Global Social Change Communications Fall 2023
PUR4443 section 3E20 class 21425 (3 credits)
1:55 p.m. – 3:50 p.m. Mondays and 3:00 p.m.-3:50 p.m. Wednesdays

Instructor: Dr. Rebecca Frazer

Office: Weimer Hall 2066B
Office hours: 12:30 – 2:30 p.m. Wednesdays or by appointment
Email: r.frazer@ufl.edu (Email is the best way to reach me when I'm not in my office. Please allow 36 hours for a response before following up, excluding weekends and holidays.)
Office Phone: (352)-392-3081

Course description and goals:
What does it take for a social change movement to succeed? How do public interest 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 through the perspective of a communicator. How is communication used to build successful social change movements? We'll explore what constitutes success in social movements, the pros and cons of leaderless movements, the role of culture in movements and the importance of identifying whose voices are missing from conversations around critical 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) Describe highlights 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 communication 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:

- 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.

CLASS LOGISTICS

Deadlines

Unless stated otherwise in the assignment description on Canvas, all written assignments **must** be submitted **to Canvas,** in word (.doc, .docx) or .pdf format, by the assigned deadline unless otherwise stated.

> *****NOTE: Only assignments submitted**
> **1) through Canvas AND**
> **2) before the assigned deadline AND**
> **3) in .doc, .docx, or PDF file format**
> **will be accepted and graded! All assignments not conforming to the above guidelines will be given a grade of 0.*****

Unless I determine that an extenuating circumstance has occurred (per university guidelines regarding reasons for failure to engage in class), submissions emailed to me after the Canvas submission box has closed will not be graded. **It is your responsibility to not wait until the last minute** to finish assignments, in order to avoid technical problems such as spotty internet connections, computer crashes, etc. that may interfere with timely submission.

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).

Attribution in writing assignments
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 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 or tablet to class.

Class Attendance
Attendance is important to student success in this class. That said, absences happen, and it is the student's responsibility to communicate with the instructor regarding absences in order to maintain their standing/progress in this course. Please carefully read the policies below regarding the two different types of absences (excused and unexcused):

Excused Absences: I follow the university's guidelines regarding student absences that are excusable (i.e., absences that will not result in a penalty to the student's grade). Please read these guidelines carefully to note what types of absences can be excused. Examples of excusable absences include health emergencies, required university athletics participation, and religious holidays. Please note that for such an absence to be excused by the instructor, the student **must provide prior written (or email) notice to the instructor prior to the event whenever possible.** In the event of an unexpected emergency, the student must notify the instructor of the reason for their absence in a timely manner as soon as the emergency has passed. A student may not wait until weeks after a crisis or illness has passed to contact the instructor about excusing absences or making up missed work; I will not honor such requests. The instructor reserves the right to request supporting documentation for excused absences as appropriate.

Unexcused Absences: A student may miss up to two classes for reasons not covered in the "excused absences" policy without a penalty to their grade at the end of the course. However, the instructor is not responsible for providing the students with notes or class recordings for unexcused absences, nor may the student make up in-class activities that might occur when they are absent. If a student misses more than two classes (unexcused), each additional absence will result in a 5% grade reduction in their overall class grade.

Class Professionalism and Participation

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 different perspectives of others. Threats, profanity directed at others, personal attacks, discriminatory slurs, etc. are never appropriate in any type of class communication.

Additionally, the following behaviors may result in a penalty assessed to your grade.
- Persistent tardiness or regularly leaving class early without prior permission.
- Failure to actively participate in class activities.
- Inattentiveness in class (e.g., texting, checking social media/email, sleeping, etc.).
- Disrespectful or unprofessional behavior or communication with the instructor or peers.

The instructor will warn any student of a potential participation penalty prior to implementing the penalty, in order to give the student the opportunity to correct their behavior and avoid a grade reduction.

