

COMM415: Rhetoric of Social Movements with Dr. Knopf

Morey248: Mon 2-3:00 & Tue/Thu 3:30-4:30 – please make an appointment if possible

knopfcm@potdam.edu • [facebook.com/profknopf](https://www.facebook.com/profknopf) • 267-2883

Course Description: 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, particularly the modern, ongoing peace efforts.

Course Objectives: In taking this class, you will be able to:

- Understand the nature and significance of verbal & nonverbal communication, including signs and symbols; and, be able to recognize and apply rhetorical tactics of change/agitation
- Read and understand contemporary scholarship, and employ effective listening skills
- Construct and evaluate oral, written, and/or visual arguments & messages, improving your own strategic communication skills, with consideration of how to best apply your personal communication strengths to reach self-established goals
- Understand and explain the roles of communication in society, including its relationship to other disciplines and the issues of marginalized and/or minority voices

Texts & Course Materials:

- *Dissent from War*, by Robert Ivie
- Syllabus & Assignment Packet (on Moodle)
- Additional readings on Moodle
- notebook

Grading: ☆Full assignment descriptions & instructions are in the "Assignments Packet" Use it. ☆

- NIF Discussion - Engagement: 25%
- NIF Discussion - Terrorism: 25%
- Homework: 20% total
- Final Project: 30%

Final Grades are broken down **in this class** as follows:

- 4.0 = 94-100
- 3.7 = 89-93
- 3.3 = 85-88
- 3.0 = 81-84
- 2.7 = 77-80
- 2.3 = 71-76
- 2.0 = 66-70
- 1.7 = 60-65
- 1.3 = 55-59
- 1.0 = 50-54
- (0.0 = 49 & below)

Note: If you keep track of your grades, you are as capable as I am of figuring out your current grade at any point of the semester – it just takes basic math and these charts.

☆Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the minimum has been achieved. Higher grades are awarded to work that goes beyond the minimum standards & reflects superior intellectual effort. ☆

Challenging a Grade: If you identify an error in grading, I will correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of your performance rests with you.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

Due Dates/Late Work: **LATE ASSIGNMENTS ARE NOT ACCEPTED.**

If you know in advance you will not be in class when an assignment is due, turn it in early. If you wake up sick when something is due, please email it by class time as .doc., .pdf, or .jpeg file. All due dates are on the course calendar. Conflicts due to religious observances or college sanctioned events must be worked out before the missed class.

Extra Credit: Extra credit will not be available as an option to make-up-for incomplete work, or for a lack of effort, throughout the semester. Please, seek help (not “extra” credit) early!

Attendance: This is a live, non-mediated, communication course. Being present on time (and AWAKE) is necessary, but **coming to class is always your choice**. Good attendance may be rewarded. Poor attendance will create problems for you.

☆ You are solely responsible for catching up on work that you miss (always refer to the course calendar and to the potential kindness of classmates). I will not accept an absence as an excuse for being unaware of or late with any course assignment or expectation.

Attendance for the Final Exam/Meeting: Finals week is part of the required number of class meeting hours set by the SUNY system. Final exams or activities scheduled during the final exam timeslot, will not be rescheduled unless you have 3 or more exams on a single day. (If that happens, please see the policy online at <http://www.potsdam.edu/offices/registrar/exams.cfm>). You must make travel/work/childcare arrangements around the final exam. Final exam times are scheduled by the school to ensure that exams do not overlap, therefore the full week is needed – do not blame your professors or the school for end-of-the-week exams; even though regular classes are not in session, the week is part of the semester.

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance of the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious **emergency** so late in the semester that there isn't time to make up what you miss.

Academic Integrity & Dishonesty: A pledge of academic honesty is made by all students at SUNY Potsdam, indicating that you understand & comply with the requirements set forth by instructors the Academic Honor Code. **To plagiarize is to pass off ideas or words of someone else as your own without crediting the source**. Any time you incorporate the words, ideas, &/or organization of another person into your work, no matter what the medium/source, without giving their creator the credit, you have plagiarized - even if you make some changes to the wording or pepper it with some of your own words/ideas. (You can & should use a variety of sources in your work – but you must cite the sources)

****If you plagiarize**, whether deliberately or accidentally, you will be notified of a limited amount of time in which you can redo or correct your work. If the adjustments are not made on schedule, or if plagiarism still exists, the assignment grade will automatically become a zero.

Technology/Electronic Devices: Technology use is permissible in the classroom IF:

- Your usage is polite, does not bother your neighbors, & does not interfere with your performance
- You are willing to apply your technology use to course materials in productive ways.
- You do not secretly record any portion of a class without seeking permission

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English. Many (potential) employers will not be impressed by communication like, “hey-idk wuts du 2mrw. tia”

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Any communication or behavior– digital or live – that potentially interferes with the learning environment of other students will not be tolerated. Disruptive behavior - even minor disruptions - will result in your being told to leave class. Repeated offenses may result in course failure.

