Welcome to COMM 4849 – Social Movement(s) and Resistance. We are all enmeshed in powerful political, social and economic systems that are generally resistant to change. In response to some felt marginalization, however, people do band together and challenge hegemonic systems: they picket and petition, they march and sit-in, they strike and circulate hashtags. In short, they (and we), agitate for change. As a Topics course in Rhetorical Studies, COMM 4849 will explore relationships between rhetoric and the movement of social imaginaries. Our primary goal is to focus on how people communicate with and about social justice as rhetorical agents, attempting to change public culture or what many call “the public sphere.” Since the lessons of the past are also key to understanding the conditions of possibility for change today, this course will focus on the communication of a wider range of historically situated cases of 20th and 21st century social agitation.

This course will begin by focusing on theoretical questions relevant to positioning our study of social movement(s) and resistance. Our course will examine a wide range of social movements from the 19th century to present day protests in Ferguson, Missouri, including abolition movements, women’s rights movements, labor movements, civil rights movements, LGBTQ movements, global justice movements, and contemporary social movements on college campuses. Ultimately, we will highlight both historically situated activist efforts and more contemporary rhetorical activities aimed at improving the lives of disenfranchised groups. Three fundamental questions will animate discussions throughout the course: (1) What are the dominant theories (or strategies) of resistance? (2) How have these theories and strategies been mobilized in socio-political practice? and (3) What avenues of resistance does rhetoric make available to individuals and collectives of people?

This is a 4000-level class in Communication Studies. While students are likely joining this course from various disciplinary backgrounds, I expect that you are entering this course with strong skills in critical thinking, academic discussions and presentations, scholarly researching and writing, and argumentation.
Course Learning Objectives

1. To explore theories of social change as they relate to social protest and resistance.
2. To survey a wide array of debates and literatures relevant to social movement(s) and consider seriously their critical implications for life in an ever-shrinking global community.
3. To explore relationships between agitation and control.
4. To situate different moments of resistance within their unique historical, political, and cultural contexts.
5. To become familiar with paradigms and vocabularies for describing, explaining, and shaping the social arena of discourse and rhetoric.
6. To examine the forces shaping movements in the U.S. and consider difficult ethical and strategic choices such leaders confront as movements attempt to secure their ends.
7. To identify recurrent touchstones of social protest and movement.
8. To position ourselves as active participants within the ongoing scholarly conversation of social protest.
9. To reflect on the role of social activists and the attending demands of citizenship.
10. To translate theoretical concepts into rhetorically informed activist messages.

What You Should Expect From Me

I view the classroom as one of the few spaces where taken-for-granted notions of privilege and power can be productively challenged and hopes voiced. My approach to teaching is one that takes seriously the charge of raising students’ consciousness and aiding their progression in becoming more engaged participants in our public culture. Following a dialogical model of pedagogy, I insist that students bear a great deal of responsibility in contributing to the learning environment with insight from course readings and expressions of life experiences.

1. I will be prepared for all class sessions, trying my best to make lectures engaging and to make the best use of class time through teacher-student interactions, discussions, and other activities.
2. I will evaluate your work in a timely manner, fairly, and offer constructive criticism for improvement. I will make every effort to grade and return your work within a 10-day time frame, ensuring you have the time to understand the possibilities for improving your projects.
3. I will make myself available during office hours (and in other appointments as requested) to work with you on your assignments—brainstorming, revisions, explanations, examples, etc.—to ensure you have a clear understanding of the possibilities for making your projects as effective and dynamic as possible.
4. I will respond to e-mail questions in a reasonable amount of time, guiding you with as much detail as possible. On week days, I will always respond to you within 24 hours; on weekends, you may have to wait until Monday to receive a response (depending on my researching and travel/conference schedule for the semester).
5. I will be enthusiastically committed to helping you achieve the challenging course objectives.
6. I will approach the classroom fundamentally with an ethic of care and respect for my students and for the course concepts. I do not have the goal to make all students simply “think like me,” but to enable students to understand the concepts associated with this course and use them proficiently, and to think critically.
Readings

The readings for this course vary in length, difficulty, and origination. Most readings are drawn from critical rhetorical theories and are drawn from journals in the field of communication/rhetoric. We will also read an assortment of shorter essays, popular culture articles, and visit various websites. Due to the diverse nature of our texts, there will be some day-to-day variation in terms of your reading load. Some of the essays are complex and will likely challenge you—they are not included to frustrate you—they have been chosen because they are strong examples of the positions we are discussing, and they lay out arguments in ways that are especially nuanced.

