

College of Saint Rose: Department of Communications
COM 481: Media, Activism, & Social Movements (Cross-listed with BUS 380)
Spring 2020

Professor: Dr. Mark Congdon Jr.	Time/Day: T/Th: 2:30pm – 4:12pm
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Office Hours: Tuesdays & Thursdays: 1pm-2pm; Wednesdays: 11am-12pm; AND by appointment	Office Location: Hearst Building, room 130

The College of Saint Rose Mission Statement:

The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome men and women from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.

The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community's energetic involvement and effective leadership in society.

Communications Department Mission Statement & Goal:

The Communications Department develops undergraduate students who are critical thinkers, evaluators, and ethical producers of media content in journalism, public relations, advertising, or other visual or written communication in classroom and professional settings.

Departmental Goal: Students will produce professional-level work for target audiences by:

- Honoring the codes of ethics guiding the discipline
- Using effective verbal and/or nonverbal communication
- Demonstrating an understanding of histories, theories, concepts, models and/or practices
- Conducting effective research
- Employing appropriate styles and approaches for various media

COM 481 Catalogue Description: Students engage current issues and trends in public relations and advertising, and develop advanced critical thinking, writing, and application skills. Prerequisites: ENG 105, and one 200 level COM or BUS course and one 300 level COM or BUS course. *Cross-listed with BUS 380 for spring 2020 semester.*

Please note: This course has a service-learning component, where **students will be working in/with a community partner in teams**, & reflect on their experiences by making connections to course content/material.

Course Goals: The goal of this course is to explore, from a critical perspective, how contemporary activists harness a diverse range of media tools, platforms and marketing strategies to social change. This course introduces students to social movement theory from a critical communications perspective with special attention given to how media and marketing have played a role in social change over time. Students will explore different movements' strategic marketing communication strategies across time and place, assess the possibilities and limitations of different activist media and marketing tactics, and consider when and how marketing communications and media-making can be a political act in and of itself. **Please note that the course assignments & schedule are subject to change depending on the process and progress of working with our community partner on the social justice event.**

Required Materials

Textbooks

1. Staggenborg, S. (2016). *Social Movements*. New York: Oxford University Press. ISBN: 9780199363599
2. Ricketts, A. (2012). *The Activists' Handbook*. New York: Zed Books. ISBN: 9781848135925
3. Ryan, C. & Jeffreys, K. (2019). *Beyond Prime Time Activism: Communication Activism and Social Change*. New York: Routledge. ISBN: 9781138744240
 - Consider purchasing from Amazon or the publisher, as it may be cheaper than the bookstore:
<https://www.routledge.com/Beyond-Prime-Time-Activism-Communication-Activism-and-Social-Change-1st/Ryan-Jeffreys/p/book/9781138744240>

Required Supplemental Materials

Academic articles, Online Readings, TED talks, media, and other course materials will be provided on Canvas. Like the textbooks, these are required course materials that must be accessed, read/viewed/listened to, and reflected upon in accordance with the class schedule.

Commitment to Inclusivity & Learning

This class aspires to be a working and evolving model of inclusion and universal design for all participants. **If there are circumstances or experiences that may affect your learning in class (e.g., visible and invisible disabilities, personal challenges, class design), please let the course instructor know as soon as possible so that we can discuss and design strategies for inclusion and success together with you.** Official College accommodations must be documented and arranged through Director of Services for Students with Disabilities, located in the Academic Success Center on the 2nd floor of St. Joseph Hall (518-337-2335). **This class is premised on the belief that we all work together to promote an inclusive learning environment for all and that the use of gross generalizations, stereotypes, and derogatory/oppressive language are not conducive to inclusivity.** Elevating practices of civil communication and learning from one another, please speak up if you observe or experience the use of derogatory and/or oppressive communication (including by the instructors). If you are called-out on the use of oppressive communication, please stop, listen with empathy and expand the learning opportunity for everyone.

