University of Florida
College of Journalism and Communications – Department of Public Relations
Global Activism and Social Change Communication

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My community organizing, academic training, and experiential knowledge led me to develop this course for the MAMC program. I hope you all enjoy this classs with the sas I do teaching it

This syllabus is subject to change, as the professor deems appropriate and necessary.

Course description:

Strategic methods of communication and community organizing are instrumental as communities across the world engage in practices of autonomy, social justice, and self-affirmation. Effective strategies for creating change arise from a myriad of communicative devices that have shaped twenty-first century community organizing as well as responses (or lack thereof) by media, corporations, and government agencies. Grassroots movements have historically been the roots of cataclysmic change because of their innate ability to galvanize a critical mass of marginalized populations. This online graduate course will delve into activism, social change, and social entrepreneurship from a local and global perspective in order to enhance students' perspectives of social change as it manifests via popular media and community action. As part of the course, students will critically analyze the political histories around national and global issues in order to better understand the depth of community organizing and breadth of social change communication. This course will also introduce and analyze activist rhetoric, strategies for social entrepreneurship, and methods for community empwoerment. Students will leave this course with the tools necessary to engage in strategic communication from a global activist framework.

This course has the following overall objectives:

- To describe historical forces that created social movements in various historical moments;
- To explain community organizing models and the relationship between strategic communication and social change;
- To apply cultural theory and critical pedagogy as lenses for understanding global activism from a pragmatic and holistic perspective.

Method of instruction: The online site in eLearning includes an Introduction to the course and 10 modules. The content will be delivered through audio lectures, outline notes as PowerPoint presentations, assigned readings, assignment guidelines, peer commentaries, and/or discussion rooms. Your participation is essential and required, with online posts and peer commentaries comprising a portion of your final grade. The quality of your participation in online discussions and assignments will affect your grade; therefore, active engagement is crucial. Not all of the materials that you read will be included in audio presentations or topical outlines, therefore, if you need further explanations or clarifications please consult with the instructor.

Required readings: Sets of required readings are available on Sakai. Three books will need to be purchased online or checked out via local libraries. Please see the course schedule for the complete list of readings. There may be additional readings in the form of handouts or Sakai postings at various times during the term.

Required Books:
Paulo Freire's *Pedagogy of the Oppressed*. [1970] 1993.
Dutta, Mohan J. *Communicating Social Change: Structure, Culture, and Agency,* 2011.
John D. H. Downing *Radical Media: Rebellious Communication and Social Movements,* 2000.

Online course administration - Canvas : Go to http://lss.at.ufl.edu. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Course evaluation: The evaluation of coursework will be based on the student's overall performance in five areas, each of which constitutes a proportion of the final grade. The area and grade allocations for each component of the online class' evaluation are as follows:

	Points
10 online posting (reading reactions)	30
5 peer commentaries	20
1 critical analysis of assigned book chapter	15
1 self-analysis of social change model	15
1 Essay reseraching a successful practice of social entrepreneurship	20
Total	100

The grading scale for the course is as follows:

Grading Scale:		
	A	92.5-100 points
	A-	92.4-89.5 points
	B+	89.4-86.5 points
	B	86.4-82.5 point
	B-	82.4-79.5 points
	C+	79.4-76.5 points
	C	76.4-72.5 points
	C-	72.4-69.5 points
	D+	69.4-66.5 points
	D	66.4-62.5 points
	D-	62.4-59.5 points
	F	below 59.4 points

FYI, University's Grading Policy:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html
Grades for this graduate course will be based on the total points earned over the term

Assignments

Ten postings [30 points total, 3 points each]. See online class schedule for topics and due dates:

Draft a written commentary based on the assigned prompt/question posed within each online module.

Five peer commentaries [20 points total, 4 points each]:

The five (5) peer commentaries are designed to engage graduate students in online commentary among peers in the classroom. Students will have the opportunity to comment, critique, and provide feedback on peer online discussion posts. The goal is to create an online dialogue among students so that we help each other along in the process of understanding global activism and social change communication.

   Students must comment on one student's post per assigned module. Be thoughtful and intentional with your commentary.

Avoid comments such as "I dis/agree" and please do not paraphrase what your peer wrote. Be original and provide your peer with engaged commentary.