Our activities in class will be based upon the assumption that you have read and reflected upon the material. With this in mind, you should plan to give yourself plenty of time to read carefully, take notes appropriately, and be prepared to ask questions when necessary. Students are expected to complete and process, to the best of your ability, any assigned readings before coming to class and to bring readings to class with you. Do not give up on a reading just because you’re feeling challenged by it; read the entire assignment and come to class with questions.

Required Readings:

To keep your costs at a minimum, all course readings will be posted on your course’s Canvas site. You can print out essays either from your home computers or in a General Access Computer Lab on campus. Please see the General Access Computer Labs website, http://www.gacl.unt.edu/location-labs, for more information about where to find labs, print quotas, etc. There are two labs in the General Academic Building (GAB 330 and GAB 550), along with quite a few labs spread throughout campus.

*If you should ever find yourself unable to log onto Canvas, please use your library privileges to find the article through EBSCO. If the library fails you, e-mail another classmate or me directly.

Strategic Reading & Critical Thought

As you continue to develop your critical thinking and reading skills, here are a few tips to help learn how to read critically. This means, you should read using different strategies to understand the text in full. This includes:

Reading to Comprehend: Most important is to understand the basic content and arguments being made by the author (the basic who, what, where, how type of information). You want to make sure you understand the author’s intent and have an accurate interpretation of the argument presented. Many of the readings are for you to understand a particular concept (ex: public sphere, direct action, etc.), so you will want to pull out those elements from the readings as you go. You might need to look up words or Google specific references to aid in comprehension.

Reading to Agree: Put yourself in the position of the author in terms of seeing how the argument applies to the movement example in the article or another aspect of dissent. What is the author’s stated purpose in the article and how did she/he accomplish this purpose? How is the text similar/different to others we have read, who would the author agree or disagree with compared to other texts? What limitations does the author suggest to his/her own argument?

Reading to Disagree: The beauty of this course is that you don’t have to agree (and probably won’t agree) with everything that you read. Reading to disagree is to critically evaluate the arguments presented as well as to form your own opinion on the piece or the situation at hand. Does the text contradict other texts? Are there flaws in the argument presented (assumptions made, biases, evidence presented, etc.)? Does the text not apply or “fit” with movement examples or other cases of dissent?
How Can I Support YOU?

**Course Accessibility**
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

**Statement from the Office of Disability Accommodation:**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the Office of Disability Accommodation in Sage Hall Suite 167 or on their website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940-565-4323.

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**If you are feeling lost or overwhelmed...**

1. **Make an appointment with me.** You are more than welcome to e-mail me, to visit during my office hours, or to make an appointment. I can help resolve many issues & questions.

2. **Writing Lab.** This is great place to talk about ideas, improve the organization of your paper, or work on your writing skills. Check the Writing Center website for more information about hours, request an appointment, or even find out how to receive feedback on your writing online. You can also contact them at 940-565-2563, e-mail: WritingLab@unt.edu, or go visit them in GAB 305 or during Walk-In hours at Willis.

3. **Willis Reference Librarians.** Our reference staff is eager to help your research and orient you to our library's resources.

4. **Use our COMM Library!** Seriously — our student librarians are awesome! GAB 301 and you can see our holdings and hours online through the COMM website.

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**Title IX Support for Victims of Violence**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Notably, Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. **We are here to help.**
Accountability

We will spend the bulk of our time discussing the ideas raised in the readings and in class and presenting arguments to one another. I will act primarily as a facilitator and each of you will bear some responsibility for the educational experience of the entire class. If you are not here, you will not gain as much from or contribute as much to the course; your experiences are important to our collective learning experience. Therefore, there will be a strictly enforced accountability policy. The summer session moves very quickly and your attendance is imperative to your success. You have 2 personal days to use as you need/wish (the equivalent of one week of class). This day should be saved to account for illnesses, interviews, upcoming trips, etc. If you have an ODA accommodation, I will, of course, work with you to ensure your success in the class.

