

IDS 2935 Power & Protest: Speaking Truth to Power

Quest 1

I. Course Information

Quest 1 Theme: Justice and Power

Meeting Day/Time/Location:

Tuesday: We will meet on Zoom Period 4 (10:40-11:30)

Zoom Link for online class/students: <https://ufl.zoom.us/j/92361509024>

Thursday: For students registered in the f2f section, we will meet in Little Hall 0127 Period 4-5 (10:40-12:35), and for those in the online section, you will use the Zoom link above for joining us.

Primary General Education Designation: Humanities

Secondary General Education Designation (if seeking): Diversity (D)

Writing Designation (if seeking): Writing Designation (WR) 2000 words

Include this required statement: A minimum grade of C is required for general education credit

Instructor

Instructor: Dr. Angela Walther

Contact Email: walther@ufl.edu

Office hours: Wednesday's 10 am – 1 pm; or by appointment

Office location: Zoom Meeting Link: <https://ufl.zoom.us/j/2107651605>

Course Description

In Zeynep Tufekci's *Twitter and Tear Gas: The Power and Fragility of Networked Protest* (2017), she claims that despite the prevalence and ease of protesting in our modern world, creating real social change is even more difficult than it has ever been before. Given this dilemma of the prevalence yet political impotence of contemporary protest, this Quest 1 course asks: What does protest mean? Is Tufekci right? Do protests fail and, if so, why? How can we more effectively speak truth to power to create real social change? How can a deeper understanding of the argumentative strategies of both protesting and political advocacy enhance our communication with those in power and vice versa?

To answer these questions, this Quest 1 course will explore two primary modes of social justice communication: protest and policy. First, drawing upon several fields within the Humanities, including performance and visual art, as well as literature and music, students will analyze and apply contemporary protestor's rhetorical appeals for social change. Second, students will analyze and apply the rhetorical strategies for engaging with policymakers to evaluate the

strengths and weaknesses of both forms of social justice communication. This course is especially focused on critically analyzing forms of institutional and structural power, and the various ways personal, social, and cultural reactions to injustice can take shape.

QUEST 1 Descriptions and Student Learning Outcomes

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? Quest 1 students grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world. They apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

Quest 1 Objectives:

- Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.
- Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.
- Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.

Quest 1 Student Learning Outcomes:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).

General Education Designation and Student Learning Outcomes:

Humanities Description: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the

key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities Student Learning Outcomes:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity Description: In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.

Diversity Student Learning Outcomes:

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

Writing Description:

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work.**

Writing Evaluation:

- This course carries 2000 words that count towards the UF Writing Requirement.
- You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using the General Education writing rubric (see **PAGE 15-16**).

- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Required & Recommended Course Materials (to purchase/rent)

Writing Manual:

Smith, Catherine F. *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Processes*. 3rd edition. Oxford University Press, 2013.

Recommended Writing Guide:

MLA Handbook. 8th edition. The Modern Language Association of America, 2016.

Materials and Supplies Fees: n/a

II. Coursework & Schedule

1. Course Modality Due to COVID-19

This semester, the University of Florida has mandated a return to face-to-face (F2F) teaching, but this class will be comprised of a mix of in-person instruction and asynchronous learning (via Canvas), with instances of the latter explicitly identified in the Course Schedule section of this syllabus, and on Canvas. The reason for this format is because I am mindful of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population. For this reason, it is important to follow University policies on masking and physical distancing, along with the rest of the [UF Student Behavioral Expectations Policy](#).

If you suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. This protocol is based on the University's Screen, Test, & Protect Initiative: <https://coronavirus.ufhealth.org/screen-test-protect-2/>

You should also report to me immediately so that you may continue your coursework remotely.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach remotely and will give students clear instructions about joining online synchronous sessions via Zoom.

I know that COVID-19 continues to impact our daily lives, so I want to advocate for a mutual sense of understanding and communication as we work through this term. As your instructor, my role is to introduce you to our class material, help you understand it, and support you in the successful completion of the term as you develop your own ideas and arguments. Please reach out to me if there are ever any outside circumstances impacting your work in this class and I will work on making any necessary arrangements contingent on your circumstances.

