

IDS 2935 Power & Protest: Speaking Truth to Power

Quest 1

I. Course Information

Quest 1 Theme: Justice and Power

Meeting Day/Time/Location:

Tuesday, Period 4 in ARCH 0125

Thursday, Period 4 & 5 in MCCA 3194

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 Brown

Contact Email: walther@ufl.edu

Office hours: Monday's 12 pm – 3 pm; or by appointment

Office location: Zoom Meeting Link: <https://ufl.zoom.us/j/2107651605> In-person office hours available upon request.

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.

Materials and Supplies Fees: n/a

II. Coursework & Schedule

1. List of Graded Work

| Assignment | Description | Requirements | Points |
|---|---|--|------------------------|
| Reflections | 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: <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. | | 150 |
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2. Course Schedule

Unit 1: Defining Protest

Week 1

Thursday 1/6

- Introduction to course, syllabus and assignment review, and ice breakers
 - What is rhetoric?

Week 2

Tuesday 1/11

- Read Gemma Edward's "From the Mad to the Insane: Collective Behavior and its Critics" from *Social movements and protest*.

Thursday 1/13

- Read Nancy Welch's "Informed, Passionate, and Disorderly: Uncivil Rhetoric in a New Gilded Age"

Week 3

Tuesday 1/18

- Read Anderson Kurt's "The Protestor" from the *New York Times*

Thursday 1/20

- Read Richard Gregg's "The Ego Function of the Rhetoric of Protest"

Week 4

Tuesday 1/25

- Read Joanne Gilbert's, "Humor, Power, and Marginality" from *Performing Marginality: Humor, Gender, and cultural Critique*

Thursday 1/27

- Read “Hannah Gadsby’s *Nanette*, Trauma as Humor and Epistemic Responsibility”

Unit 2: Creating Protest

Week 5

Tuesday 2/1

- Nathan Rambukkana’s “FCJ-194 From #racefail to #Ferguson: the digital intimacies of race-activist hashtag public”

Thursday 2/3

- Read James Alexander McVey and Heather Suzanne Woods’, “Anti-racist activism and the transformational principles of hashtag publics: from #handsupdontshoot to #pantsupdontloot”
- Journal Reflection #1 DUE at midnight

Week 6

Tuesday 2/8

- “Legal/Illegal: Protesting Citizenship”

Thursday 2/10

- Watch Jose Antonio Vargas’ *Documented* in class

Week 7

Tuesday 2/15

- Zeynep Tufekci’s “Online Social Change: Easy to Organize, Hard to Win”

Thursday 2/17

- Brian Resnick’s “4 Rules for Making a Protest Work, According to Experts”

Week 8

Tuesday 2/22

- Protest Campaign Workshop

Thursday 2/24

- Protest Campaign Presentations and Practice

Week 9

Tuesday 3/1

- Protest Presentations in class

Thursday 3/3

- Protest Presentations in class
- Journal Reflection #2 DUE at midnight

Week 10

Spring Break: No Class!

Week 11

Tuesday 3/15

- Read Ch. 1 “Public Policy Making” in *Writing Public Policy*

Thursday 3/17

- Read *Writing Public Policy*, Ch. 2, “Communicating in the Process”
- Journal Reflection #3 DUE

Week 12

Tuesday 3/22

- Read Ch. 3 “Definition: Frame the Problem and Rhetorical Awareness” in *Writing Public Policy*,

Thursday 3/24

- Read Ch. 7 “Petitions and Proposals: Request Action or Propose Policy” in *Writing Public Policy*

Week 13

Tuesday 3/29

- Identifying Stakeholders

Thursday 3/31

- Writing the Problem Statement

Week 14

Tuesday 4/5

- Read Ch. 8 “Briefing Memo or Opinion Statement: Inform Policy Makers” in *Writing Public Policy*

Thursday 4/7

- Policy Report DUE at midnight

Week 15

Tuesday 4/12

- Policy Memo Group Presentations DUE

Thursday 4/15

- Policy Memo Group Presentations DUE
- Policy Memo DUE at midnight

Week 16

Tuesday 4/19

- Read Lee Artz's "Speaking Truth to Power: Observations from Experience" from *Activism and rhetoric: Theories and contexts for political engagement*
- Journal Reflection #4 DUE

Thursday 4/21

- No Class- Reading Day!
- This course has no final and will not be meeting during final's week. All assignments must be submitted before final's week.