Learning Outcomes and Assessment

Upon completing this course, students will be able to:

Learning Outcome	Activities to Support Learning	Assessment of Learning
Describe historical forces that created social movements in various historical moments	Assigned readings; class discussions & workshops; listening pairs & reflective writing	Reading Reflections (RRs), Strategic Communication Action Plan for Social Justice Event Plan & Proposal, Social Movements in the News, Activist Interview, Social Movement Mapping Project, Chapter Presentation
Describe how social conditions, political opportunities, and organizational resources shape what types of activism are possible in a particular time and place	Assigned readings; class discussions & workshops; listening pairs & reflective writing	Strategic Communication Action Plan for Social Justice Event Plan & Proposal, RRs, Social Movements in the News
Explain community organizing models and the relationship between strategic communication and social change	Assigned readings; class discussions & workshops; & reflective writing	RRs, Chapter Presentation, Strategic Communication Action Plan for Social Justice Event Plan & Proposal
Assess the possibilities and limitations of different activists' &/or movements' media tactics	Assigned readings; class discussions, lectures, & exercises	RRs, Social Movements in the News, Activist Interview, Social Movement Mapping Project
Explore how the specific qualities and attributes of new/digital/social media contribute to the operation, growth, and success of social movements	Assigned readings & media texts; class discussions, exercises, reflective writing; project work	RRs, Strategic Communication Action Plan for Social Justice Event Plan & Proposal, Social Movements in the News, Social Movement Mapping Project
Apply knowledge about activism, organizing, and media to work in own communities through a semester-long service project	In-class workshops and performances; team work; class discussions; project work	Strategic Communication Action Plan for Social Justice Event Plan & Proposal
Practice dialogic orientation to communication through on-going team collaboration	Team work; class discussions	Team member evaluation and reflection; Observed team collaboration in class
Begin to develop a pre-professional portfolio by completing a strategic communication plan for a community partner	Project work	Strategic Communication Action Plan for Social Justice Event Plan & Proposal

This course satisfies the following National Communication Association's Learning Outcomes in Communication (LOC):

- LOC # 2: *Employ Communication theories, perspectives, principles, and concepts*
- LOC #4: *Create messages appropriate to the audience, purpose, and context*
- LOC #5: *Critically analyze messages*
- LOC #6: *Demonstrate the ability to accomplish communicative goals (self-efficacy)*
- LOC # 8: *Utilize communication to embrace difference*
- LOC #9: *Influence public discourse*

Class Expectations

Your Learning, and Relevant Accommodations. Because I truly believe that practicing interpersonal communication with deep ethical commitment to inclusion and care can change the world for the better, your learning and success in this class and beyond are very important to me. This class seeks ways to become a working and evolving model of inclusion and universal design for all participants. Because disabilities may be visible or invisible, individuals with disabilities of any kind (including learning disabilities, ADHD, depression, health conditions) or who think may have a disability, are encouraged to discuss their needs with me. Our conversation will be confidential and I will make every effort to construct a productive learning environment with you. *If you are a student with a documented disability and require academic accommodations, please register with Lynn Cantwell, the Director of Services for Students with Disabilities, located in the Academic Success Center on the 2nd floor of St. Joseph Hall (518-337-2335) for disability verification and for determination of recommended reasonable academic accommodations.* After you have made arrangements with that office, please see me to discuss your accommodations. Please remember that timely notice will help avoid a delay in your receipt of accommodations. Please visit their website for more information: <https://www.strose.edu/academics/division-of-student-success-and-engagement/academic-success-center/disability-services>.

Technology Policy: This is a class that studies/uses various communication technologies; therefore, we have what I describe as a smart and respectful technology policy: When devices are helpful as an educational tool, please use them (this means for note taking, referring to readings, taking pictures of course material/notes on board, looking up something relevant to course material, and audio/video recording lectures – these audio/video recordings cannot be shared outside of our class purposes and cannot be shared online). Essentially, any use of devices should be appropriate to the course content and what is happening at that moment in class. Devices as educational tools should be adding to your learning, not distracting you from the course material and important human engagement in class discussion. This, of course, means, no texting or other social media use during class lectures, workshops, seminars, and/or discussions (unless otherwise indicated by me). The bottom-line is don't be rude and only use technology to enhance your learning of the course content. Devices should be kept on silent. If tech use in the classroom becomes an issue, I will address it on an individual basis and/or revisit and revise this policy as needed.

