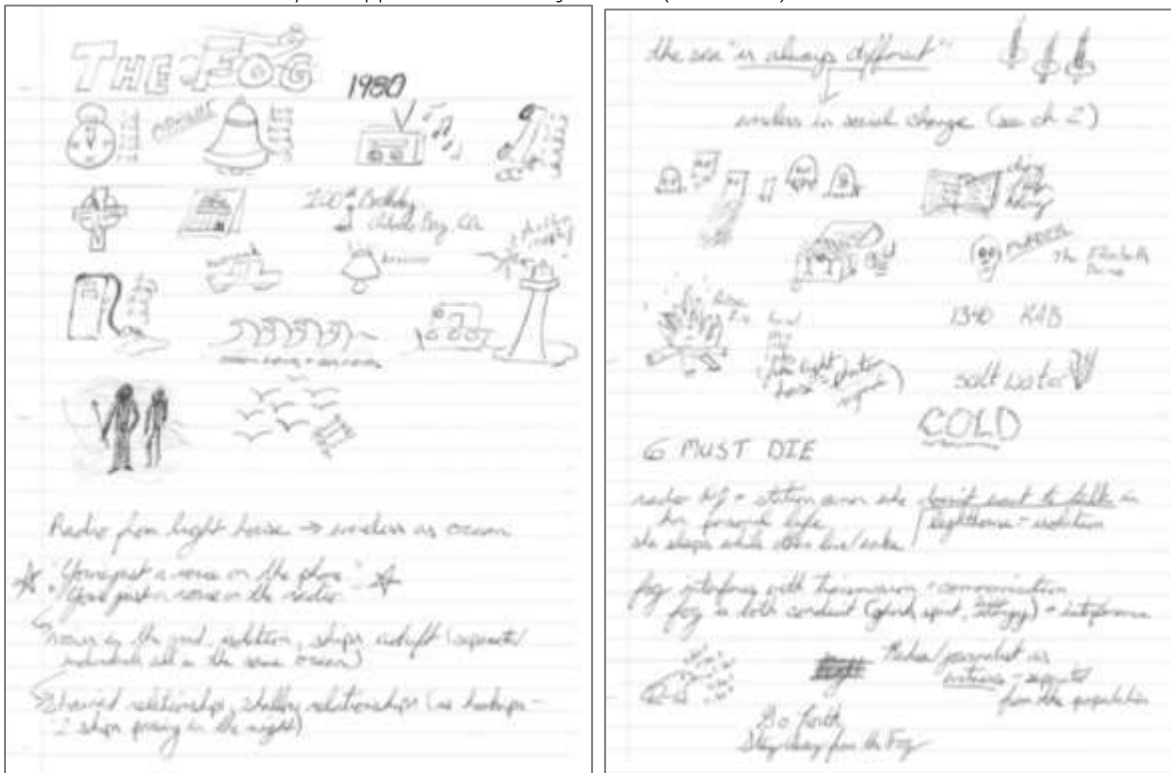
There will also be a midterm and final exam. They will be multiple-choice will be based mostly (but not entirely) on questions taken from the quizzes. The midterm will cover content up to the midterm exam and will be 30 questions. The final will cover content from the midterm up to the final exam; it will be 30 questions, plus bonus/extra credit questions.

Both the quizzes and the exams will be administered through Brightspace/D2L for accessibility but will be taken *in class*. Please bring a device to the classroom that will allow you to take the test; if you cannot bring a functioning device, bring a pen or pencil to take it on paper. If you have an access plan that provides you with extra time on exams and the regular class start time does not provide you with the additional time, you must request a different time that works for you in advance.

- If health problems prevent you from attending class on a quiz day, the quiz will still be available to take in Brightspace at the start of class, but time to complete the quiz is limited and you will still be considered absent.
- If health problems prevent you from attending class on an exam day, the test will still be available to take in Brightspace at the designated time, but you must log into WebEx, on camera, to take it.

