Global Social Change Communications
PUR4443 (3 credits) * Spring 2026
1:55-3:50 p.m. Mondays and 1:55-2:45 p.m. Wednesdays
Weimer 3215

Instructor: Angela Bradbery

Office hours: 2-4 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:
What does it take for a social change movement to succeed? How do 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 communications used to build successful social change movements? We'll explore what constitutes success in social movements, the role of culture in movements and the importance of identifying whose voices are missing from conversations around critical issues. For your final project, you'll participate in a talk-show-style interview in front of the class with several other students, discussing the issues and campaigns you followed during the semester. By the end of the course, you'll have the tools and knowledge you need to advance social issues you 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 the role communications played in their growth and trajectories.
2) Identify the ways communications can help build social change movements.
3) Analyze ongoing campaigns, comparing their communications efforts to best practices.
4) Identify the steps needed to take culture into account in social change communications and apply those steps to ongoing campaigns.
5) Explain the roles of nongovernmental organizations, charities, foundations, aid organizations and other entities in effecting social change around the world.
6) Determine whose voices have been omitted from past and ongoing campaigns and movements.
7) Apply key theories of change, as well as concepts about how ideas catch and spread, to social change campaigns.
8) 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.
9) Tailor communications campaigns for specific countries.

10) Conduct research on countries and campaigns, and answer questions about the campaigns from peers in a talk-show format in front of the class.

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.

TIPS FOR SUCCESS

You don't have to know a lot about social issues for this class -- just bring a sense of curiosity and an eagerness to learn about issues and how to use research-based strategic communications to effect change in the world. That said, you will get more out of this class if you keep apprised of international news and events, because you will be able to apply concepts we discuss to real-world events. Good sources of international news include the BBC, Reuters, the Associated Press, PBS Newshour, The World (PRI), The Wall Street Journal, the New York Times and the Economist.

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

CLASS POLICIES

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.

In the professional world, people who are running late or are going to be absent notify their employer and/or colleagues. It's a good habit to get into, so please notify me and your teammates (if you are working in a team) if you are going to be late or absent. 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.

I recognize that things crop up and you may have to miss a class during the semester. For that reason, at the end of the semester, I will drop each student's lowest participation grade.

Class professionalism
Did you know that multitasking during class hinders your ability to absorb information and virtually ensures that you will miss a critical point being made by another student or the instructor? For that reason, please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class.

Please be on time to class. Being late means missing updates and announcements, as well as the introduction to the material we are covering, which is key to putting it in context. (See note above about class attendance.)

Deadlines
Communications work is deadline oriented, so it's important to meet assignment deadlines. If you do miss a deadline and submit your assignment late, I'll still assess it, but I will reduce the total number of points you can receive. The number of possible points will drop over three days to 0. I will make exceptions for students with documented medical emergencies (e.g. 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.

This policy doesn't pertain to the final project. If that isn't completed by the deadline, the student will get a 0.

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 Associated Press (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.

Attribution in writing assignments
You likely have heard about careers being derailed because someone copied material from a book, article or other source and represented it as their own (aka plagiarism). It's a serious offense, both in school and the professional world. That's why, 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. **Do not copy anything word for word, regardless of the source, without putting quotes around it and crediting the source. Doing so constitutes plagiarism, which will result in a 0 on the assignment and could lead to disciplinary action.**
Artificial intelligence (AI)

In this course, you may be asked to use generative AI for some assignments. Increasingly, AI is used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! When AI is allowed or encouraged in assignments, you will need to document how AI was used. This could include providing your original prompts, showing the editing that you did to the created content, or using appropriate citation of information obtained via generative AI.

***Using AI** when not explicitly allowed is considered a violation of the honor code, as you are presenting content as your own that was not fully created by you.*

Various AI detection tools are available (built within Canvas and externally such as ZeroGPT), and many AI platforms follow very formulaic response patterns. If I am concerned that your work is not your own, I will try to verify the originality of your work. If unable to do so, I may ask you to resubmit the assignment detailing how you arrived at your submission.

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 learn how to manage announcement, visit this page. To adjust your notification settings in Canvas, follow these guidelines.

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.

About classroom discussions
Please engage in class discussions with care, respect and empathy for others, recognizing that people come from an array of backgrounds and have different perspectives. My aim is for students from all backgrounds to find this course valuable and to view others' ideas as a resource and benefit. I aim to present materials that are respectful 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 different 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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate or compel a particular feeling, perception, viewpoint or belief.

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 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. You may also will need access to an AI platform. I recommend the UF AI tool (NaviGator) or Copilot; you should be able to log in using your UF credentials. **Please bring your computer to class**.

Grading
Because you will learn more by discussing answers to questions rather than listening to a 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 will provide a chance for you to put together all that you have learned in class.