Class Environment. Active participation will make this class more beneficial, rewarding and enjoyable to all. You may not agree with everything stated in class (in fact, I don't expect you to) but keeping an open mind will create an opportunity for all of us to learn and grow together. Students in COM 481/BUS 380 are asked to respect class time and all members of the class in an effort to create a comfortable education environment. Behavior aligned with the College of Saint Rose's Student Handbook is expected, including following the College's non-sexist language policy. The Student Handbook can be found here: <https://assets.strose.edu/handbook/StudentHandbook.pdf>

Notice to Athletes and Others Involved in Extra-Curricular Activities: Please notify me BEFORE absences take place. All assignments are due BEFORE the absence occurs.

Late Work. Making deadlines are important and key to making the grade. Incomplete work will not be accepted. All work must be completed in a professional and timely manner. Papers/assignments must be written in an organized and coherent fashion, carefully edited, and spell checked, word processed, and turned in on time. **Late papers and assignments will NOT be accepted.** You will be expected to properly cite sources in your assignments in APA format. If you have questions about citations, be sure to ask & visit the Writing Center. Plagiarism will not be tolerated. Use www.citationmachine.net &/or Owl Purdue (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) as a resource for correctly citing in APA format.

Prolonged Illness or Absence. In the event that students must be absent for an extended amount of time due to illness, emergency, tragedy, etc. it is the responsibility of the student to contact the instructor immediately and to maintain communication. Students are urged to do this through the College's channels such as their dean, advisor, Disability Services, the Academic Success Center, etc.: <https://www.strose.edu/academics/division-of-student-success-and-engagement/academic-success-center>. Failure to take action, as described above, may result in not receiving certain accommodations like making up assignments missed, having absences excused, etc., which may negatively impact your course grade. The responsibility falls onto the student to take action.

Academic Integrity: Students at Saint Rose are expected to be honest in every aspect of their academic work. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project. In a situation where the course instructor determines that, more likely than not, a breach of academic integrity has occurred, the incident will be reported per the College Policy on Plagiarism and Academic Integrity (Policy available online at http://www.strose.edu/academics/academic_integrity/article2575). Rules for citing quotes and ideas can be found in the Publication Manual of the American Psychological Association, 6th edition. Please note: Intentionality is not an issue with regard to plagiarism. Even if a student plagiarizes without intending to do so, it is still considered plagiarism and will result in the appropriate consequences. Students are urged to review the parameters and provisions of plagiarism to avoid any potential plagiarism issues.

The Writing Center. If you need help with your writing skills this semester, please visit the Writing Center, located in the Academic Support Center on the 2nd floor of St. Joseph Hall. The tutors can assist you with all stages of the writing process, from selecting a paper topic and creating an outline, to documenting research and working on grammar and punctuation. Reservations are required for sessions. Please call 518-454-5299 or stop by the Academic Support Center to reserve a session. For more information and the tutoring schedule, please visit <https://www.strose.edu/academics/division-of-student-success-and-engagement/academic-success-center/writing-center>. Since strong writing skills are needed/required for this class, if you (individually &/OR as a group) receive a grade of a C+ or lower, you will be REQUIRED to go to the Writing Center for your next assignment.

Students are responsible to know what is happening in the class. You are responsible for obtaining assignments and class notes, as well as for submitting work by the deadlines stated. Additionally, if you have a laptop or a tablet, please bring it to class every day just in case it's needed.

Crisis Contingency: Bad Weather/ Flu Days: If the College closes campus for any reason, see Canvas for instructions. You will be responsible to know the material in the chapter(s) for any assignments. If something unforeseen happens to me I will send an announcement/email; please get in the habit of checking your email first thing in the morning. Snow days/Inclement weather does not necessarily result in assignment postponement or changes in the syllabus.

Disclaimer: This syllabus is subject to change and should not be construed as a binding contract between the instructor and the students. The instructor reserves the right to change any aspect of the course and will notify students of any changes (face-to-face or written).

