



Global Social Change Communications
Spring 2022
PUR4443 section 4443 class 31118 (3 credits)
12:50-2:45 p.m. Mondays and 12:50 p.m.-1:40 p.m. Wednesdays

Instructor: Angela Bradbery

Office hours: 3-5 p.m. Thursdays or by appointment, 3200B Weimer Hall (in the Center for Public Interest Communications). I'm also available by email or phone at abradbery@jou.ufl.edu or w. (352) 294-2013, c. (202) 669-6517. Please allow at least 24 hours for a response during the week and 48 hours on weekends and holidays.

Course description and goals:

What does it take for a social change movement to succeed? How do nonprofit organizations effect positive social change throughout the world? In this course, we not only will delve into theories of change, but we also will analyze real-world change movements and campaigns, hearing from practitioners who are working to effect positive social change around the globe. We'll explore what constitutes success in social movements, the pros and cons of leaderless movements, whose voices are omitted from social change efforts, what obstacles to change exist and how to make people care about big issues. By the end of the course, students will have the tools and knowledge they need to advance social issues they care about.

Course objectives:

By the end of this course, you will be able to:

- 1) Exhibit a deep understanding of major global social change movements, including how they began, how they developed, the challenges they faced and what made them effective.
- 2) Explain the roles of nongovernmental organizations, charities, foundations, aid organizations and other entities in effecting positive social change around the world.
- 3) Determine whose voices have been omitted from past and present movements.
- 4) Apply key theories of change, as well as concepts about how ideas catch and spread, to social change campaigns.
- 5) Explain the benefits and limitations of digital media in social movement building and organization-led social change campaigns and apply that knowledge to ongoing campaigns.
- 6) Tailor communications campaigns for specific countries.
- 7) Develop the building blocks of a strategic plan for a social change campaign in a country of your choosing.

College of Journalism and Communications objectives

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:
- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

MUTUAL PLEDGE AND DIVERSITY STATEMENT

Mutual pledge

As your instructor, I pledge to open a window for you into the world of social change and guide you in your journey of learning not only concepts and tools but also the critical thinking skills necessary to being a change agent. In turn, you must do the work necessary to help me teach you. That means keeping up with the reading, completing the weekly writing assignments, being prepared for classes, participating in class discussions, and putting time and thought into your work.

Diversity statement

Some of the topics we will cover in this class may be difficult and uncomfortable. While I expect rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other students in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. My aim is for students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. I aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. However, I recognize the materials may have limitations and encourage suggestions for additional materials that offer diverse perspectives. Please let me know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone) that makes you uncomfortable, please talk to me about it. (Anonymous feedback is an option as well). If any class

meetings conflict with your religious events, please let me know so that we can make arrangements for you.

CLASS LOGISTICS

Deadlines

Deadlines must be met. If they are not, you will not receive credit for the assignment. The only exceptions will be for students with medical emergencies (you must have a doctor's note) or other genuine, documented emergencies. Please notify me as soon as possible if you have an emergency that will prevent you from completing an assignment.

If submission of your assignment is delayed because of technical issues with Canvas, please report the problem immediately, receive a ticket number from the UF Computing Help Desk and email it to me immediately. The ticket will document the time and date of your issue.

For technical issues related to Canvas, contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

Format for writing assignments

Please use AP style for all writing assignments. If you don't have the AP Stylebook, you can subscribe to it online (<https://www.apstylebook.com/on-line/>) or you can purchase a hard copy.

Course technology

You will need reliable Internet access and a reliable computer with Microsoft Word (or other word processing software that can generate a .doc or .docx file), Adobe flash (for viewing video content) and Adobe PDF reader. Please bring your computer to class.

Class attendance

Attendance is important, as class participation is a key part of your learning and will factor into your grade. To get the most out of the class, you must be present and participate in discussions and class activities. Being present doesn't simply mean you're in the room; it also means you're attentive and not texting, checking email, doing other work or using social media during class. **Excessive absences will harm your grade.**

If you do miss class, it is your responsibility to make up lost work, get notes from another student or otherwise ensure that you have caught up on what you missed. You are responsible for notifying the professor in advance of the cause of your absence and, if it is due to illness, providing a note from your medical provider.

Note: I recognize that things crop up and that students may have to a class during the semester. For that reason, at the end of the semester, I will drop everyone's lowest participation grade.