3. Statement on Attendance and Participation

Attendance and Participation:

Attendance

Attendance is required. The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. **Double periods count as two absences.** Missing more than 5 minutes of class (any portion) results in an absence. Arriving after roll has been called results in a tardee, and 2 tardees equals 1 absence. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. For absences due to quarantine or illness, your instructor may require a signed doctor's note or confirmation from UF Screen, Test, & Protect. Students are responsible for updating their UF-required Screen, Test, & Protect status. Absences related 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.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Illness & Quarantine 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 who feel unwell should remain at home, notify the instructor as soon as possible, and follow instructions from Screen, Test, & Protect. You will need to provide medical documentation of illness or a status of withheld by Screen, Test, & Protect in order to prevent these absences from affecting your grade. Students may return to in-person classes after being cleared. Absences due to illness or quarantine are excused if the student presents a signed doctor’s note or confirmation from UF Screen, Test, & Protect. Quarantining without one of these confirmations will count towards your allotted absences outlined above.

Class Modality & Recording Privacy Statement

This class will be face-to-face, and no online option is available. Students must attend class in person unless sick or in quarantine. If in quarantine or sick, students can access recordings of the classes on our Canvas site under “Zoom Conferences.” Students in quarantine are responsible for watching these recordings, completing any in-class work independently, and making up all missed work within a reasonable period. Students should communicate and confirm with the instructor the new due dates for all missed work.

Our class sessions may be audio visually recorded for students in the class to use while quarantining. Students who speak during class and participate orally agree to have their voices recorded. Your image will not be captured on video. If you are not willing to consent to have your voice recorded during class, you will need to notify the instructor and submit written questions or notes during class.

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 | 94-100 | 940-1000 | C | 2.0 | 74-76 | 740-769 |
| A- | 3.67 | 90-93 | 900-939 | C- | 1.67 | 70-73 | 700-739 |
| B+ | 3.33 | 87-89 | 870-899 | D+ | 1.33 | 67-69 | 670-699 |
| B | 3.0 | 84-86 | 840-869 | D | 1.0 | 64-66 | 640-669 |
| B- | 2.67 | 80-83 | 800-839 | D- | 0.67 | 60-63 | 600-639 |
| 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. 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 decisionmakers 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

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 due to quarantining. 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, unless otherwise coordinated with the instructor to have your camera off. 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.

17. Communicating Respectfully & Harassment Statement

The explicit political nature of this course creates unique requirements for communicating our ideas respectfully and fairly. It will be nearly impossible to remain politically neutral in this course, but as we'll discuss, political neutrality is not necessary for productive and fair conversation and engagement with course material. Everyone's comments will be judged on the quality of their evidence and logic, but I will not tolerate hate speech or disrespectful rhetoric to be a part of this class. If someone reasonably asks to be cared for in a specific way—either by

requesting to be addressed or not with a particular term—then every effort will be made to comply with the student’s request.

Likewise, bullying, intolerance, aggressive behaviors, verbal and physical assault, or any behavior either in the physical or virtual classroom will **not be** tolerated. If you are the victim of such treatment reach out to me or appropriate authorities to address the behavior. If you are the perpetrator of such treatment know I will do everything in my power to find justice for the victims of your behavior. The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>. I am *not* a mandatory reporter, meaning if you disclose an incident to me, I do not have to report it to the university or the police, **but** I am **not** a counselor or advocate so all I can offer is to help navigate the procedures for reporting to the proper channels.

18. Recording Policy

Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving 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.

A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing 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. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. 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.