Questions about Grades. Questions concerning grades must be addressed to me during office hours and within 48 hours of receiving the grade. Bring documentation of graded work with my handwriting or electronic comments.

SPECIAL MESSAGE FOR STUDENTS IN THE FALL 2017-SPRING 2019 CATALOG: As of Fall 2017, all COM majors who enter under or convert to the 2017-2019 catalog must earn a “C” or better or else they must retake the course. This includes Transfers. Those COM majors who entered under earlier catalogs are NOT bound by this policy.

Questions about Assignments & Grades: Any questions concerning assignments and/or expectations should be addressed at least one week prior to the due date of the assignments, and addressed to me during office hours – can email to schedule a meeting. Questions concerning grades must be addressed within two days of receiving the grade and/or feedback on assignments. Bring documentation of graded work with my handwriting &/or electronic comments.

Grading. Grades will be based on evaluation of student performance in the following areas:

Assignments	Points
Team Assignments	
Strategic Communication Action Plan for Social Justice Event Proposal (100 points; 10% of grade)	100
Strategic Communication Action Plan for Social Justice Event (22.5 points; 22.5% of grade)	225
Chapter Presentation (50 points – 5% of grade)	50
Individual Assignments	
Reading Reflections (10 at 10 points each; 100 total points – 10% of grade)	100
Social Issue Concern Paper (50 points; 5% of grade)	50
Social Movements in the News (150 total points; 15% of grade)	150
Wakelet Social Movement Mapping Project (200 total points; 20% of grade)	200
Active Participation, Reflections, & in-class activities (125 total points; 12.5% of grade)	125
Total Points Possible	1000

Letter/Numerical Grading: All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. This course’s final grade and grades on individual tests and assignments are designated as:

A (94 – 100) = Superior	B (84 – 86) = Good	C (70 – 76)
A- (90 – 93)	B- (80 – 83)	D (65 – 69) = Passing
B+ (87 – 89)	C+ (77 – 79)	F (0 – 64) = Failure

Please see the College catalog for a full explanation/interpretation of letter grades.

Style & Format of Writing Assignments – Standard English, clearly expressed, is expected in all assignments. APA style/format is required. It is expected students review, edit, correct, and proofread their work prior to submission; *grading is based on this expectation*. There is a reduction in grade for any assignment that is seriously deficient in written expression. Print quality must be clear and readable. Multi-page assignments **must** be stapled.

Policy on Incompletes: An “Incomplete” will be awarded only in cases where 75% of the coursework has been completed AND the grade is warranted by an excuse (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete.

Note about Feedback: I comment quite extensively on your assignments, including positive and negative criticism, as well as questions to help you develop and clarify your thoughts. I hope that you will take this feedback as an opportunity to dialogue and learn – this means that I encourage you to always check and think about the feedback you receive, not only about the “bottom line” (i.e., the grade). I also expect you to discuss with me any questions you have about feedback I give.

Contacting Me. I will be available during my office hours and encourage you to use this time to ask questions about assignments, check progress and grades, as well as discuss concerns with me. I also encourage students to contact me by email to set up other meeting times, notify me of absences, or any other reason related to the course. I will make an effort to respond in a timely manner and expect the same of students. I will respond within 48 hours of receiving your email. I do not respond to emails on the weekend. I am here to support and guide your learning. Please reach out.

Overview of Graded Elements of the Course

Participation

- a) **Attendance** is expected, as is showing up on time. As this is a learner-centered course, your attendance and participation is essential. We want you to have a positive learning experience. Attendance will be taken each class.

ONE MENTAL HEALTH ABSENCE will be allowed over the course of the semester. You do not need any documentation for a mental health absence – just email me to let me know that you're taking a mental health day.

TWO UNEXCUSED ABSENCES will be allowed over the course of the semester. Approved excused absences must have either a doctor's note, a note from the faculty advisor of a college-sanctioned organization/event, or some form of documentation – we can discuss this on a case-by-case basis.