Class-related notifications

Please log in to Canvas daily to check for class-related announcements. You may set up alerts to forward messages directly to your UF email address. To adjust your notification settings in Canvas, [follow these guidelines](#).

Grading

Because you will learn more by discussing answers to questions rather than listening to a straight lecture, participating in class will be key to your learning. For that reason, class participation will constitute a significant portion of your grade. Likewise, written analyses will be critical to your learning, so they will be heavily weighted as well. The final project – a paper and presentation about a real-world campaign or movement – will provide a chance for you to put together all that you have learned in class.

Here's how the grading will be weighted:

- Class participation (discussions, activities, in-class writing assignments and quizzes) – 30%
- Writing assignments (outside of class) – 25%
- Final presentation – 15%
- Final project (written plan) – 30%

For more information, please see the university's policy on [grades and grading](#).

Students with special needs

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Course professionalism

Please be on time to class. Please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class. Please be collegial and respectful in your interactions with your fellow students, and welcome and treat with respect the diverse perspectives of others. Violators will be asked to leave the class.

Academic honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.’” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Read the Honor Code [here](#). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and crediting the source.

Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Recording of class

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSE SCHEDULE

Note: This schedule may change as the semester progresses to reflect the progress and needs of the class.

Week 1 (Jan. 5 only): Welcome! An introduction to the course and each other.

We'll provide an overview of the course (what you will learn and do) and introduce ourselves.

Week 2 (Jan. 10 and 12): More about the course and social change movements.

We'll take a deeper dive into the course and expectations. We'll also begin our overview of major social change movements.

Week 3 (Jan. 19 only): Behind the scenes of major social change movements.

Major change-making movements seem to appear out of nowhere, but most are the result of years of careful organizing and planning. This week, we'll explore all that goes into building a successful movement. We'll also discuss the parameters of your final project.

Week 4 (Jan. 24 and 26): Culture makes all the difference.

We'll explore how countries' cultures factor into campaigns and communications around those campaigns.

Week 5 (Jan. 31 and Feb. 2): Whose voices are heard?

We'll learn more about the structures and missions of nongovernmental organizations, charities and foundations, and examine why their level of activity varies from country to country.

Week 6 (Feb. 7 and 9): Whose voices are left out? What is success?

We'll examine why and how multinational organizations are becoming more inclusive in their approach to helping people globally. But whose voices are left out? Must movements have leaders to be successful? We'll also examine what constitutes success in a social change movement.

Week 7 (Feb. 14 and 16): Who has the power? How does change happen? Part 1.

How does change happen? This week, we'll delve into theories of change, with a focus on the six spheres of influence that are key to gaining power and effecting change.

Week 8 (Feb. 21 and 23): Who has the power? How does change happen? Part 2.

How do ideas catch and spread? Sociologists have studied this extensively. This week, we'll explore their theories and apply them to social movements and campaigns. We'll also explore the concept of three key organizing capacities that provide social movements with the power to influence decisionmakers.

Week 9 (Feb. 28 and March 2): How do you make people care about big problems?

Why is it so difficult to get people to care about big problems that affect millions of people? What can communicators do to make people care?

(March 7 and 9): SPRING BREAK.

Week 10 (March 14 and 16): I have a Twitter account. Can I start a revolution? Part 1.

Digital media proved powerful for the Arab Spring movement, the activists in Gezi Park (Turkey) and the Occupy Wall Street movement. Digital media also has been a vital tool for nonprofits worldwide. But is it enough alone to sustain a movement and lead to change? This week, we'll dive into the benefits and limitations of digital media in social movement building and in organization-led social change campaigns.

Week 11 (March 21 and 23): I have a Twitter account. Can I start a revolution? Part 2.

This week, we'll explore how key social media platforms are used, by whom and in which parts of the world. We'll also learn the basics of how to identify target audiences and effective messengers and use digital media to advance social change campaigns.

Week 12 (March 28 and 30): We've got this! What could possibly go wrong?

Obstacles abound in any effort to effect positive social change: corrupt and/or authoritarian governments, excessive corporate power, disinformation campaigns, censorship and more. What are the hurdles and how do change agents overcome them?

Week 13 (April 4 and 6): And now, we are pleased to present ...

Presenting information skillfully to a group takes practice. This week, we'll work on presentation skills in advance of your final class presentations. I'll also meet with students to discuss their projects.