2. List of Graded Work

Assignment	Description	Requirements	Points
Reflections	<p>Students will compose 4 short reflections that apply and describe their interpretation, assumptions, feelings, and reactions to course material and projects. These will be completed before and after major presentations:</p> <ol style="list-style-type: none"> 1. Rhetorical Analysis of Protest Materials 2. Evaluation of Active Protest 3. Assumptions and Values of civic Engagement 4. Communicating with Policymakers 	4 x 350 words = 1,400 words total	4 x 50 points each 200
Protest Campaign Presentation (Midterm)	Students will create multi-modal protest campaign materials using the rhetorical strategies and theories discussed in the first two units. Students will then deliver a short (2-3 minute) presentation of their campaign to the class.	2-3-minute presentation	100
Policy Report	In groups of three, students will research a public policy issue, find and annotate 3 sources each, create a policy solution and offer policy alternatives, and, finally, argue for a specific policy action.	600 words (per student) c. 10 pages per group	200
Policy Memo (Final Project)	In groups of three, students will revise their policy report into a short, 2-page policy memo to be delivered to their representative.	2 page (revision)	150
Policy Presentation (Final Project)	In groups of three, students will practice and deliver an oral presentation (5 minutes each) about their policy issue to their chosen representative.	5-minute (per student) presentation	200
Participation	Participation includes leading discussions, completing in-class assignment preparations and peer reviews, reading quizzes, and output from group work. Homework is assigned in class.		100
Attendance	Students will lose 5 points for every unexcused absence after their three allotted.		50

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
UNIT ONE: Protest Rhetoric			
Week 1 Jan 6 - 10	Topic	Defining Protest	
	Summary	<p>This week, we'll create a critical definition of "protest" and begin crafting some language and theories by which to understand protest rhetoric.</p> <p>Key concepts: Protest as reactionary/revolutionary; Protest as Collective Behavior—non-rational, non-moral, non-institutional; Protest as cultural innovation and creativity; Protest as Counterpublic discourse.</p>	
	Readings/Works	<ul style="list-style-type: none"> • Edwards, Gemma. "From the Mad to the Insane: Collective Behavior and its Critics." <i>Social movements and protest</i>. Cambridge University Press, 2014, pg. 24-54 • Jasper, James M. "Introduction" <i>The art of moral protest: Culture, biography, and creativity in social movements</i>. University of Chicago Press, 2008, pg. 1-16. • Warner, Michael. "Publics and Counterpublics (abbreviated version)." <i>Quarterly journal of speech</i> 88.4 (2002): 413-425. 	
	Assignment	<p>In-class activities will focus on defining the differences between activism (reactionary/revolutionary), protest, and advocacy, counterpublics/publics as well as social movements and groups. Students will create synthesis charts defining these respective terms. Defining the boundaries of activism as something that goes beyond conventional political intervention will be foundational for students conceiving their own protest campaigns.</p>	In-class assignment: Synthesis Worksheet
Week 2	Topic	Rhetorically Analyzing Protest—The "Arab Spring" Uprising	
	Summary	<p>This week we'll begin the basics of rhetorically analyzing protests by focusing on the Arab Spring Protests; we'll analyze graffiti by protestor Zwewla, songs/poems of Tunisian protestors, and compare them to the world-media narratives in Anderson Kurt's <i>Time</i> article.</p> <p>Key Concepts: visual rhetorical analysis, world-media narratives and network protest, "unruly rhetoric" versus "public rhetoric"</p>	