Because we have class 2 days a week, you may **miss a total of 2 classes**, not coinciding with an assigned speech/assignment/presentation/etc., without a penalty - this does not include the 1 mental health day you're allowed. Beginning with the 3rd unexcused absence, **2 points will be subtracted from your overall grade points for each absence** (ex: If you earn an 88 in the course but have 4 unexcused absences, you can only earn an 84).

Tardies

- Two tardies and/or early departures will count as one absence.
 - You must be present for at least $\frac{3}{4}$ of the class to receive any credit for attendance.
 - Please save your absences, tardies, and early departures for illnesses and emergencies. In a professional setting, you would be present at all times if at all possible.
- **Electronic Absences.** Showing up for class is not enough. Texting, using a computer to check email, surf, etc. without permission from the instructor, during class will count as an electronic absence for the class. An electronic absence is the same as a regular absence and counts against your total of two allowed for the semester.

Assignment Descriptions (subject to change/evolve):

Assignment Deadlines – Hard copy assignments due at the beginning of class on the due date – unless otherwise stated; online assignments, by the time/date specified. Unless specified otherwise, online assignments should be submitted as WORD or PDF documents attached Canvas. **NO late work accepted.**

Team Assignments (375 total points – 37.5% of overall grade):

Chapter Presentation (50 points; 5% of grade): Students will be responsible for presenting key content from chapter's in Staggengborg throughout the semester (chapters 4-9). Students will present and work on their chapter presentation in groups.

Strategic Communication Action Plan for Social Justice Event Proposal (100 total points – 10% of grade): In teams, students will complete a Strategic Communication Action Plan Proposal, specifically, you will use the following worksheets to help guide this proposal: 1) Communication Assessment with Media Contact Log/List, 2) Strategic Communication Plan, 3) Message Development, that focuses on the proposed needs and goals of the social justice event. Students will utilize Appendices A, B & C in Ryan & Jeffrey's book. This is a proposed roadmap of the work that students will be doing for the semester with their community partner.

Strategic Communication Action Plan for Social Justice Event (200 points; 20% of grade): In teams, students will pick an issue and a goal for an action to focus on during Heritage & Social Justice Week at the College of Saint Rose in March. Each team will create a detailed action plan, based on worksheets with a series of questions to be answered about the issue, who the stakeholders are, what resources the class/community partner has, what exact action will be carried out, when and how it will happen, etc. This final plan builds on the proposal you created earlier in the semester with what you actually did for your event.. Students will utilize Appendices A, B & C in Ryan & Jeffrey's book.

Individual Assignments (625 total points –62.5% of overall grade):

Reading Reflections (10 at 10 points each – 100 total points; 100% of grade): To understand the material more deeply and to assess students understanding/knowledge of the course readings/textbook and of proper and correct grammar and APA writing style, students will complete reflections of the readings. There are 10 total RR's, each worth 10 points each.

Social Issue Concern Paper (50 points; 5% of grade): What breaks your heart? What gives you life? Everyone will be asked to write a short (2-4 pages) paper on the social issue or problem that breaks your heart, and another one that gives you life (and if they're the same, that's okay – just explain). It should be something you are really concerned about and that you think you would be passionate about working on. Connect the social issue or problem you've identified to course readings, materials, and concepts. This exercise will help us facilitate our selection of an issue and a goal for the class project.

Dig Deeper: Social Movement Analysis (150 total points; 15% of grade): In this assignment you will decide to do one of two options – either a social movement analysis in the news or interview a community activist & complete a descriptive narrative. **Option 1: Social Movement in the News:** For this option, you are to become a “media expert” on a specific contemporary social movement by examining coverage of it using media outlets in the United States or from around the world. You are responsible for compiling a collection/journal of news, popular press or alternative media treatments and summarizing coverage of the social movement and its key components, issues, actors, framing, dynamics, or other elements of interest. In total you are to collect, analyze, and synthesize at least 3 but no more than 7 treatments discussing a social movement of choice. The movement can be the same one that you are examining for the Social Movement Mapping Project or another of interest. You will write a 4-8-page paper or produce a 3 - 5-minute video/podcast. **Option 2: Descriptive Narrative of a Community Activist – interview:** For this option, you will Interview a leader/community activist that is a part of a current social movement (local, state, regional, national, &/or international). The interview process will help familiarize you with the specific social movement your interviewee is a part of, and with community leaders who may inspire you in some way. Building on the work of Paul Loeb, this assignment will help you gather insight into what motivates community activists, and how they gain the education and training required for their careers. You will then either write a 4-8-page paper or produce a 3-5-minute video/podcast on what you learned.