If you take more than two days off of class, your final grade will reflect a full letter grade deduction for each class missed (10% of your final grade per absence beyond 1). However, if you are here for every class meeting (i.e., if you take no personal days), your final grade will reflect a grade increase of 2.5%.

Tardiness to class will count as partial absences (15 minutes late = 1/4 partial absence).

**University Authorized Absences**—Religious observances and UNT-sponsored activities

In line with UNT policy, there are no “excused” or “unexcused” absences related to sicknesses or other life events (in other words, you don’t need to get a doctor’s note if you have the flu and just need to spend the day in bed, and you don’t need to bring me an obituary if your loved one passes away). You have the equivalent of one week of class to use for such situations—Please use your personal days wisely.

There are only two exceptions made to the above policy about personal days. The first exception is in line with the state of Texas regarding observations of major religious holy days (as identified by Section 11.20 of the Texas state tax code)—these absences do not count against your personal days. Additionally, University-sponsored activities (e.g., travel associated with debate, performance festivals, field trips) do not count against your personal days. HOWEVER, it is your responsibility to alert me by the second week of class, in writing, if you plan to miss class over the course of the semester for either a University-sponsored activity or religious observation. In this e-mail, please include specific dates and your reasons for missing class. If you are traveling for a University-sponsored activity, I will also need official documentation from the Dean of Students within 3 days of your absence.

**Regardless of your reason for missing a class, you are still responsible for that day’s in-class materials and deadlines.**

**Please note,** because of the high demand for this course, students who miss the first class day without prior professor consent are subject to being dropped from the course so that other students may be added.
Assignments

Active Participation & Assignments (10%). This course will benefit students who are motivated to read, write, and engage in discussion. At its core, this course is animated primarily through active dialogue, informed discussion, and critical engagement. Thus, your invested participation is essential. Merely showing up is not enough. If you attend every day but rarely engage in the materials in a way that is responsive to the day's readings and others in the class, you will earn a poor participation grade. Likewise, if you are not in class, you certainly cannot contribute to our discussions. This portion of your final grade is based on your meaningful contributions to the ongoing class dialogues. Please speak out, speak often, and speak in a manner that demonstrates that you've read closely. From time to time, you will be asked to bring in an example relevant to the day's readings or participate in a group activity—these types of unscheduled assignments will also be factored into this grade.

Discussion Questions (15%) – Once each week, you will be responsible for submitting 2 well-written and thoughtful discussion questions relevant to the readings for the next day’s class. We will pick days at the beginning of the semester and you will always submit questions on that same day all semester (either a Sunday night for Monday's class or Tuesday night for Wednesday's class). These questions should be grounded securely in the day’s readings and ongoing course discussions. All questions must be e-mailed to Dr. Enck by 10:00 p.m. on your night. These questions will serve as the foundation for class discussions and your Think Pieces.

Think Pieces (30%) – Rather than assigning in-class quizzes or exams, we will use Think Pieces to help assess your comprehension of the readings and in-class discussions. For each Think Piece, you will be given a prompt to guide your response paper. These prompts will cover the material covered most recently prior to the assignment of the Think Piece. There is no expectation for outside research, but there is a strong expectation that you will reflect thoughtfully on the readings, presentations, and discussions from class. I will assign 4 Think Pieces over the course of the semester and I will count the grades of each student's best 3 Think Pieces toward your final grade.

Movement & Activism Team Reports (20%) You will take part in a team presentation on one of the social movements we will be discussing in class. In a team of 3-4 people, you will research and present a rhetorical-historical context of the movement that focuses on exigencies of the key individuals and groups agitating for change, how they communicated their message (e.g., rhetorical tactics, message dissemination, key message events), and the constraints faced by this movement. These presentation days are spread out over the course of the semester as we read relevant texts.

This report should include visual aids, handouts, relevant timelines for the movement, copies of key movement documents (especially flyers, posters, commercials and/or any other material that built support for the movement), and media reports on the movement. Effective use of multimedia will have a positive impact on your grade. Your presentation needs to be visually enhanced (e.g., PowerPoint, Prezi, or Keynote) to help illustrate information. Presentations should last approximately 20 minutes and be meaningfully interactive with your audience.