	Readings/Works	<ul style="list-style-type: none"> • Alexander, Jonathan, Susan C. Jarratt, and Nancy Welch, eds. "Introduction." <i>Unruly Rhetorics: Protest, Persuasion, and Publics</i>. University of Pittsburgh Press, 2018, pg. 3-26. • Kauffman, L. A. <i>How to Read a Protest: The Art of Organizing and Resistance</i>. Univ of California Press, 2018, pg. 2-29. • Andersen, Kurt. "Person of the Year 2011: The Protester." <i>Time</i>, Time Inc., 14 Dec. 2011, content.time.com/time/specials/packages/article/0,28804,2101745_2102132_2102373,00.html. • "Arab Spring Archives." <i>Huck Magazine</i>, www.huckmag.com/topics/arab-spring/. • Zghidi, Sabri. "Street Art Protests in Tunisia: FairPlanet." <i>Fair Planet</i>, www.fairplanet.org/story/street-art-protests-in-tunisia/. 	
	Assignment	In-class assignments will focus on comparing the Western narratives (Andersen's "Person of the Year") of the Arab Spring Uprisings to actual protest messages articulated in online archives. Essentially, students will consider how the monolithic "Arab Spring" used by Western media misrepresents a wide array of local issues considered throughout the region. Students will specifically note how graffiti used in the uprisings were often internet-based memes, which was a strategy that sought to broadcast local issues to a global community. Students will be introduced to the importance of protest archives early in the course, which will be necessary for their own exploration of local archives in Gainesville.	In-class assignment: Mini Analysis of Archive Material
Week 3	Topic	Protestors & Their Audiences—The #MeToo Movement	
	Summary	This week we'll consider how individual protestors address their audiences and form argument through the case of the #MeToo movement. Key Concepts: self-hood, self-deprecation, ego-deprecation, guilt, oppositional consciousness, multi-cultural public spheres, marginality	
	Readings/Works	<ul style="list-style-type: none"> • Ryder, Phyllis Mentzell. "Multicultural public spheres and the rhetorics of democracy." <i>JAC</i> (2007): 505-538. • Gregg, Richard B. "The ego-function of the rhetoric of protest." <i>Philosophy & Rhetoric</i> (1971): 71-91. 	

		<ul style="list-style-type: none"> • Morris, Jane J. Mansbridge Aldon D. "The Making of Oppositional Consciousness," and "Social Movements and Oppositional Consciousness," <i>Oppositional consciousness: The subjective roots of social protest</i>. University of Chicago Press, 2001, pg. 1-8; 20-35. • Burke, Tarana. "Me Too Is a Movement, Not a Moment." <i>TED</i>, TedTalk.com, 2018. www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?language=en. 	
	Assignment	In-class activities will focus on analyzing the rhetoric of protest leaders. We'll consider Tarana Burke's Ted Talk from Gregg's ego-function theory as well as Morris' "Oppositional Consciousness"—we'll compare her personality to other leaders such as MLK or Greta Thunberg. After analyzing leadership rhetoric, students will form mini speeches surrounding their protest issue to try to convince the class to join their cause. In their own protest campaigns, students will consider how they'd like to position themselves as leaders within their own movement.	In-class assignment: mini presentation
Week 4	Topic	Humor and Protest—LGBTQ Movement	
	Summary	This week we'll consider the role of humor and emotional affect in LGBTQ rights protest comedy through the case of Hannah Gadsby's <i>Nanette</i> . Key Concepts: Incongruity, self-deprecation, marginality, satire, irony, exaggeration	
	Readings/Works	<ul style="list-style-type: none"> • Goldman, N. "Comedy and democracy: The role of humor in social justice." <i>Animating Democracy</i> (2013), pg. 1-9. • Gilbert, Joanne R. "Humor, Power, and Marginality." <i>Performing marginality: Humor, gender, and cultural critique</i>. Wayne State University Press, 2004, pg. 1-40 • Gasby, Hannah. "Nannette." <i>Netflix</i>, Netflix.com, 2018. • Posey, Kamili. "Hannah Gadsby's Nanette, Trauma as Humor, and Epistemic Responsibility." Pg. 1-5. • "Maya Rou's Walk and Comedy." <i>YouTube</i>, YouTube, 2019, www.youtube.com/watch?v=i8S8cFve1oo. 	
	Assignment	<i>Instead of meeting in class one 50-minute block, we will take the #5 Bus to Gainesville's Downtown parking garage on SW 3rd and then visit the CMC.</i> In-class this week students will turn a preliminary proposal for their protest campaigns due week 8. Students will use the materials from the CMC within their proposals.	Class Field Trip & In-Class Proposal Due