Wakelet Social Movement Mapping Project (200 points; 20% of grade): Wakelet (<https://learn.wakelet.com>) is an online service that enables individuals to create a story through the curation of social media sources (Tweets, blog posts, videos, etc.). For the final project, you are to create a Wakelet narrative of a CURRENT social movement that interests you. Students should be expected to demonstrate subjective familiarity with the social movement, as well as mastery of the relevant social media sources. Specifically, this assignment traces the evolution of a CURRENT social movement from its earliest inception to its current organizational structure, by way of a map/timeline that clearly identifies critical moments and pivotal leadership along the way. The goal is to gain a deeper understanding of a particular social issue; the ways in which people work for social justice and the arguments against change; the habits of mind and heart of those who provide the core support as the movement evolves. Please note –this project does not need to be a comprehensive telling of an entire movement. Projects may focus on specific events within the movement – in fact, the more in-depth you can go into a specific, understudied area, the better. More information about the specifics of this project will be provided in class.

Active Participation & Class Activities (125 total points; 12.5% of grade): You must come to class prepared to participate in class discussions and activities in thoughtful and constructive ways. This means reading the assigned material prior to class discussion. You will be assigned to complete class reading and/or discussion question activities, which will serve as starting points of in-class conversations. Completing these activities on your own at home will prepare you for fuller and more in-depth learning in the classroom. There will be heavy textbook reading during the first half of the semester, so budget your time. Active participation in our class also means turning off your cell phone & refraining from using your laptop for anything other than course notes. There will be multiple in-class group and individual assignments throughout the semester in order to encourage dialogue and engagement with the readings. These must be done in-class & cannot be made up. **Each student will also complete a Peer Evaluation & Self-Reflection for the team's Strategic Communication Action Proposal Plan, worth 5 points each – 10 total points** (on Canvas). Peer evaluation and self-reflection should clearly indicate the student's role with participating in your team, goals you met/didn't meet, how you worked/participated in your team, worked with your client, what you learned, discuss members of your team who did not contribute, and things/tasks that could have been improved. You will also **create a solo strategic communication tactic for your group's Strategic COM Action Plan, which is worth a total of 50 points.**

Extra Credit. A number of extra credit opportunities may be offered during the semester (e.g., participate in research, attend performances/lecture series, participate in departmentally sponsored events and organizations, &/or complete extra service-learning volunteer hours with a community partner/organization – 2 volunteer hours = 1 Extra credit opportunity). The College offers several speakers throughout the semester; please get the engagement approved with Mark before attending in order to receive Extra Credit. Also, if students join The College of Saint Rose Public Relations Student Society of America (PRSSA), a professional honor society, you will receive extra credit points (to join PRSSA, go to this website: <https://joinprssa.org>; for benefits of joining PRSSA, see <http://prssa.prsa.org/join-prssa/member-benefits>). Each opportunity is worth 10 points you may complete up to 2 options for a total of 20 points. So if you had an 880 in the class and did the extra credit you would have 900 in the class. In most cases, students will be expected to write a 1-page reflection paper responding to an event connecting it to course material. Unless directed otherwise, response papers should provide a critical evaluation of the event including the following 3 elements: 1) provide a brief summary of the event as it relates to course material/content; 2) discuss how the event relates specifically to course terminology, concepts, and scholarship; 3) provide a critique/evaluation of the event's representations of a communication phenomenon of your choice (i.e. issues related to ethics, gender, race, sexuality, class, etc). All extra credit papers are due within one week of attending an approved event. **I do not round grades**, so please take advantage of this opportunity.