Film Journal: Social change and social movements are active, lengthy, evolutionary, and massive processes. It is easier to understand them if we can get inside them. For this reason, we will be engaging with multiple cinematic depictions of movements from throughout history and around the world, in both documentary and blockbuster format. Watching these films should be interesting and enjoyable – and should not be interpreted as a time or a reason to tune out or skip out. Each was carefully selected to explore the different dynamics of social change we will be reading about and discussing this semester. To maximize the value of these films, you will keep a Film Journal. You should dedicate a notebook or a folder with looseleaf that you bring to class with you regularly. In this dedicated notebook or folder (your journal), you should take notes during the films, paying particular attention to things that seem to resonate with or connect to concepts discussed in class or the readings.

Feel free to be creative in your approach to these journals. (See below).



NIFI Class Discussions: For over 20 years, thousands of Americans have met annually through the National Issues Forums to discuss important public issues. They have encouraged Americans to think about the hard choices we face on major questions like AIDS, racial inequality, and health care. In this class, we will use NIFI publications and discussion questions to consider and reconsider the socio-political system. More and more people feel our system doesn't work. "They feel no one cares what they think. Many Americans feel that our system needs to be changed, But they do not know how to fix it" (Scully). We will talk about different actions we can take. "These are called 'choices.' Some of these choices have been suggested before. More than once choice could be right" (Scully). You will think through the choices presented and to consider and develop alternatives.

This assignment supports the Communication and Media Studies department's student learning goal of demonstrating professionalism in communication by generating information and ideas appropriate for public consumption, behaving ethically as communicators, and analyzing information and appeals.

To prepare for the discussions...

- you will read the associated NIFI issue guide provided in Brightspace/D2L, and find, read, and bring to class two related mainstream, corporate news articles from different sources, noting relevant information and ideas. Consider the approaches presented. What do you like/dislike, agree/disagree with? Can you think of alternatives that are not presented here? What solution(s) would you propose or support? Be prepared to state a position or pose a question during the "Town Hall" discussion in class. Be familiar enough with the information that you can even question, challenge, or defend the comments other people might make.
- Outline, in writing, 3 key points/ideas/arguments you think are important for consideration, and bring these materials with you in paper or digital form (you will also submit copies online).

During discussions, you will practice good communication by...

- Listening to others and being open to the possibility of having your mind changed
- Being respectful to be all participants and all ideas
- Being efficient in your communication so that you express your thoughts while giving others a chance to express theirs.

Grading Criteria

- › Be fully prepared to participate (2 pts)
- › Remain attentive & focused during the discussion: engage mindful listening & ethical speaking (2 pts)
- › Make at least 1 contribution to the discussion, *demonstrating familiarity w/ the readings* (2.5 pts)
- › Make at least 2 contributions to the discussion total (2 pts)
- › Show courtesy; pay attention to & try to understand what others have to say (2 pts)
- › Thoughtfully complete the NIFI questionnaire administered after discussion (2 pts)

If cannot attend class for the discussion, you are asked to join virtually (email the instructor prior to class to set it up); you will need to be on camera to do this. If a virtual participation is not possible, an alternative can be arranged IF you notify the instructor prior to the class.

We will be engaging with *What Should be Done to Ease Racial Tensions in Montgomery*, *Climate Choices*, *Woman Suffrage & the Great War*, and *Free Speech & the Inclusive Campus* – a mix of contemporary and historical issues relevant to social and political change.

SEMESTER CALENDAR AND DEADLINES ON THE NEXT PAGE!