Week 14 (April 11 and 13): Final project presentations.

Students present their final projects to the class.

Week 15 (April 18 and 20 [LAST DAY OF CLASSES]): Final project presentations.

Students present their final projects to the class.

READING MATERIALS

REQUIRED BOOK. This book is available for free as an ebook from the UF library.

Tufekci, Z. (2017). *Twitter and Tear Gas; The Power and Fragility of Networked Protest*. Yale University Press.

BOOK AND ARTICLE EXCERPTS.

Centola, D. (2021). *Change: How to Make Big Things Happen*. Little, Brown Spark.

Stanford University, The Martin Luther King Jr. Research and Education Institute. Montgomery Bus Boycott. (n.d.). kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott

Chappell, B. (Oct. 20, 2011). *Occupy Wall Street: From A Blog Post To A Movement*. NPR. <https://www.npr.org/2011/10/20/141530025/occupy-wall-street-from-a-blog-post-to-a-movement>

Schneider, N. (Oct. 12, 2011). *From Occupy Wall Street to Occupy Everywhere*. *The Nation*. <https://www.thenation.com/article/archive/occupy-wall-street-occupy-everywhere/>

Editors. (Jan. 17, 2020). *Arab Spring*. History.com. <https://www.history.com/topics/middle-east/arab-spring>

NPR Staff, The Arab Spring: A Year of Revolution. (Dec. 17, 2011). NPR.
<https://www.npr.org/2011/12/17/143897126/the-arab-spring-a-year-of-revolution>

Harlan, J., Chambers, V. & Schuessler, J. (Aug. 20, 2020). Suffrage at 100; a Visual History. *New York Times*. <https://www.nytimes.com/interactive/2020/08/17/us/suffrage-movement-photos-history.html?searchResultPosition=3>

Christiano, A. and Neimand, A. (2018). The science of what makes people care. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/the_science_of_what_makes_people_care

Christiano, A. and Neimand, A. (2017). Stop raising awareness already. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/stop_raising_awareness_already

Christiano, A. and Neimand, A. (2017). The back-of-the-envelope guide to communications Strategy. *Stanford Social Innovation Review*.
https://ssir.org/articles/entry/the_back_of_the_envelope_guide_to_communications_strategy

Shorters, T. (2019). “You can’t lift people up by putting them down”: How to talk about tough issues of race, poverty, and more. *The Chronicle of Philanthropy*.
<https://www.philanthropy.com/article/You-Can-t-Lift-People-Up/246559>

Potter, W. (2020, Aug. 6). The health care scare: I sold Americans a lie about Canadian medicine. Now we’re paying the price.” *The Washington Post*.
<https://www.washingtonpost.com/outlook/2020/08/06/health-insurance-canada-lie/?arc404=true>

Cottle, M. (2018). How Parkland students changed the gun debate.” *The Atlantic*.
<https://www.theatlantic.com/politics/archive/2018/02/parkland-students-power/554399/>

Kristof, Nicholas. “Nicholas Kristof’s Advice for Saving the World.” *Outside*. Nov. 30, 2009.
<https://www.outsideonline.com/1909636/nicholas-kristofs-advice-saving-world>

Neimand, Annie. “How to Tell Stories About Complex Issues.” *Stanford Social Innovation Review*. May 7, 2018. https://ssir.org/articles/entry/how_to_tell_stories_about_complex_issues

Wen, W. And Shammas, B. (2020, Dec. 21). Why Americans are numb to the staggering coronavirus death toll. *The Washington Post*. <https://www.washingtonpost.com/health/2020/12/21/covid-why-we-ignore-deaths/>

INTERNATIONAL NEWS SOURCES

[Associated Press](#)

[BBC](#)

[Democracy Now!](#)

[The New York Times](#) (free to UF students. See below for access instructions.)

[Reuters](#)

[The World - PRI](#)

The New York Times. To subscribe to *The New York Times*, follow the instructions below:

1. Go to <https://my.ufl.edu/ps/signon.html>
2. After signing in, select the Navigation Bar in the upper right corner (three stacked horizontal lines)
3. Select “Main Menu”
4. Select “Quick Links”
5. Select “NY Times”
6. Select “Subscribe Now” and follow subscription instructions.
7. Verify email address
8. Access NY Times

ADDITIONAL UF RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.