COM 481/BUS 380: Class Schedule*

*Subject to change per the contingency plan notice above

	Dates	Topic	Readings due	Assignments due
Week 1	Tues. 1/14	Community Development and Course Overview;	Read Syllabus & Semester Schedule Read: https://www.vox.com/policy-and-politics/2017/1/31/14430584/protest-trump-strategies-experts Read: https://www.vox.com/podcasts/2020/1/3/21048121/ezra-klein-erica-chenoweth-nonviolence-topple-dictators Read: https://www.vox.com/world/2019/12/31/20994287/2019-protests-democracy-art Read: https://www.vox.com/2016/4/18/11450126/nonviolence-2016-elections Read: https://www.vox.com/the-big-idea/2017/2/21/14664568/lose-constitutional-democracy-autocracy-trump-authoritarian Read: https://www.vox.com/policy-and-politics/2017/2/2/14438382/protest-trump-resist-womens-march	-Review Syllabus & Course Schedule, come to class w/ questions -Assign Reading Reflections -Assign Strategic Action Plan Proposal -Assign Social Issue Concern Paper
	Thurs 1/16	Social Movement Theories & Approaches	Read Introduction through Chapter 2 in Staggenborg book (pp. 1-30) Read Chapters 1 & 2 in Ryan & Jeffreys (pp. 1-35)	-Come to class w/ key-take-aways from readings -Due by 11:59pm on Sunday: Social Issue Concern Paper
Week 2	Tues 1/21	Issues in social movement & practice of democracy	- Read Chapter 3 in Staggenborg - Read Chapter 3 Ryan & Jeffreys -Community partner coming in	- RR 1 due by start of class -Research community partner
	Thurs. 1/23	Communication Activism & Social Change	Read Introduction through Chapter 2 in Rickett book (pp. 1-37)	- RR 2 due by start of class -Work on Action Plan Proposal
Week 3	Tues. 1/28	Strategies to build a movement	Read Part 2 Practices - Chapter 4 in Ryan & Jeffreys (pp. 61-99) Read Chapter 3 in Rickett book	- RR 3 due by start of class
	Thurs. 1/30	Planning & Developing a Communication Strategy	Read Chapter 5 in Ryan & Jeffreys Read Chapter 4 & 5 in Rickett book	-RR 4 due by start of class

Week 4	Tues. 2/04	Protests of the 60's - Civil Rights	Read Chapter 4 in Staggenborg Read Chapter 6 in Ryan & Jeffreys Read: https://www.vox.com/identities/2019/4/2/18287053/student-protest-charlottesville-fieldston-racism-inequality	-Due by start of class: Solid Draft of Strategic Action Plan Proposal - RR 5 due by start of class
	Thurs. 2/06	Racial Justice; Team Workshop	Read Lamont Hill's "Thank you, Black Twitter" article Read Bonila & Rosa #Ferguson article - meet w/ clients 2 nd part of class TBD	-Due by 11:59pm on 2/09: Action Plan Proposal - Dig Deeper: Social Movement Analysis -Come to class w/ key-take-aways from reading
Week 5	Tues. 2/11	Women's Movement	Read Chapter 5 in Staggenborg Read: https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-third-fourth Read: https://www.vox.com/identities/2018/1/19/16905884/2018-womens-march-anniversary	- RR 6 due by of class
	Thurs. 2/13	Feminism cont'd	Read Crenshaw's <i>Mapping the Margin's</i> article Read Lindsey's <i>Ain't Nobody Got Time For That</i> article	-Come to class w/ key-take-aways from reading - Due by start of class: Draft of program for Action Plan event
Week 6	Tues. 2/18	LGBTQ+ Movement	Read Chapter 6 in Staggenborg Read: https://www.vox.com/first-person/2019/7/17/20697174/lgbtq-civil-rights-fight-not-over	-RR 7 due by class -Due by start of class: Final Program for Event
	Thurs. 2/20	Digital Activism	Read Chapter 9 in Rickett book Read: https://www.vox.com/2015/12/8/9873822/social-media-activism-science Read: https://www.vox.com/policy-and-politics/2019/1/22/18177076/social-media-facebook-far-right-authoritarian-populism	-Come to class w/ key-take-aways from reading -Due by start of class: Draft of solo tactic for event - RR 8 due by class
Week 7	Tues. 2/25	Environmental Movement	Read Chapter 7 in Staggenborg Read: https://www.vox.com/energy-and-environment/2019/9/20/20876143/climate-strike-2019-september-20-crowd-estimate Read: https://www.vox.com/2019/9/19/20873043/greta-thunberg-climate-activism-washington-sunrise	-RR 9 due by of class -Due by start of class: Solo Tactic for Action Plan
	Thurs. 2/27	Team Work Session	Teams' Work Session meet w/ clients – TBD –USE THIS TIME WISELY TO PLAN FOR EVENT!	Work on FINALIZING program & tactics for event & any other logistics BEFORE SPRING BREAK