 Critical Review of a book chapter (15 points):

      Students will read Students will read "Not Public Relations: Sustainable Communication" found in Module 6. Students will select four core components of "public communication" and give a detailed description and analysis of each core component. The description and analysis should be grounded on each student's understanding of "public communication" and if/how effective it can be in 21st century public relations and corporate responsibility vis-à-vis grassroots activism.The length of the critical review is five pages minimum and seven pages maximum. It should be double spaced and 12-point Times Roman font. It should closely follow the Publication Manual of the American Psychological Association (APA).

Self-analysis of Social Change Model (15 points):

      Students will engage in a self-reflection exercise where they bridge the Social Change model in their own understanding of social justice.

      Students will offer their perspective about how the Social Change model helps them understand leadership and change from a personal and global perspective.

      All segments of the social change model will help students understand how positive change manifests on a personal, interpersonal, and community level and will help students engage in practical methods for understanding their role in social justice.

      The length of the analysis is three pages minimum and five pages maximum. It should be double spaced and 12-point Times Roman font. It should closely follow the APA Publication Manual.

Essay on a a successful practice of social entrepreneurship (20 points):

        Students will leverage the reading assignments, course presentations, discussion forums, and their own research to identify, assess, and evaluate a successful organization that engages in the tenets of social entrepreneurship.

The essay should analyze the organization's creative impetus and discuss how social change communication was or could have been used to create change. What was the material impact? How did the organizers maximize their social impact while generating revenue?

The length of the essay is ten pages maximum, double spaced, and 12-point Times Roman font. It should closely follow the APA Publication Manual.

CLASS POLICIES

The University of Florida Honor Code applies to all work related to this online graduate course (see page 10). All students are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. Students are expected to participate in online discussions. Assigned readings should be completed in addition to follow topical outlines and watching video class lectures. Any material discussed and/or covered in the assigned readings may be included on examinations. Students will <u>not</u> be allowed to make up assignments outside the timeline set for the online course. Exceptions to this policy will be limited to <u>documented</u> exceptional (as defined by the professor) circumstances and at the discretion of the professor.

The professor reserves the right to make changes, if necessary, to the grading system, schedule, or other matters pertaining to the class.

The professor may also be reached via e-mail and the telephone, but please be aware that the professor will not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response. Therefore, barring an emergency situation, it is advisable to contact the instructor well in advance of a deadline in order to give the professor adequate time to respond to you.

Each of you plays a role in shaping this course. I encourage you to be actively involved in class discussions and activities. Please also be respectful of the contributions of others, and help create an online class environment that is welcoming and inclusive.

If you notice yourself having trouble in the course, it is crucial that you contact me immediately. Please feel free to approach me about any concerns or comments you might have about this online class.

Any evidence of plagiarism or cheating will result in an "E" for the course and possible disciplinary action.

Do not submit the same work to more than one class without prior written permission from both instructors. Do not adapt work from another class for this class without my prior written permission. Do not adapt someone else's work and submit it as your own. This online graduate course requires original work, created at this time, for this purpose.

Spelling counts. So does grammar, punctuation and professional presentation techniques.

An assignment turned in passed the deadline will be penalized one letter grade for each weekday it is late. This is a business where deadlines count. You cannot make excuses to your boss or a client if your work is late.

<u>Students with challenges</u>: I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality. In order to address academic needs, I must be informed of the student's

circumstance at the beginning of the semester before performance becomes a factor. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student's ability to succeed in this course. Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/).

Online Class and reading schedule

Week 1 -- Introduction

- Why is global activism important/relevant to the field?
- Short Lecture: "What is social justice?"
- "Social Justice Is" video

Week 2/Module 1– Theorizing Social Change Communication and Structures of Power [First online posting due]

Objective: To articulate key theoretical components of social change communications as well as interdisciplinary theories that help shape students' understanding of power, social change, and communication.

Required reading:
"Theorizing Social Change Communication" in *Communicating Social Change: Structure, Culture, and Agency* Mohan J. Dutta, 2011.

 Recommended readings:
"Introduction: Social Movements & Global Processes" by Jane Nash in Social Movements: An Anthropological Reader 2005.
"Nonviolent Power & Revolutionary Change" in Nonviolent Revolutions by Sharon Erickson Nepstad, 2011.

Week 3/Module 2 – Structures of Power, Structures of Marginality
[Second online posting due]

Objective: To summarize the machinations of structural power, privilege and oppression in several contexts (health, agriculture, socio-economic status, and identity politics)

Readings:
"Part 1: Structures and Marginalization" in *Communicating Social Change, Structure, Culture, and Agency* (65-166) Mohan J. Dutta, 2011.