	Tuesdays	Thursdays
Wk1	1/21: <u>Reading of the syllabus</u> <i>Select a current cause, issue, or organization you support-this will become the basis for some assignments</i>	1/23: <u>Characteristics of a social movement</u>
Wk2	1/28: <u>Movements & communication</u>	1/30: <u>Stages of a social movement</u>
Wk3	2/4: <u>Tactics of a social movement</u> (Slogan & Logo hw assigned)	2/6: <u>Leadership</u>
Wk4	2/11: <u>Personal Needs</u>	2/13: <u>Counter-tactics to a movement</u> <i>Slogan & Logo hw due, to be presented</i>
Wk5	2/18: No class February Recess [2/15-2/18]	2/20: This class cancelled (Dr. K. @ Eastern Sociology Society, Baltimore)
Wk6	2/25: <u>NIF Class Deliberation-Engagement</u> <i>Read NIF Issues Book on Moodle(Democracy's Challenge) for today, be prepared to express informed arguments</i>	2/27: <u>An introduction to war dissent</u> <i>Read Ivie pages 1-26 for today</i>
Wk7	3/4: <u>Movie week</u>	3/6: <u>Movie week</u>
Wk8	3/11: <u>The Web</u> <i>Read Bennet et al article on Moodle for today</i> (Social media hw assigned)	3/13: <u>Film</u> <i>Read Starrs article on Moodle for today</i>
Wk9	3/18: <u>Social media hw due, to be presented</u> [W & S/U deadline]	3/20: <u>Case Study: Vietnam</u> <i>Read Ivie 27-62 for today</i>
Wk10	3/25: Spring Break [3/22-3/30]	3/27: Spring Break [3/22-3/30]
Wk11	4/1: <u>Case Study: Iraq</u>	4/3: <u>Creating Enemies & Conspiracies</u> <i>Read Ivie pages 62-93 for today</i>
Wk12	4/8: <u>Violence & social movements</u> <i>Read Ivie pages 101-132 for today</i>	4/10: <u>NIF Class Deliberation-Terrorism</u> <i>Read NIF Issues Book on Moodle (Terrorism)for today, be prepared to express informed arguments</i>
Wk13	4/15: <u>Political arguments in movements</u> <i>Read Ivie pages 133-161 for today</i>	4/17: <u>Space, place, & bodies in protest</u> <i>Read Ivie pages 161-198 for today</i>
Wk14	4/22: <u>Military peace movement</u> <i>Read Leitz article on Moodle for today</i>	4/24: <u>Troop Support (Freedom Riders film)</u> <i>Read Ivie pages 204-224 for today</i>
Wk15	4/29: <u>Terminology Review</u>	5/1: <u>Final Project Assigned, assistance</u>
Wk16	5/6: <u>Project work & assistance time</u>	5/8: <u>Course Evaluations</u> <i>Final Project Due</i>
Wk17	5/13: 5-7pm, pick up work and grades at Morey 248 (only chance to get final grades early)	

COMM415: Rhetoric of Social Movements Spring 2014 Assignment Packet

This packet is designed to provide you with all the basic information and instructions to succeed at the graded portions of this course. Instructions and grading schemes for every assignment in this class, for the entire semester, are provided here for you. Use this resource in conjunction with the Syllabus and class meetings. You are responsible for reading the information in this packet just as you are responsible for reading any other assignment in class.

WORKSHEETS: Several guided homework activities (dates assigned and due are marked in the course calendar) are designed to let you immediately apply course concepts to “real world” scenarios. You will choose an issue, cause, or organization that you agree with or support to use as your own personal ongoing “case study” this semester. You will use this issue as the basis to develop your own activist rhetoric.

Purposes of these Assignments:

- Apply course material in practical, real-world, ways (simulated)
- Improve communication skills in ways appropriate to political or social action, public relations, and marketing
- Personalize course content in a way that is meaningful to you
- Demonstrate learning and the ability to recall/use/apply course concepts

Grading parameters will be provided on the worksheets.

NIF DISCUSSIONS: “For over 10 years, thousands of Americans have met each year through the National Issues Forums (NIF). These Forums have looked at 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” (Patrick Scully, NIF Project Director).

In this class, we will use NIF publications and discussion questions to consider and reconsider issues of civic engagement and the country’s response to the terrorist acts of September 11, 2011 and beyond – key issues that touch on/relate to the rhetoric of social movements and ideas discussed in this course. “More and more people feel our politics does not 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. All are presented fairly” (Scully). You will be asked to think through which choices are good or bad and to consider alternatives.

National Issues Forums class-wide discussions are scheduled twice this semester – refer to the course calendar. **To prepare for discussions, read the appropriate packets provided on Moodle.** Consider the three 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 discussion in class. Be familiar enough with the information that you can even question, challenge, or defend the comments other people might make.