Week 5	Topic	Social Media and Protest Movements—Black Lives Matter	
	Summary	This week we'll consider the black lives matter's use of social media as a tool for broadening protestors' reach, determine how online platforms influence protestors' criticism and exposure of racism, and how this model of protest can be policed. Key Concepts: digital activism and publics, algorithmic filtering and invisibility	
	Readings/Works	<ul style="list-style-type: none"> • Rambukanna, Nathan. "FCJ-194 From #racefail to #Ferguson: The digital intimacies of race-activist hashtag publics." <i>The Fibreculture Journal</i> 26 2015: Entanglements– Activism and Technology (2015), pg. 1-28. • McVey, James Alexander, and Heather Suzanne Woods. "Anti-racist activism and the transformational principles of hashtag publics: from #handsupdontshoot to #pantstopdontloot." <i>Present Tense</i> 5.3 (2016): 1-9. • Tufekci, Zeynep. "What Happens to #Ferguson Affects Ferguson: Net Neutrality, Algorithmic Filtering and Ferguson." <i>The Message</i>. 2014, August 14. Retrieved from https://medium.com/message/ferguson-is-also-a-net-neutrality-issue-6d2f3db51eb0#.irumzxd7 • Neal, M.A. <i>#BlackTwitter, #Hashtag Politics and the New Paradigm of Black Protest</i>. 2014. Retrieved from https://www.youtube.com/watch?v=Z3J9Jv91i2M 	
	Assignment	In-class activities will include an analysis of social media's role in the protest movement, Black Lives Matter. Students will create their own mini online campaign to practice this form of protest and to evaluate its strengths and weaknesses. Reflection #1 will also be due.	In-class assignment: Mini Presentation of Online Campaign & Reflection #1 DUE
Week 6	Topic	Hybrid Rhetorics—Immigration Reform Movement	

	Summary	This week, we'll analyze the use of hybrid rhetorics in immigrant protests, especially the La Gran Marcha protest in LA, but also in the theories of Gloria Anzaldúa. Key Concepts: citizenship & hybridity rhetoric, alienhood, political aesthetics	
	Readings/Works	<ul style="list-style-type: none"> • Tyler, Imogen, and Katarzyna Marciniak. "Immigrant protest: an introduction." <i>Citizenship studies</i> 17.2 (2013): 143-156. • Cisneros, Josue David. "Rebordering the Nation: Hybrid Rhetoric in the Marches of 2006." <i>The border crossed us: Rhetorics of borders, citizenship, and Latina/o identity</i>. University of Alabama Press, 2014, pg. 83-100. • Anzaldúa, Gloria. <i>Borderlands/la frontera: the New Mestiza</i>. Vol. 3. San Francisco: aunt lute books, 1987. • Vargas, Jose Antonio. <i>Documented</i>. 2013.—documentary about the Pulitzer-prize winning journalist, Jose Antonio Vargas, outing himself as an undocumented immigrant. 	
	Assignment	In-class activities will include an analysis of hybrid languages in immigrant protests. Students will consider key terms of "undocumented" versus "illegal alien," versus "American" and "UnAmerican,"—terms used by both pro and anti-immigrant protest movements. Students will use in-class discussion to justify and critically consider their own language used in their own protest campaigns.	In-class assignment: Language Analysis Workshop
Week 7	Topic	Visual Media Rhetoric—Environmental Activism Movement	
	Summary	This week we'll consider the circulation of visuals about climate change and environmental exploitation, and how they subtly marginalize certain groups (women and indigenous peoples) or overtly criticize others, such as corporate entities. Key Concepts: image event, visual rhetoric, ecofeminism, culture-jamming.	
	Readings/Works	<ul style="list-style-type: none"> • DeLuca, Kevin Michael. "Making Waves." <i>Image politics: The new rhetoric of environmental activism</i>. Routledge, 2012, pg. 1-14 • Romberger, Julia, and Hannah Scialdone-Kimberley. "Nurturing Mother Nature: An Ecofeminist Perspective on the Visual Rhetoric of Environmental Activism." <i>International Journal of the Image</i> 1.3 (2011), pg. 39-52. 	
	Assignment	In-class activities will have students develop their own visuals for their protest campaigns. They will use in-class discussions about the visual rhetoric of environmental activism to inform the creation of their own culture-jamming images for their protest	In-class assignment: Evaluating