Proposal for Final Paper – Due Friday, March 23 by 5 pm – Each student will submit a worksheet that proposes their final paper project. You must be “cleared” for moving forward with this project in order to complete the final project.

Final Paper (25%). – Due Monday, May 7 by 5 pm – Each student will write a 8-10 page well researched paper that rhetorically analyzes some significant act of protest, dissent, and/or social movement. Your analysis will be similar to other articles that you will read in class over the course of the semester. You will receive more information about the expectations of this paper during the semester. This paper will be due during the final exam week via Turnitin on Canvas.
Extra Credit

There will be a variety of extra credit opportunities offered over the course of the semester. In most cases, students will be expected to write a 2-page reflection paper responding to an event. Unless directed otherwise, response papers should provide a critical evaluation of the event including the following 3 elements: 1) provide a brief summary of the event as it relates to issues of protest and activism; 2) discuss how the event relates specifically to course terminology, concepts, and scholarship; 3) provide a rhetorical critique/evaluation of the event’s use of and/or questioning of social activism and dissent. All extra credit papers are due within one week of attending an approved event and should be submitted to Suzanne via e-mail: suzanne.enck@unt.edu

The maximum amount that any student’s grade can be raised from extra credit opportunities (papers, extra concept portfolios, & accountability bonus combined) is 5%.

Grading/Quality of Work

All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. In the end, your final grade will be accounted in the following manner:

A: Exemplary: work or performance that goes well beyond the basic expectations of the assignment to the point of providing a model of excellence to others.

B: Commendable: work or performance that not only meets all requirements but exceeds them, demonstrating depth, originality, and other marks of quality that give the work distinction.

C: Satisfactory: work or performance that fully meets all requirements competently and shows the ability to function as a college student.

D: Marginal: work or performance that either (1) fails to meet all requirements though what is done is considered competent, or (2) meets all requirements but not at a basic level of competence, or (3) both of the above but not poor enough to be considered failing.

F: Failing: work or performance that falls significantly short of requirements or basic competence or both. And, of course, work not done.

Incompletes

In accordance with University policy, a student can only receive a course grade of ”I” if the student 1) has completed at least 75% of the coursework, 2) is passing the course, and 3) has a justifiable and documented reason beyond the control of the student for not completing the work on schedule (e.g., serious illness, military service).

E-Mail & Canvas

Students are expected to check their preferred e-mail quite frequently in order to stay current with course communications. If you have a question outside of class and can’t make it to my office hours, please contact me via e-mail (do not e-mail me through the Canvas site). Plan to check Canvas often for course reminders, announcements, updates, assignments, and readings.

If you are experiencing problems with the Canvas system (e.g., if you can’t log on or access the system), please contact the UNT Help Desk immediately: 940-565-2324 or helpdesk@unt.edu. If they cannot help, you should contact a peer to ask her/him to send you the reading or contact your professor.
**Deadlines**

We all depend upon machines to get our work done. We all know that machines break down and sometimes we forget to double-check that we’ve sent our e-mails to the right address. When we run into these occurrences, they do not constitute an “excuse” or an “emergency.”

Put simply, deadlines are firm and no late work will be accepted. Your Think Pieces and final paper will be submitted through Turnitin on Canvas which has an automatic submission cutoff and will not accept late work. Please always save the receipt that Turnitin sends you after you have submitted an assignment—this is your only proof that you have submitted your work should there be a glitch in the matrix. If you don’t get a receipt, e-mail me a copy of your assignment immediately.

Since your daily assignment has leeway built into them (i.e., you only write Discussion Questions once per week), these will only be accepted if they are submitted correctly & on time. Also, in the case of the group project, since you will select your date to present, it’s expected that you will be in class and ready to present with your group.

**Class Climate**

The types of issues we will discuss in this class range from the politics of racial representation and disenfranchisement to enactments of protest on a wide range of emotionally-charged topics. In many instances, you will be presented with information that does not coincide with how you have experienced the world or what you have believe politically—what a boring life this would be if we were always only learning the same thing over and over! There is NO expectation that you will agree with all of the readings, but there is an expectation that you will work to learn what the arguments can help teach you about the world of social protest and social movement(s).

At times, we will be discussing events and topics that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork.