{continued on next page}

Purposes of this Assignment:

- Provide the opportunity to engage in actual civic discourse
- Improve public speaking skills in a discipline-specific and “real-world” format
- Improve deliberative skills
- Consider not only social concerns but also social remedies
- Demonstrate the potential of citizen involvement

NIF Debate/Discussion Grading Criteria (out of 20 points)

-Remain attentive, tuned in, and focused during the discussion = 5 pts
(texting, leaving, arriving late, doing work for other classes, surfing the Web, checking the weather or the sports scores are all examples of poor listening and rudeness)

-Make at least 1 contribution to the discussion, demonstrating familiarity w/ the readings = 5 pts
(come to class with some notes, thoughts, or opinions about the materials you read jotted down on a piece of paper or an index card.)

-Make at least 2 contributions to the discussion = 5 pts
If you're really active in the discussion, you'll have a chance to earn extra credit.

-Showing your fellow citizens (classmates) courtesy; paying attention to what they have to say, and respecting their opinions even if you disagree = 3 pts

-Thoughtful completion of NIF questionnaires administered after discussion = 2 pts

FINAL PROJECT: Social movements are about grassroots (from the ground up) activity and activism. In this spirit, *you* will design your own final project, and *you* will create the grading rubric used to evaluate that project.

Here are your guidelines:

The project should demonstrate, to the best of your abilities and knowledge, what you have learned in this course – and should incorporate both class lecture/discussion material and assigned reading content. It can be a paper, a presentation, a video, a song, a poster, a Web site, a Twitter feed, a newsletter, a magazine article, a skit, a speech, a poem, a story... whatever showcases your strengths and knowledge.

The grading rubric should provide 5 clear criteria by which you believe your work should be evaluated. Each criterion should be worth a range of 0-5 points

Purposes of this Assignment:

- Take personal responsibility for something, in the spirit of grassroots activism
- Demonstrate learning and the ability to recall/use/apply course concepts
- Think strategically about one's strengths and how to use them to good purpose
- Think strategically about one's goals and how to measure success

	Tuesdays	Thursdays
Wk1	1/21: <u>Reading of the syllabus</u> <i>Select a current cause, issue, or organization you support-this will become the basis for some assignments</i>	1/23: <u>Characteristics of a social movement</u>
Wk2	1/28: <u>Movements & communication</u>	1/30: <u>Stages of a social movement</u>
Wk3	2/4: <u>Tactics of a social movement</u> (Slogan & Logo hw assigned)	2/6: <u>Leadership</u>
Wk4	2/11: <u>Personal Needs</u>	2/13: <u>Counter-tactics to a movement</u> <i>Slogan & Logo hw due, to be presented</i>
Wk5	2/18: <u>No class</u> February Recess [2/15-2/18]	2/20: <u>This class cancelled</u> (Dr. K. @ Eastern Sociology Society, Baltimore)
Wk6	2/25: <u>NIF Class Deliberation-Engagement</u> <i>Read NIF Issues Book on Moodle(Democracy's Challenge) for today, be prepared to express informed arguments</i>	2/27: <u>An introduction to war dissent</u> <i>Read Ivie pages 1-26 for today</i>
Wk7	3/4: <u>Movie week</u>	3/6: <u>Movie week</u>
Wk8	3/11: <u>The Web</u> <i>Read Bennet et al article on Moodle for today</i> (Social media hw assigned)	3/13: <u>Film</u> <i>Read Starrs article on Moodle for today</i>
Wk9	3/18: <u>Social media hw due, to be presented</u> [W & S/U deadline]	3/20: <u>Case Study: Vietnam</u> <i>Read Ivie 27-62 for today</i>
Wk10	3/25: <u>Spring Break</u> [3/22-3/30]	3/27: <u>Spring Break</u> [3/22-3/30]
Wk11	4/1: <u>Case Study: Iraq</u>	4/3: <u>Creating Enemies & Conspiracies</u> <i>Read Ivie pages 62-93 for today</i>
Wk12	4/8: <u>Violence & social movements</u> <i>Read Ivie pages 101-132 for today</i>	4/10: <u>NIF Class Deliberation-Terrorism</u> <i>Read NIF Issues Book on Moodle (Terrorism)for today, be prepared to express informed arguments</i>
Wk13	4/15: <u>Political arguments in movements</u> <i>Read Ivie pages 133-161 for today</i>	4/17: <u>Space, place, & bodies in protest</u> <i>Read Ivie pages 161-198 for today</i>
Wk14	4/22: <u>Military peace movement</u> <i>Read Leitz article on Moodle for today</i>	4/24: <u>Troop Support (Freedom Riders film)</u> <i>Read Ivie pages 204-224 for today</i>
Wk15	4/29: <u>Terminology Review</u>	5/1: <u>Final Project Assigned, assistance</u>
Wk16	5/6: <u>Project work & assistance time</u>	5/8: <u>Course Evaluations</u> <i>Final Project Due</i>
Wk17	5/13: 5-7pm, pick up work and grades at Morey 248 (only chance to get final grades early)	