		campaigns due next week. Students will workshop the visuals each student created for their protest campaign by evaluating the strengths and weaknesses of each and determine which audience the visual is most likely to reach.	Visual for Protest Campaign
Week 8	Topic	Protest Failure & Protest Success	
	Summary	This week we'll reassess our primary question about whether or not protests fail and how effective we believe protests are about communicating their issues to create social change. This will cause to re-evaluate what we mean about social change – protests may not create political changes, but they do create cultural change, and we'll discuss how these two forms are important for social justice.	
	Readings/Works	<ul style="list-style-type: none"> • Tufekci, Zeynep. "Online Social Change: Easy to Organize, Hard to Win," <i>TED</i>, https://www.ted.com/talks/zeynep_tufekci_online_social_change_easy_to_organize_hard_to_win?language=en • Heller, Nathan. "Is there any point to protesting?" <i>The New Yorker</i> 21 (2017). • Protest Campaign Presentations delivered in class. 	
	Assignment	Students will present their own protest campaigns and share their experiences in a reflection both due this week.	Protest Campaign Presentation & Reflection #2 DUE
UNIT 2: Strategies for Effective Policy			
Week 9	Topic	Public Policy definition	
	Summary	This unit will be more skills-based, as students assume the role as advocate rather than activist to compose their own policy report and memo. This week, students will define public policy and consider the rhetorical transition from protest to policy.	
	Readings/Works	<ul style="list-style-type: none"> • <i>The1a.org</i>, "Social Movements: What it Takes to go from Protest to Policy" • Writing Public Policy, Ch. 1 "Public Policy Making" • Thibodeau, Paul H., and Lera Boroditsky. "Metaphors we think with: The role of metaphor in reasoning." <i>PLoS one</i> 6.2 (2011). 	

	Assignment	Using their reflections on their policy campaigns students will address the limits and triumphs of the protest/activism process. Students will consider in class discussion how policy changes might help their cause.	In-class assignment: work on Reflection #3 due next week
Week 10	Topic	Narrowing a Topic	
	Summary	This week students will form groups and access various online resources to understand the policy environment in Florida. Students will also consider one's personal experience as inspiration for a policy issue.	
	Readings/Works	<ul style="list-style-type: none"> • Gates, Alice B. "'No One Will Speak for Us': Empowering Undocumented Immigrant Women Through Policy Advocacy." <i>Journal of Community Practice</i> 25.1 (2017): 5-28. • https://www.nlc.org/-- Local policy trends in Gainesville • Sayfie Review—Policy in Florida media headlines • Ballotpedia—policy tracking in Florida • Bipartisan Policy Center—national policy issues • GovTrack—policy tracking nationally 	
	Assignment/Assignment Preparation	In-class, students will begin researching their protest campaign topic in terms of policy issues. Students will research the current policy position of their topic by researching popular policy sites and submitting planning materials for their policy memo and report. Reflection #3 on their civic participation is due this week.	Reflection # 3 DUE
Week 11	Topic	Choosing your Audience	
	Summary	This week students will consider who their audience is and how to form their policy report around their specific legislator, committee member, or city commissioner.	
	Readings/Works	<ul style="list-style-type: none"> • Writing Public Policy, Ch. 2, "Communicating in the Process" • http://www.leg.state.fl.us/--Finding the right representative for your policy 	
	Assignment/Assignment Preparation	In-class students will take their summary of policies surrounding their topic from last week and begin to research a specific policy maker to which they will address their	In-Class Assignment: Policy

		memo/report. Students will develop a profile of their audience to better understand which information/rhetorical strategies will be most convincing for their audience.	Maker Profile due
Week 12	Topic	Framing & Researching your Issue	
	Summary	This week students will consider strategies for framing their policy problem given their audience and begin conducting research.	
	Readings/Works	<ul style="list-style-type: none"> Writing Public Policy, Ch. 3 "Definition: Frame the Problem and Rhetorical Awareness" 	
	Assignment	In class students will outline their policy report which will be due and reviewed by me before next class.	In-class assignment: Policy Report Outline due
Week 13	Topic	Drafting your Policy Report	
	Summary	This week students will analyze policy proposal examples, outline and draft their own policy report, as well as participate in a peer review before the final assignment is due.	
	Readings/Works	<ul style="list-style-type: none"> Writing Public Policy, Ch. 7 "Petitions and Proposals: Request Action or Propose Policy" 	
	Assignment/Assignment Preparation	Students will peer review their policy reports before the due date at the end of the week.	Policy Report DUE
UNIT 3: Presenting Policy			
Week 14	Topic	Designing your Policy Memo	
	Summary	Students will analyze policy memo examples and then design, organize, and draft their own policy memo.	
	Readings/Works	<ul style="list-style-type: none"> Writing Public Policy, Ch. 8 "Briefing Memo or Opinion Statement: Inform Policy Makers" Discuss public speaking best practices 	