Some course participants will undoubtedly have strong reactions to some of our readings and discussions—strong reactions are not discouraged. Since this is a course in Communication Studies, your contributions need to be framed as complete arguments (not just claims) and presented respectfully. We will strive to create an environment in which you all feel comfortable articulating your arguments and relaying your relevant experiences in classroom discussions. Constructive critique is welcomed (and expected). Words or deeds that marginalize people because of their gender, race, ethnicity, class, age, sexual orientation, or ability disrupts the productivity of our learning community cannot be tolerated.

**UNT Acceptable Student Behavior Statement:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. The Dean of Students’ Office has a clear explanation of your rights and responsibilities in this regard — please see their website for more information: [http://deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct)

**Firearms Policy:**

As of August 1, 2016, a license holder may carry a concealed handgun while on the campus premises, except in locations and at activities prohibited by law or UNT policy. A license holder may not carry a partially or wholly visible handgun, or intentionally or knowingly display a handgun in plain view of another person.
How will technology enhance or detract from your learning environment?

In recent years the saturation of cell phones, text messaging, and laptops has produced something I call the problem of divided attention. A March 25, 2008 article in The New York Times summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. That’s almost 30% of our typical class period! Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while texting), the brain literally cannot do it. The brain has got to abandon one of the tasks in order effectively to accomplish the other.

Such research illustrates that attempts to multitask weaken your performance as a student. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another, equally important reason: we technology users often lose our senses when it comes to norms of polite behavior, and the result is that perfectly lovely people become unbelievably rude. For both of these reasons, please turn off your cellphones or set them on silent mode when you come to class; it is rude for our activities to be interrupted by a ringing cellphone. Similarly, smart phone distractions (Facebook, Twitter, email, web, text messaging, and the like) may seem quiet and unassuming, but they do distract me and others around you.

If you use a computer, be certain it is used solely for the purpose of taking notes during the discussion (i.e., don’t check e-mail, do research, read web sites, etc.). Much research is finding that students who are on the internet during class distract not only themselves, but those around them. Finally, do not record class without permission. Each student in the class is deputized to police technology distractions; it’s not just me who is bothered by them and I may not always notice. If a student near you is distracting you with his/her technology use, you should feel free to politely ask that person to please stop or move to a space in the classroom where s/he will be less distracting to others. Finally, I reserve the right to declare “screens down” at any time during class, for any reason or request that you send me copies of your notes at the end of any class.

Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), please visit the course website on Canvas. I will provide instructions on how to turn in assignments and how the class will proceed utilizing Canvas’s announcements function.
**Academic Integrity**

It is expected that all students have read and understand the Dean of Student’s expectations regarding academic honesty and integrity. It is of utmost importance that you understand what is meant by cheating, facilitating academic dishonesty, fabrication, plagiarism, etc. It is also important for you to understand your rights should I or any other instructor accuse you of academic dishonesty. Every graded assignment requires you to do original, independent, and creative work.

In addition to copying someone else’s words or ideas, reusing your own work (from other courses) is considered academic dishonesty—you might be permitted to extend research from other classes, but you must clear this with your instructors before proceeding with such research. Frequently, you will be asked to summarize and synthesize various course readings and additional research. Even if you are not quoting text directly, you need to indicate when you are using another scholar’s thoughts/ideas/concepts/paradigms/etc. by putting their name and publication year in parentheses after the idea. Violation of these expectations will result in swift and severe consequences (typically, failure for the assignment and possibly, failure for the course).

For an excellent resource for both avoiding plagiarism and integrating sources effectively, see Harvard’s Guide for Using Sources. Ways to avoid plagiarism suggested in their guide include keeping your writing and sources separate (in a different file or a different color font), keeping a source trail, quoting your sources properly, and not only paraphrasing carefully but also acknowledging sources explicitly when paraphrasing.

**Academic Research**

*(or why EBSCO’s Communication & Mass Media Complete should be your friend)*

The UNT Library website has the option “Communication & Mass Media Complete”—this search engine should be your friend. While it does not catalogue all journals in the field of Communication, it does search a good number of them and offers many of them in full .pdf format.