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Spring 2023 Calendar

	Mondays	Wednesdays	Fridays
Jan <i>Wk1</i>	23: Introductions and overview	25: Syllabus review and discussion	27: What is a social movement? Chapter 1 due
Feb <i>Wk2</i>	30: Social Movements as Interpretive Systems Chapter 2 due	1: tbd Quiz: bring device to take quiz in D2L pen to take on paper. If sick, you've until 1pm to complete quiz online.	3: tbd
Feb <i>Wk3</i>	6: The Persuasive Functions of Social Movements Chapter 3 due	8: watching- Stonewall & the LGBTQ Rights Movement	10: tbd
Feb <i>Wk4</i>	13: The Stages of Social Movements Chapter 4 due	15: tbd Quiz: bring device to take quiz in D2L pen to take on paper. If sick, you've until 1pm to complete quiz online.	17: NIFI 1: read <i>What Should be Done to Ease Racial Tensions in Montgomery</i> and prepare for discussion as instructed in course materials
Feb <i>Wk5</i>	20: Leadership of Social Movements / watching- <i>Malcolm X: His Own Story as it Really Happened</i> Chapter 5 due	22: watching- <i>Malcolm X: His Own Story as it Really Happened</i>	24: CLASS IS VIRTUAL TODAY! (PROF. @ NCA) Watch Leadership in a Time of Social & Political Activism lecture and comment on, react to, or reflect on it in your Movie Journal
Mar <i>Wk6</i>	27: Language Strategies of Social Movements Chapter 6 due	1: watching- <i>Strike</i> Quiz: bring device to take quiz in D2L pen to take on paper. If sick, you've until 1pm to complete quiz online.	3: watching- <i>Strike</i>
Mar <i>Wk7</i>	6: Social Movement Organizations Chapter 7 due	8: tbd	10: NIFI 2: read <i>Climate Choices</i> and prepare for discussion as instructed in course materials
Mar <i>Wk8</i>	13: Spring Break	15: Spring Break	17: Spring Break
Mar <i>Wk9</i>	20: Political Argument in Social Movements / watching- <i>Bringing Down a Dictator</i> Chapter 8 due	22: watching- <i>Bringing Down a Dictator</i>	24: Midterm exam: bring device to take exam in D2L or pen to take on paper. If sick, log into both D2L AND WebEx (on camera) to complete exam
Mar <i>Wk10</i>	27: Argument from Narrative Vision in Social Movements Chapter 9 due	29: CLASS IS VIRTUAL TODAY! (PROF. @ ECA) Watch Crip Camp: A Disability Revolution and add to your Movie Journal entries	31: CLASS IS VIRTUAL TODAY! (PROF. @ ECA) Watch Crip Camp: A Disability Revolution and add to your Movie Journal entries
Apr <i>Wk11</i>	3: Transcending the Opposition Chapter 10 due	5: activity/discussion – let's plan a protest	7: discussion – let's plan a protest
Apr <i>Wk12</i>	10: Selling Conspiracy Theories Chapter 11 due	12: reading/discussing- " A Game Designer's Analysis of QAnon " Quiz: bring device to take quiz in D2L pen to take on paper. If sick, you've until 1pm to complete quiz online.	14: NIFI 3: read <i>Woman Suffrage & the Great War</i> and prepare for discussion as instructed in course materials
Apr <i>Wk13</i>	17: Justifying Divisive Tactics / watching <i>Iron Jawed Angels</i> Chapter 12 due	19: watching <i>Iron Jawed Angels</i>	21: watching <i>Iron Jawed Angels</i>
Apr <i>Wk14</i>	24: Terrorist Pressure Chapter 13 due	26: watching- <i>Journalist & the Jihadi</i> Quiz: bring device to take quiz in D2L pen to take on paper. If sick, you've until 1pm to complete quiz online.	28: watching- <i>Journalist & the Jihadi</i>
May <i>Wk15</i>	1: Resisting Social Movements Chapter 14 due watching- <i>Battle in Seattle</i>	3: watching- <i>Battle in Seattle</i>	5: NIFI 4: read <i>Free Speech & the Inclusive Campus</i> and prepare for discussion as instructed in course materials
May <i>Wk16</i>			11 (Thu): 11am-1pm, Final exam: bring device to take exam in D2L or pen to take on paper. If sick, log into both D2L AND WebEx (on camera) to complete exam

IMPORTANT! The number of credits earned for a class is based on the number of contact/meeting hours for the class, which includes all class meetings immediately before and during breaks and the two-hour assigned time during final exam week. Please ensure you make your travel arrangements accordingly; early departures or late returns to campus around these times are not acceptable reasons for missing class, rescheduling exams, or submitting work late.