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

Here's how the grading will be weighted:

Assignment Summaries (Details Provided on Canvas)	Points / %
Comprehension and Integration Tasks • Brief assignments throughout semester focused on understanding and reflecting on class materials	30 pts / 30%
Case Study Written Analyses • 2 written analyses; 15 pts each	30 pts / 30%
Final Project • Includes milestone checkpoints throughout the semester, culminating in a final paper	40 pts / 40%
TOTAL	100 pts / 100%

[Note: Grade penalties may be assessed for attendance and participation violations; please see sections above on class attendance and class participation/professionalism.]

Grading scale

A = 93 - 100%
A- = 90 - 92.99%
B+ = 87 - 89.99%
B = 83 - 86.99%
B- = 80 - 82.99%
C+ = 77 - 79.99%
C = 73 - 76.99%
C- = 70 - 72.99%
D+ = 67 - 69.99%
D = 63 - 66.99%
D- = 60 - 62.99%
E = below 60%

For more information, please see the university's policy on grades and grading.

Students with disabilities
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.

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.

Plagiarism

The Student Honor Code and Student Conduct Code states that "A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

Submitting materials from any source without proper attribution.

Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

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.

TENTATIVE COURSE SCHEDULE

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

Week 1 (Wed, Aug 23rd – [Classes Start])
- Class Overview and Introductions

Week 2 (Mon, Aug 28th and Wed, Aug 30th)
- Intro to Social movements; Introduce Final Project

Week 3 (Wed, Sep 6th -- [No Class Mon, Sept 4th—Labor Day]**)**
- Theories of Change Part 1

Week 4 (Mon, Sept 11th; Wed, Sept 13th)
- Theories of Change Part 2
- Case Study 1

Week 5 (Mon, Sept 18th; Wed, Sept 20th)
- Constructing Social Change Campaigns

Week 6 (Mon, Sept 25th; Wed, Sept 27th)
- Constructing Social Change Campaigns
- Case study 2

Week 7 (Mon, Oct 2nd; Wed, Oct 4th)
- Media and Social Change Part 1

Week 8 (Mon, Oct 9th; Wed Oct 11th)
- Media and Social Change Part 2

Week 9 (Mon, Oct 16th; Wed Oct 18th)
- Media and Social Change Part 3
- Case study 3

Week 10 (Mon, Oct 23rd; Wed, Oct 25th)
- Media and Social Change Part 4

Week 11 (Mon, Oct 30th; Wed, Nov 1st)
- Ethical Issues in Social Change Part 1

Week 12 (Mon, Nov 6th; Wed, Nov 8th)
- Ethical Issues in Social Change Part 2
- Case Study 4

Week 13 (Mon, Nov 13th; Wed, Nov 15th)
- Research Skills for Social Change Campaigns
- Final Project Meetings

Week 14 (Mon, Nov 20th; [No class Wed, Nov 22nd—Thanksgiving Holiday]**)**
- Final Project Meetings

Week 15 (Mon, Nov. 27th; Wed, Nov 29th)
- Resistance to Social Change

Week 16 (Mon, Dec. 4th; Wed, Dec. 6th)
- Careers and Futures in Social Change
- Course Wrap-up

READING MATERIALS

BOOK AND ARTICLE EXCERPTS (Please note: more readings may be added as the semester progresses; all readings will be provided to students by the instructor at no cost. This course requires no textbook purchases.)

Tufekci, Z. (2017). *Twitter and Tear Gas; The Power and Fragility of Networked Protest.* Yale University Press. **(Available through Course Reserves on Canvas.)**

Centola, D. (2021). *Change: How to Make Big Things Happen.* Little, Brown Spark. **(Available through Course Reserves on Canvas.)**

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

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/

SELECT INTERNATIONAL NEWS SOURCES

Associated Press
Reuters
BBC
The New York Times (free to UF students. See below for access instructions.)
The Wall Street Journal (available to UF students through the library)
The World - PRI (radio)

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.