From the UNT Library homepage, select the link to Databases. Where it says SEARCH FOR DATABASE, type “Communication & Mass Media Complete.” This should always be the first place you look for research and should be where you find the bulk of your research for any project in this course or the department of Communication Studies.
Meetings & Grade Disputes

For some students, this will prove to be a challenging course. I highly encourage students to use my office hours to ensure maximum success in achieving your own course goals. If you are struggling with readings, come talk to me about them. If you are wrestling with course terminologies, see me. If you have little background in rhetoric, visit me so you can secure the mentoring you might need. I am willing to meet with you ahead of time and talk about your assignments and upcoming exams. I am more than willing to read outlines ahead of time to offer suggestions for finding research. Indeed, students who have found the most gratification in this class have realized the importance of keeping an open dialogue with me.

Grades are best discussed in an atmosphere that is relaxed, not rushed, and private. As such, student grades will not be discussed before or after class. I maintain a 24/7 policy with regard to discussing grades—Once I have returned an assignment with a grade, please wait at least 24 hours to talk with me about the grade (this will allow you time to reflect on the feedback and constructively determine questions for our meeting). Any meeting regarding grades on a particular assignment must be scheduled within 7 days of the return of that assignment—it is never good to wait too long to seek clarification. I will not discuss grades over e-mail or telephone, and I will not discuss your grades in reference to anyone else in the class.

If you want me to reconsider a grade, you need to submit a written memo detailing your argument for why your grade should be higher (again, the memo needs to be filed within 1 week of receiving feedback). This memo needs to demonstrate a complete argument (including claims, warrants, and data/backing).

Please note: Claiming that you “worked really hard” or “need a certain GPA to maintain a scholarship or participation on a sports/academic team” does not count as an argument for increasing a grade based on the standards of a given assignment.

SPOT Evaluations

The Student Perceptions of Teaching (SPOT) evaluation is a requirement for all organized classes at UNT. This short survey will be made available to you online at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Disclaimer

This syllabus should not be considered a binding contract on the part of the professor, who reserves the right to change any aspect of the course to meet the needs of the class.

Acknowledgments

Syllabi are often influenced by others in the field who do good work as teachers and mentors. I am especially indebted to the following people for their influence on this syllabus: Jeff Bennett, Cara Buckley, Anne Demo, Matea Ivanovic, Claire Sisco King, Phaedra Pezzullo, Michele Ramsey, Valerie Renegar, Jamie Skerski, Mary Stuckey, and Isaac West.
Schedule of Readings

It is expected that you will read the text(s) **BEFORE** coming to class for the day, that you will take notes over you readings, and that you will bring the readings with you to class so we can discuss them most fully. Please use your printing privileges and bring all readings with you along with your notes to enable quick consultations. We may alter some of the assignments as the semester progresses depending on the needs of the class.

All Readings Will be Available via Canvas

M. 1/15
Martin Luther King, Jr. Day—NO CLASS—Honor the DREAM

W. 1/17
Introduction to Course. Why are you here? Let’s get to know each other …

M. 1/22
• Jason Del Gandio (2008) — “A call to rhetorical action” from *Rhetoric for radicals*

W. 1/24
• Robert L. Scott and Donald K. Smith (1969) – “The rhetoric of confrontation”

M. 1/29

W. 1/31

M. 2/5
• Frederick Douglass (1852) – “What to the slave is the fourth of July?” – July 5, 1852
• Robert Terrill (2003) – “Irony, silence, and time: Frederick Douglass on the fifth of July”
• **TEAM MOVEMENT PRESENTATION: Abolition Movement**

W. 2/7
• Susan B. Anthony (1873) – “Is it a crime for a citizen of the United States to vote?”
• Belinda A. Stillion Southard (2007) – “Militancy, power, and identity: The silent sentinels as women fighting for political voice”
• **TEAM MOVEMENT PRESENTATION: First Wave Feminist (Suffrage) Movement**

M. 2/12
• Roseann M. Mandziuk (2014) — "Grotesque and ludicrous, but yet inspiring": Depictions of Sojourner Truth and rhetorics of domination"

W. 2/14
• Mari Boor Tonn (1996) – “Militant motherhood: Labor’s Mary Harris ‘Mother’ Jones”
• **TEAM MOVEMENT PRESENTATION: Labor Movement**

**Friday, 2/16 — Think Piece #1 due to Canvas’s Turnitin by 10 pm**
**M. 2/19**
- Christine Harold and Kevin DeLuca (2005) — “Behold the Corpse: Violent images and the Case of Emmett Till”

**W. 2/21**
- Audre Lorde (1984) – “The master’s tools will never dismantle the master’s house” from *Sister outsider*
- **TEAM MOVEMENT PRESENTATION: Civil Rights Movement**

**Friday, February 23 **Last day to withdraw from a course with an automatic W**

**M. 2/26**
- Jansen B. Werner (2017) – “Building a ‘dwelling place’ for justice: Ethos reinvention in Martin Luther King Jr.’s ‘Where do we go from here?’”