	3/03 - 3/05	Spring Break- No classes		Work on Dig Deeper: Social Movement Analysis Assignment
Week 8	Tues. 3/10	American Right-Wing Movements	Read Chapter 8 in Staggenborg Read: https://www.vox.com/policy-and-politics/2019/6/3/18624687/conservatism-liberals-internet-activism-jen-schradie Read: https://www.vox.com/world/2019/4/10/18283027/brexit-news-uk-eu-questions	-RR 10 due by start of class -Assign Wakelet Social Movement Mapping Project
	Thurs 3/12	Global Movements for social justice	Read Chapter 9 & 10 in Staggenborg Read: https://www.vox.com/world/2019/8/22/20804294/hong-kong-protests-9-questions Read Politicizing Black Death article Read Strong's article- Do African Lives Matter Read: https://www.jacobinmag.com/2017/01/el-salvador-fmln-arena-peace-accords	- RR 11 due by start of class -Assign Final Action Plan Assignment
Week 9	Tues. 3/17	Team workshop	Meet w/ client to get feedback on next steps for event - TBD	-Work on event
	Thurs 3/19	Team work session	Team Work Session – meet w/ clients: TBD Firm up Team assignments & “Calendar” prior to Advisement Day; ensure no Plan “loose ends” are left “hanging” before events	-Work on event -Draft of Dig Deeper: Social Movement Analysis due by start of class
Week 10	Tues. 3/24	Advisement Day	No Class – Advisement Day	Work on Event & attend others' sessions
	Thurs. 3/26	Team work session	Team work session;	-Work on event & attend others' sessions
Week 11	Tues. 3/31	Learning from collaboration - Evaluation	-Read chapters 7 & 8 in Ryan & Jeffreys -Reflecting on how event went? -Discuss Jigsaw Activity on 4/07	- Due by 11:59pm on Sunday, 4/05: Dig Deeper: Social Movement Analysis
	Thurs. 4/02	Workshop on final plan	Workshop; meet w/ client TBD	-Draft of Final Action Plan due by start of class
Week 12	Tues. 4/07	Team workshop;	Jigsaw Activity: Chapters 6, 7, 8, 10, & 11 in Ricketts	-Work on Action Plan -Jigsaw activity handout due

	Thurs. 4/09	Team Work Session	Read chapters 9 & Epligoue in Ryan & Jeffreys Read Chapter 12 in <i>Ricketts</i>	Work on final action plan & wakelet assignment
Week 13	Tues. 4/14	Team Work Session	Team workshop	Work on final action plan & wakelet assignment
	Thurs. 4/16	Team workshop	Team workshop	Work on final action plan & wakelet assignment
Week 14	Tues. 4/21	Client Presentation	Final Group Project Presentations on social justice event	- Due today: 15-20- minute PR Campaign Presentation to client/class due
	Thurs. 4/23	Workshop	Workshop	-Work on Wakelet Social Movement Mapping Project
Week 15	Tues. 4/28	Workshop	Workshops	-Work on Wakelet Social Movement Mapping Project
	Thurs. 4/30	Course Reflections', Final Team Work Session & Class Pot-Luck	Overall Course Reflections Class Pot-Luck	- Due: Wakelet Social Justice Mapping Project -Bring Pot-Luck Materials
	Mon., 5/04	FINALS WEEK 5/01 – 5/06: Enjoy Summer Break! 😊		Due by 4pm: Final Strategic Communications Action Plan