

Syllabus

COM 515: Persuasion in Social Movements

Purdue University Fort Wayne
Winter/Spring 2022: 1/10/22 – 5/8/22
Asynchronous Virtual on Brightspace

Professor: Michelle Kelsey, PhD. (Dr. K)

Office Hours: by appointment on zoom: [Make an appointment with me here.](#)

Office: NF 230B

Office Phone: 481-0275

Email: kelseym@pfw.edu

Course Description: A study of the concept of persuasion in social movement theory and the role rhetoric has played historically in selected social movements such as suffrage, women's liberation, civil rights, evangelism, and trade unionism.

Required Texts: All readings will be supplied on Brightspace.

Learning Objectives:

In this course, students will be able to:

- ✓ Chart the significant changes in rhetoric and rhetorical criticism as they pertain to social movements
- ✓ Identify key components of the rhetorical nature of social movements
- ✓ Chart the significant changes in rhetorical strategies employed by various social movements
- ✓ Analyze and evaluate the impact of social movements over time
- ✓ Demonstrate an understanding of various rhetorical techniques employed by social movements through the production and delivery of sound analyses of rhetorical artifacts
- ✓ Assess the relationship that exists between rhetoric and democracy
- ✓ Present sound rhetorical analyses of a particular social movement in both written and oral communicative contexts.

Course Policies:

Teaching Philosophy: We have mutual responsibilities in the pursuit of education. I am committed to creating with you an environment where you can take intellectual risks, challenge your understandings of the world, and learn theoretical and practical knowledges that will effect your development as a person. These commitments require open minds, critical reflection, and open dialogue—your commitment to these ideals is central to the function this environment. Although this is not a traditional classroom format we continue to have obligations to each other. I will thoughtfully produce modules that will guide your learning over the course, each week I will post a video that explains what is on the agenda for the week, and will respond to your inquiries as quickly and efficiently as possible. Your commitments, then, are to prepare thoughtful and carefully constructed responses to the scheduled assignments, participate fully and meet expectations, seek assistance from Dr. K as needed, be resourceful in teaching yourself how to use and trouble-shoot in Brightspace and other technology needed in this course, and to make this class a priority.

Class Room Behavior: My teaching philosophy hinges on cooperation between students and myself to create a classroom environment that is a safe space for self-expression. I insist on mutual respect for all similarities and differences that might emerge as we get to know each other over the course of the semester. Intolerance to different backgrounds, beliefs, abilities, and ideas works against the goals of this course. Please see the PFW [Statement on Diversity](#). ^[L]_[SEP]

Course Communication: All formal course communication will occur through Brightspace. When you are

emailing me, it is best to do so through the Brightspace interface to ensure that your email does not get sent to spam on my end.

Professionalism: Professionalism includes active participation in class, interest in learning, attitude toward the course, and attendance. Professionalism consists of presenting yourself *and your work* in a manner consistent with respect for the subject, your class colleagues, your team members, yourself, and the instructor. It also includes ethical academic behavior, submission of complete assignments, respectfully engaging in dialogue with other students in the course, and the composition of communication with your professor. *Failure to adhere to basic expectations of professionalism with result in reduced grades.*

Office Hours: Office hours, like class, will be held virtually over zoom. Please use this link to make an appointment with me: [Make an appointment with me here.](#)

Email Policy: I check my email regularly during the weekdays and will respond to your email requests in a timely manner. If you do not receive a response in 48 hours please email again. If you can find the information you are seeking on the syllabus or on brightspace your email will not be my priority. Note: Emails should be considered a formal means of communication with your professor, meaning emails should include salutations, complete sentences, correctly spelled words, and your name at the end. I reserve the right to disregard any emails that do not meet the minimum requirements of professionalism.

Make-ups: You may make up any missed assignments provided you have documented university excused obligations. You *must* notify me in advance of your absence and work to complete your assignments within the week of your return.

Late Assignment Policy: If you feel like you will not be able to complete an assignment on time, please let me know as soon as possible. In many cases we can work out an alternative for you. If you do not communicate with me well in advance of the deadline, I will assign a zero for any assignments not turned in on their due date.

Attendance: While this is an asynchronous virtual course, I will not be taking attendance; however, it is my expectation that you will be logging into the course several times a week to participate in discussions, connect with your groups, etc.

Disability Recourse: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for [Services for Students with Disabilities.](#)

Grievance Policy: If you believe there has been a mistake in grading you are welcome to contest your grade provided you adhere to following procedure: A. wait at least 24 hours, but not more than 7 days from receipt of grade; B. Email to establish a time to meet to discuss the assignment. C. With that email please send a word document with clearly written and thoughtful arguments about the specific moments in the assignment that you feel are unjust (please edit and spell check this). In your reasoning please focus on the quality of work and my expectations for the assignment rather than reasons relating to your personal life, other students work, or broad complaints about the course.