**W. 2/28**
- Pat Parker (1980) – “Revolution: It’s not neat or pretty or quick”
- **TEAM MOVEMENT PRESENTATION: Chicanx Activism**

**M. 3/5**
- Stacey Sowards (2010) – “Rhetorical agency as *haciendo caras* and differential consciousness through lens of gender, race, ethnicity, and class: An examination of Dolores Huerta’s rhetoric”
- **TEAM MOVEMENT PRESENTATION: Farm Workers Movement**

**W. 3/7**
- Sonja K. Foss (1979) – “Equal rights amendment controversy: Two worlds in conflict”
- **TEAM MOVEMENT PRESENTATION: Second Wave Feminist Movement**

**Friday, 3/9 — Think Piece #2 due to Canvas’s Turnitin by 10 pm**

**March 10-18 — Spring Break**

**M. 3/19**

**W. 3/21**
- Michelle Kelsey Kearl (2015) — “‘Is gay the new black?': An intersectional perspective on social movement rhetoric in California’s Proposition 8 debate”
- **TEAM MOVEMENT PRESENTATION: LGBTQ Movement**

**Friday, 3/23 Paper Proposals Due Through Turnitin on Canvas by 5:00 pm**
M. 3/26
• Kevin Michael DeLuca (1999) – “Unruly Arguments: The body rhetoric of Earth First!, ACT UP, and Queer Nation”

W. 3/28
• Phaedra C. Pezzullo (2003) - “Resisting ‘National Breast Cancer Awareness Month’: The rhetoric of counterpublics and their cultural performances”
• TEAM MOVEMENT PRESENTATION: Environmental Justice Movement

M. 4/2
• TEAM MOVEMENT PRESENTATION: Disability Rights Movement

**Monday, April 2 **Last day to withdraw from a course with a grade of W or WF**

W. 4/4
• Isaac West (2010) – “PISSAR’s critically queer and disabled politics”

**Friday, 4/6 — Think Piece #3 due to Canvas’s Turnitin by 10 pm**

M. 4/9
• Annie Hill (2015) – “SlutWalk as perifeminist response to rape logic: The politics of reclaiming a name”
• TEAM MOVEMENT PRESENTATION: Rape Prevention Movement/Anti-Rape Culture Movement

W. 4/11
• Sherri Williams (2016) — “#SayHerName: using digital activism to document violence against black women”
• Rosemary Clark (2015) — “Hope in a hashtag’: The discursive activism of #WhyIStayed”
• Tanya Horeck (2014) — “#AskThicke: ‘Blurred Lines,’ rape culture, and the feminist hashtag takeover”

M. 4/16
• Angela Y. Davis – “Introduction-Prison reform or prison abolition” and “Slavery, civil rights, and abolitionist perspectives toward prison” from Are prisons obsolete?
• TEAM MOVEMENT PRESENTATION: Prison Abolition and Anti-Death Penalty Movement

W. 4/18
• Jennifer Asenas, Bryan J. McCann, Kathleen Feyh, and Dana Cloud (2012) – “Saving Kenneth Foster: Speaking with Others in the belly of the beast of capital punishment”

M. 4/23
• TEAM MOVEMENT PRESENTATION: #BlackLivesMatter
W. 4/25 Meet with Suzanne individually, if needed, to discuss final papers

**Friday, 4/27 — Think Piece #4 due to Canvas’s Turnitin by 10 pm**

M. 4/30 No Class — Go to the GENDER FAIR!

W. 5/4 In-Class Final Paper Workshop

FINALS WEEK
Final Papers due through Turnitin on Canvas by Monday, May 7 by 5:00 p.m.