Week 4/Module 3 – Radical Media and Media Theory: A Discussion
[Third online posting due & first peer commentary due]

Objective: To discuss components of media theory and the practice of alternative media for social change; to explain the social change model and apply it to your understanding of social change communication.

"Part 1: Concepts: Radical Media Intersects Media Theory" in *Radical Media: Rebellious Communication and Social Movements* John D. H. Downing 2000 (pages 1-100).
- Servant Leadership/Social Change Model
- Break down of the model and how it applies to social justice and activism
- http://www.leadershipandservice.ufl.edu/leadership.php
- http://www.socialchangemodel.org/

Week 5/Module 4 – Methods of Communicative Organizing
   [Fourth online posting due] [Analysis of Social Change Model Essay due]

   Objective: To discuss various methods of communicative activism and the practice of
         alternative visual media.

"Part 2: "Part 1: Radical Media Tapestry: Communicative Rebellion Historically and Globally" in *Radical Media: Rebellious Communication and Social Movements* John D. H. Downing 2000 (pages 101-234).

Week 6/Module 5– Online Organizing and Social Media Activism
   [Fifth online posting due & second peer commentary due]

Objective: To describe the rise of online advocacy and social justice communication.

"Part 1: Cyber-Social Movements Emerging Online" in *Cyberactivism: Online Activism in Theory and Practice*. Martha McCaughey and Michael D. Ayers (eds.) (25-116)

Week 7/Module 6 – Raising Community Consciousness, Pedagogies of the Oppressed
         [Sixth online posting due & third peer commentary due)

Objective: To explain the functions of power and privilege on a systemic level; to underscore the manifestation of intersectional oppression and the counter-act of activism from a pedagogical point of view.

Readings:
Chapter 1 Pedagogy of the Oppressed by Paolo Freire
Chapter 2 Pedagogy of the Oppressed by Paolo Freire

Week 8/Module 7 – Education is a Tool towards Liberation
   [Seventh online posting due] [Critical Analysis of Film Essay due]

Objective: To demonstrate a working knowledge of the process of political education and how it applies in community organizing.

Readings:
"The Process of Political Literacy" in the Politics of Education: Culture, Power, and Liberation by Freire, Macedo, and Giroux.
"A Revolution of Values" and "Embracing Change" in Teaching Transgression: Education as the Practice of Freedom by bell hooks, 1994.

Week 9/Module 8 – Introduction to Social Entrepreneurship
[Eighth online posting due & fourth peer commentary]

Objective: To gain a critical and historical perspective about the foundation of social entrepreneurship.

Readings:
"The Meaning of Social Entrepreneurship" by J. Gregory Dees.
"Social Entrepreneurship: Definition and Boundaries" by Samer Abu-Saifan in *Technology Innovation Management Review (February 2012)*.

Week 10/Module 9 – Distinguishing Social Entrepreneurship from other pursuits of enterprise
[Ninth online posting due and fifth peer commentary)
Objective: To evaluate the function of social entrepreneurship from social enterprise and other forms of capital gain and corportate social responsibility. Students will carefully examine how to distinguish social entrepreneurship in contemporary modes of change development.

Readings:
"Social Entrepreneurship versus social enterprise: An examination of the 'why' and 'how' in pursing social change" by Belinda Luke and Vien Chu in *International Small Business Journal*(2013).
Review website www.Skoll.org/Approach/ for effective and successul S.E. programs

Week 11/Module 10 – Civil Resistance and Public Engagement

[Tenth online posting due]

Objective: To gain a critical and historical perspective about the foundations and processes of civil resistance.

Readings:
"Migrant Mobilization: Factors Contributing to the Success of the Coalition of Immokalee Workers" thesis by Jane M. Walsh. (http://sfalliance.org/resources/Walsh2005.pdf)

Week 12 – Final Module
Final Paper Due

Recommended online resources:

www.colorlines.org
http://www.socialjusticejournal.org/
http://www.teachersforjustice.org/
http://culturalpolitics.net/
www.schoolofunityandliberation.org
www.counterpunch.org
http://www.motherjones.com/

Recommended readings for further consultation:
https://www4.uwm.edu/soe/center_new_professional_educators/upload/Teaching-for-Social-Justice-Banks-2004.pdf
bell hooks *Teaching to Transgress*
Chela Sandoval *Methodology of the Oppressed*

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact, Student Judicial Affairs, P202 Peabody Hall, 392-1261.

You can review UF's academic honesty guidelines in detail at:
http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php

Academic Honesty
All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following: Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.