Academic Integrity: Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of both instructors, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute [academic misconduct](#) (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) as well as the [potential consequences](#) (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e. failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

To be clear: Any instances of plagiarism will result in your failure of the assignment, and potentially the course. I will also report any infractions to the University.

Notice of Materials As a scholar and a teacher I am committed to the interrogation of cultural artifacts including: television, film, music, and other forms of media. Given this focus, some of the material we may watch and discuss in class may contain violence, sexuality, drug use, racism, sexism, profanity, and more. This syllabus and your enrollment in the class signify that you are aware of the potentially offensive material that we may critically examine in the class. In other words, this course is rated 'R'.

Expectations for Submitting Required Work

All work for this class should be submitted in APA style.

Assignments

Weekly Discussion (150 points) Details will be made available on Brightspace

Group Discussion Leadership (100 points) Details will be made available on Brightspace

Term paper (350 points)

1. Prospectus (25 points) In 2-3 pages you will propose a study of a specific social movement's rhetorical strategies. The proposal should include a preliminary bibliography of 10 sources.
2. Annotated Bibliography (50 points) As scaffolding for the final manuscript, you will complete an annotated bibliography. You should plan to annotate 12 sources related to your topic.
3. Advanced Draft and outline to Dr. K (no more than 8 pages but can be any 8 pages of paper plugged into a full outline) (75 points) Writing is a process, a tough, tedious process. Refinement, drafting, and redrafting are central components to the development of sophisticated writing skills. You will complete both for me and for a peer a draft of your final manuscript. You should produce at least 6 but no more than 8 pages of your manuscript for this exercise. It can be any six pages. As a part of this document, I am asking that you outline the portions of the paper that are not present in this draft so I and your peers might better situate our comments and feedback.
4. Peer Review (25 points). Reading and editing can greatly improve writing and research skills, towards this end each of you will review the Advanced Draft assignment completed by another student in the course. You may pick your partners or I can select them for you. I will provide you guided questions for the peer review to help focus your comments for your colleagues.
5. Final Draft of Manuscript (125 points) For the final manuscript you should strive to produce a document that could be submitted to an academic conference such as NCA or CSCA. You will submit the final documents in hard copy the day we meet for the final session.
6. Presentation of Research (50 points) During our last two meetings each of you will have the opportunity to present your research. These should be conference style presentations last no longer than 10-12 minutes.

Grade Distribution

A	94%-100%	564-600.0
A-	90%-93%	540-563.9
B+	87%-89%	522-539.9
B	83%-86%	489-521.9
B-	80%-82%	480-488.9
C+	77%-79%	462-479.9
C	73%-76%	438-461.9
C-	70%-72%	420-437.9
D+	67%-69%	402-419.9
D	63%-66%	378-401.9
D-	60%-62%	360-377.9
F	0%-59%	0-359.9

Grading Policy

A grade: Exceptional effort. Student goes beyond expectations, demonstrates a strong understanding of course material, and makes connections between coursework and career goals. Written work conforms to all APA standards.

B grade: Good work. Student effort is above average and demonstrates a good understanding of course material. Written work mostly conforms to all APA standards.

C grade: Satisfactory work. Student meets the basic requirements and demonstrates basic understanding of course material. APA standards are minimally met.

D grade: Unsatisfactory work. Student does not meet all of the minimum requirements and does not demonstrate understanding of course material. Writing disrupted by grammatical and typographical errors. APA standards are not met.

F grades: Failing. Student does not meet the assignment requirements or engages in academic dishonesty.

Week 1

Dr. Carr: Overview of Graduate Program

Review the Syllabus

Discussion:

Boxing Plato's Shadow Chpt. 1, 3;
Overview of rhetorical theory
Preview rhetorical methods

Week 2

McGee, Ideographs
Palczwski, Suffrage
McKerrow, Critical Rhetoric
Fisher, Narrative Paradigm
Burke, pp. 191-204
Ott & Aoki, Matt Shepard

Week 3

Defining Social Movements

Chesters and Welch, Introduction (skim rest of text)
Tilly and Wood, Chapter 1
Morris and Brown
Griffin
Scott and Smith
Simons
Campbell
Gregg

Week 4

Rhetorical Dimensions of Social Movements

Morris and Brown
Windt
Campbell
Cathcart
Cox and Faust
Morris and Brown, Chapter 2 (all)
Optional but **strongly recommended**: Tilly and Wood, Chapter 2
Prospectus Due

Week 5

Rhetoric of Agitation

Morris and Brown Chapter 3 (all)
Bowers, Ochs, Jensen, and Schulz, BB

Week 6

Rhetoric of Control

Bowers, Ochs, Jensen, and Schulz, BB
Morris and Brown, Chapter 5

Week 7

Development of Social Movements

Tilly and Wood, Ch, 4 and 5
Morris and Brown, Chapter 6
Bowers, Ochs, Jensen, and Schulz, BB

Week 8 Spring Break!!!