Here's how the assignments will be weighted:

- ➢ Class participation (discussions, activities, in-class writing assignments) – 30%

- ➢ Writing assignments (outside of class) – 35%

- ➢ Final project – 35%

Grading scale

A = 94 - 100%
A- = 90 - 93.99%
B+ = 87 - 89.99%
B = 84 - 86.99%
B- = 80 - 83.99%
C+ = 77 - 79.99%
C = 74 - 76.99%
C- = 70 - 73.99%
D+ = 67 - 69.99%
D = 64 - 66.99%
D- = 61 - 63.99%
E = below 61%

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

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the GatorEvals <u>Providing Constructive Feedback</u> FAQ page. 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 the <u>GatorEvals</u> website. Summaries of course evaluation results are available to students at the <u>GatorEvals Public Results</u> page. More information about UF's course evaluation system can be found at the <u>GatorEvals Faculty Evaluations</u> website.

University Policy on Academic Conduct
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 honesty 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 <u>Student Honor Code and Student Conduct Code</u> specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic

misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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."

COURSE SCHEDULE

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

Week 1 (Jan. 12 and 14): Welcome to the course!
This week, we'll get an overview of the course and introduce ourselves. We'll talk about how a social change movement is defined and what countries and issues interest you.

Week 2 (Jan. 21 only): Movements and campaigns
We have just one class this week because Monday is a holiday. We'll explore the difference between a movement and a campaign and discuss how they each advance social change in different ways.

Week 3 (Jan. 26 and 28): 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 and the role of communications in making those movements successful.

Week 4 (Feb. 2 and 4): Culture makes all the difference
We'll explore how cultures factors into campaigns and communications around those campaigns. We'll also dive into the importance of understanding worldviews and values and the role of public interest communications in bridging cultural and other divides.

Week 5 (Feb. 9 and 11): Whose voices are heard? Whose voices are not 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. We'll also examine whose voices should be included but are omitted from global social change campaigns.

Week 6 (Feb. 16 and 18): What is success?
What is success in a social change movement? Is it as simple as effecting a policy change? Or is it broader and deeper? Can a campaign fail to achieve short-term goals but still make long-term progress? We'll look at the many ways success is defined and consider answers to these questions.

Weeks 7 and 8 (Feb. 23 and 25, and March 2 and 4): Who has the power? How does change happen?
How do social movements build power? We'll focus on two frameworks. The first is "the three capacities," developed by sociologist Zeynep Tufekci. The second is "the six spheres of influence," which helps public interest communicators craft strategies. We'll also learn what a theory of change is and why it's so important to social change efforts.

Week 9 (March 9 and 11): How ideas spread
How do ideas catch and spread? Sociologists have studied this extensively. This week, we'll explore some of their theories and examine how public interest communicators can apply them to social change work.

SPRING BREAK: WEEK OF MARCH 16

Week 10 (March 23 and 25): Social media: the power and limitations in social change movements
Social media been a powerful tool for many movements. Digital media also has been vital 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 social and digital media in social movement building and in organization-led social change campaigns.

Week 11 (March 30 and April 1): **Making people care about big issues**
With all the suffering int he world, why is it so difficult to get people to care? Why do people turn away from problems that affect millions of people? We'll explore what research says about this phenomenon and what can communicators do to make people care about big issues.

Week 12 (April 6 and 8): **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 communicators overcome them?

Week 13 (April 13 and 15): **Final project work**
We'll work in class to prepare for the final projects.

Week 14 (April 20 and 22): Final project presentations
We'll wrap up the semester with project presentations and reflections on what we learned over the semester.

READING MATERIALS

BOOK AND ARTICLE EXCERPTS

√ 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.)**

√ Christiano A., & Bradbery, A. (2025). *Public Interest Communications: Strategy for Changemakers.* Routledge. (**Available digitally through the UF Library.**)

√ Assorted articles will be assigned as well. Links will be provided in Canvas.

UF RESOURCES

University Policy on Accommodating Students with Disabilities
Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Getting Help

Technical Difficulties
For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- http://helpdesk.ufl.edu
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care**: If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit [U Matter We Care](#) to refer or report a concern, and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [UF Counseling & Wellness Center](#) website or call 352-392-1575 for information on crisis services and 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 [UF Student Health Care Center](#) website.
- **University Police Department**: Visit the [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 in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Shands Emergency Room/Trauma Center](#) website.

Academic and Student Support

- **Career Connections Center:** For career assistance and counseling services, visit the [UF Career Connections Center](#) website or call 352-392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the [UF George A. Smathers Libraries Ask-A-Librarian](#) website.
- **Teaching Center:** For general study skills and tutoring, visit the [UF Teaching Center](#) website or call 352-392-2010.
- **Writing Studio:** For help with brainstorming, formatting, and writing papers, visit the [University Writing Program Writing Studio](#) website or call 352-846-1138.