	Assignment	In class, students will examine examples of policy memos to determine strategies for condensing information for a specific audience, and we will practice the basics of public speaking for presenting to policy makers.	Policy Memo DUE
Week 15	Topic	Presenting your Policy Memo and Reflection	
	Summary	This week students will practice their policy memo presentations and then present their memos to legislators	
	Readings/Works	<ul style="list-style-type: none"> • Artz, Lee. "Speaking Truth to Power: Observations from Experience." <i>Activism and rhetoric: Theories and contexts for political engagement</i>. Routledge, 2019. • Presentation Practice • Students will present their policy memos to legislators 	
	Assignment	Students will present their policy memos to their selected legislators/policy makers, and they will submit their final reflection due after their presentations.	Policy Presentations and Reflection #4 DUE

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance is required. If a student misses more than six periods during a semester, the student will fail the entire course. Exempt from this policy are only those absences involving university-sponsored events, such as athletics and band, religious holidays, and illness-related quarantine. Submitting medical documentation of illness is strongly encouraged but not mandatory.

Absences due to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

3a. WR Statements and Grading Rubric

Writing Requirement (WR 2,000)

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

PLEASE NOTE: a grade of "C-" **will not** confer credit for the University Writing Requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

4. Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

Students will apply their knowledge of key theories and themes of Protest rhetoric and social justice communication outside of the classroom in three ways:

1. As a class, we will take a field trip to the downtown parking garage on SW 3rd street to observe murals with protest significance and then we will visit the CMC next door to explore the space as a counterpublic where protest literature and art circulate. Students will document and select materials from this fieldtrip to rhetorically analyze in their second reflection.
2. Students will design materials for a public-facing, multi-modal protest campaign that will circulate or possibly be performed outside of the classroom (upon consulting with the

instructor). For example, students can design digital protest posters or pamphlets about a given social issue and distribute them throughout campus; or, they can create an online speech, performance, or hashtag protest that will circulate digitally.

3. Students will formally present a policy memo to either local or state legislatures at the end of the semester. This presentation to legislators will be coordinated through UF's Government and Community Relations Office.

6. Details of Self-Reflection Component

Students will complete four reflections before and after their two major presentations in order to address assumptions, experiences, and knowledge about course materials and topics. First, students will reflect on the primary question for the class: "what does protest mean to you?" Students will then rhetorically analyze a piece of protest material in Gainesville to support their reflection and to demonstrate their knowledge of course content. Second, students will reflect after designing and conducting a protest campaign; they will consider how the process of protest changed (or not) their previous answer to the question: "what does protest mean to you now that you've participated in its communication? Do you believe you were successful in creating positive change? Why or why not?"

In the second-half of the course, students will reflect on their own identity as advocates and how they view political participation and civic engagement compared to protesting; they can express their assumptions, fears, and attitudes towards speaking to actual legislators: "what does 'being political' mean to you and what is your experience with political advocacy?" And, their final reflection will consider their previous answers in all three reflections to determine the role of communication in achieving social justice: "Given our participation in both policy and protest, what strategies from both do you believe will be most successful for social change? Which ones will you carry forward in your pursuit of a more just life?"

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	... Explore contemporary protest through key rhetorical and Humanistic theories as well as the history of protest movements to understand methods of argumentation for political, economic and social change.	... examining visual and performance art, as well as literary and musical productions of contemporary protest movements. ...reading materials that consider contemporary protest via historical analysis of social protest movements of the 1960s, including the Women's Liberation Movement, the Civil Rights Movement, and anti-war protests
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	...Identify how historical and social contexts inform contemporary protest rhetoric via critical theories of race, gender, queer studies, feminism, and postcolonialism.	...analyzing and evaluating how social inequities, especially related to race, gender, sexuality, and nationality affect the opportunities, constraints, and

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
			<p>perceptions of different groups of protestors. ...reading contrasting narratives and reporting of protest movements to address inherent cultural biases and influences that shape public perceptions of protest movements.</p>
	<p>Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.</p>	<p>...Apply knowledge of contemporary protest rhetoric</p>	<p>...Finding protest materials within Gainesville and rhetorically analyzing their appeals for social change. ...creating protest campaigns based off these humanities resources.</p>
<p>These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.</p>	<p>Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.</p>	<p>...Define and analyze a social problem from multiple perspectives using rhetorical strategies from both protest and policy.</p>	<p>...clearly communicating a community problem from both an activist position and an advocacy position in order to better understand a problem from multiple perspectives. ...presenting an issue to both legislators, as well as creating public awareness of a social justice issue through a protest campaign.</p>

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	...Prepare students to transfer these communication and rhetorical analysis skills to other aspects of their lives.	...reflecting on the utility of social justice rhetoric for understanding and communicating complex problem-solving in a multiplicity of disciplines. ...preparing students to communicate effectively with community leaders and policy makers by creating a policy report and memo and presenting to policy makers.