Week 9

New Social Movements and Counterpublics

Chesters and Welsh, New Social Movements

Asen and Brouwer (BB)

Palczewski (BB)

Morris and Brown, Lake, Dow, Chavez (selections from Chapter 4)

Annotated Bibliography Due

Week 10

Transnational Social Movements

Tilly and Wood, Ch. 6 and 7

Waisanen, Ousting Milosevick

Allam, Arab Spring

D'enbeau, Transnational Feminist Advocacy

Week 11

Boycotts, Buycotts, and economics of protest

Pezzullo, P. C. (2011). Contextualizing boycotts and buycotts: The impure politics of consumer-based advocacy in an age of global ecological crises. *Communication & Critical/Cultural Studies*, 8(2), 124-145. doi:10.1080/14791420.2011.566276.

Sandlin, Deviance, Dissonance, and Detournement: Culture jammers' use of emotion in consumer resistance. *Journal of Consumer Culture*, 9, 79-115

Film Screening in class: Reverend Billy and the Church of Stop Shopping; What Would Jesus Buy?

Outline and Draft Due

Optional but *strongly recommended*: Micheletti, M. & Stolle, D. (2008). Fashioning social justice through political consumerism, capitalism, and the internet. *Cultural Studies*, 22, 749-769.

Week 12

Clicktivism, Social Media, and Movements

Gladwell, M. (2010 Oct. 4). Small change: Why the revolution will not be tweeted. *The New Yorker*.

Retrieved from:

http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell?currentPage=all

DeLuca, K. & Peeples, J. (2002). From public sphere to public screen: Democracy, activism, and the 'violence' of Seattle. *Critical Studies in Media Communication*, 19 (2), 125-151.

DeLuca, K., Lawson, S., & Sun, Y. (2012). Occupy Wall Street on the public screens of social media: The many framings of the birth of a protest movement. *Communication, Culture & Critique*, 5(4), 483-509.

doi:10.1111/j.1753-9137.2012.01141.x

Gaby, S., & Caren, N. (2012). Occupy online: How cute old men and Malcolm X recruited 400,000 US Users to OWS on Facebook. *Social Movement Studies*, 11(3/4), 367-374.

doi:10.1080/14742837.2012.708858

Bowers, Ochs, Jensen, and Schulz, BB

Peer Review Due

Week 13

Conservative Resistance Movements

Warnick, B. (1977). The rhetoric of conservative resistance. *The Southern Speech Communication Journal*, 42, 256-273.

Medhurst, M. J. (1982). The First Amendment vs. human rights: A case study in community sentiment and argument from definition. *Western Journal of Speech Communication*, 46, 1-19.

Warnick, B. (1982). Conservative resistance revisited—A reply to Medhurst. *Western Journal of Speech Communication*, 46, 373-378.

Medhurst, M. J. (1985). Resistance, conservatism, and theory building: A cautionary note. *Western Journal of Speech Communication*, 49, 103-115.

Meddaugh, P. M. & Kay, J. (2009). Hate speech or “reasonable racism?” The other in Stormfront. *Journal of Mass Media Ethics*, 24, 251-268.

Atkinson, J. D. & Leon Berg, S. V. (2012). Narrowmobilization and Tea Party activism: A study of right-leaning alternative media. *Communication Studies*, 63, 519-535.

Week 14

Intersectionality, Coalition Building and the (new?) Civil Rights Movement

Chavez, Coalition building at the U.S.-Mexico border (BB)

Kearl, M. K. (2015). “Is gay the new black?”: An intersectional perspective on California’s Proposition 8 debate. *Communication & Critical/Cultural Studies*, 12, 68-83.

Kim Ebert, [Civil Rights, White Supremacist, and Racially Conservative Movements](#).

Bowers, Ochs, Jensen, and Schulz, BB

Osterweil, [In defense of looting](#)

Writing workshop—Bring 3 pages of analysis to class.

Week 15

Presentations

Week 16 (Finals week)

Presentations