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the key rhetorical and Humanistic theories of, as well as historical influences on, contemporary protestors, including [but not limited to] the ego-function of protest, oppositional consciousness, hybrid rhetoric, digital media rhetoric, and theories of publics and counterpublics; as well as the historical influences of protest movements of the 1960s.	Reflections and mid-term project that requires students to apply their rhetorical knowledge to protest materials in Gainesville, as well as re-create protest materials for a specific social problem.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and Evaluate artistic and rhetorical productions of contemporary protestors from a diversity of backgrounds using established practices appropriate to the arts and humanities, such as the digital humanities, postcolonial, critical race, queer, and feminist theories.	In-class activities, in class participation, and reflections

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
			... Identify and Analyze a social problem and its solution through multiple perspectives, including protest and policy forms of argumentation.	Mid-Term and Final Project, which requires students to create a protest campaign as well as a policy report/memo about a specific social problem.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	... Analyze and Evaluate questions about the human experience, especially a question of social justice, through analytical writing, oral presentation, and multi-modal literacies.	Participation (Peer Reviews), Protest Campaign Project, Final Policy Report, and Policy Memo
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	... Connect philosophies and experiences of protest and advocacy with their own intellectual, personal, and professional development at UF and beyond.	Reflections and Participation

9. Secondary Objectives and SLOs (Optional)

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Diversity Objectives →	This Course's Objectives→ (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	Identify, Describe, and Explain critical theories of race, queer and gender, feminism, and postcolonialism to understand why and how protestors and advocates form their arguments.	...examining visual and performance art, as well as literary and musical productions from a diversity of marginalized protestors, especially through online materials of protest campaigns.
Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	Analyze and Evaluate how protests are conducted and received by the public differently based on inequities and inequalities.	...examining and analyzing the reception and response of protest materials by the dominant society, especially media outlets and government responses.
Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	Analyze and Reflect on how their own culture and beliefs mediate their assumptions and views of protest, and how other public institutions might receive protest arguments.	...reflecting on their own protest campaign, the strategies they used for reaching the public, and why these strategies would be influential.

VI. Course Policies

10. Students Requiring Accommodation

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.

11. UF Evaluations Process

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 at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. University Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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.

13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/> 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

15. CLAS Policy on Zoom

University policy gives students the right to opt out of audio and video participation in classroom Zoom sessions that are being recorded. Also in non-recorded classroom Zoom sessions, it is best practice not to require students to have their camera and audio on, since they may face a number of challenges – technical or otherwise – that make this kind of participation difficult or undesirable. For this reason, instructors should consider allowing alternative forms of participation, such as chat and blog entries or, when necessary, audio-only presence. In the rare case where an instructor deems both audio and video participation to be necessary (as in foreign language classrooms), this must be approved by the unit chair/director and by the college, and this requirement must be explicitly disclosed in the course syllabus.

Note that this policy does not apply to proctored tests administered by Honorlock and ProctorU, which require full audio and video presence.

Sessions are to be recorded

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor.

16. Illness Policy

Students must be CLEARED according to ONE.UF in order to attend in-person classes.

Students who have not been cleared by Screen Test Protect and show a red “not cleared” notice on ONE.UF will not be allowed in the classroom. Clearance will be checked before admittance into each face-to-face class.

Students are required to follow university policy for testing. The university requires students in face-to-face classes to be tested just before classes begin and then every two weeks after (<https://coronavirus.ufhealth.org/screen-test-protect-2/screen-test-protect-plans-spring-2021/>).

Students who feel ill should remain at home, notify the instructor as soon as possible, and follow instructions from [Screen Test Protect](#). Submitting medical documentation of illness is strongly encouraged but not mandatory. Students can return to in-person classes after being cleared. Students must comply with CDC guidelines for mask wearing and social distancing to ensure classroom safety.