Course Overview

Welcome to COMM 4849 – Social Movement(s), Protest, 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, they create subversive humor and film the world around them. 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. 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 social agitation.

This course will begin by focusing on theoretical questions relevant to positioning our study of social movement(s) and resistance. We will explore a wide range of social agitation from the 19th century to present day including movements advocating for abolition, women's rights, labor rights, free speech, civil rights, LGBTQ+, global justice, and more. Ultimately, we will highlight both historically situated activist efforts and more contemporary rhetorical activities aimed at improving the lives of those who experience disenfranchisement. Three fundamental questions will animate our 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 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 discussion, scholarly research 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/conditions.
5. To become familiar with paradigms and vocabularies for understanding social movement tactics (marches, hashtags, sit-ins, strikes, culture jamming, etc.)
6. To recognize how framing (by activists and mass media alike) can influence perceptions and understandings of social agitation.
7. To approach social agitation in a manner that can differentiate between constitutive and instrumental ends.
8. To develop empathic capacities for thought and understanding, switching between one’s own political worldview and the worldview(s) of various social movements/activists.
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 shall endeavor to 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 enthusiastically commit 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 the 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.

**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.

**Academic Support**
1. **Make an appointment with me.** You are more than welcome to e-mail, to visit during office hours, or 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. **Use our COMM Library!** Seriously — our student librarians are awesome! GAB 318 and you can see our holdings and hours online through the COMM website.

**Basic Needs Security**
Any student who faces challenges securing their food or housing and believes this may affect their academic performance is urged to contact the Dean of Students for support (940-565-2648). UNT has both a Food Pantry and a “Seeking Options & Solutions” team who work to help students navigate diverse concerns, including identifying resources for personal, academic, financial, and social issues.

Furthermore, please talk to Suzanne if you are comfortable doing so. If there are resources she can connect you to, she will—and she will advocate for your needs whenever possible.

**Title IX Support for Victims of Violence**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance.

UNT’s Survivor Advocates can assist students who have been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocate can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office—940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to UNT's Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.
Assignments

**Active Participation (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. **Just showing up may be half the battle, but it’s not enough.** This portion of your final grade is based on your meaningful contributions to the ongoing class dialogues. Because we will rely on extensive interaction through frank conversations and discussions, and because we will be engaging with controversial topics, it is important to work together to create a constructive environment by observing these guidelines:

- You should participate in the discussion of ideas. If you feel uncomfortable in the environment provided by the course, it is your responsibility to talk about it with me.
- You may occasionally choose to pass on specific questions or topics without giving any explanation.
- You should not belittle another individual for holding a point of view different than your own; however, you can articulate arguments about behaviors & actions and how they affect the world.
- You need not represent any group, only yourself, though you may choose to speak to larger group identities if you wish.

**Daily Assignments & Quizzes (DAQs) (20%)**
Educational scholars strongly suggest that “frequent, low-stakes assessments” improve learning tremendously. For most days of reading, there will be an opportunity to earn points for this component of your grade. Many days, we’ll have short in-class quizzes over the day’s reading; other days you’ll be asked to complete a short writing assignment (1ish page) based on the reading. Whenever you’re asked to complete a specific writing assignment, these should be submitted through Canvas. You should also bring a copy of your DAQ submission to class with you so you can remember what you wrote during our class discussions.

We will have 25 DAQs and you must complete at least 20 of these DAQs (on time) to be eligible for maximum points. If you do more than 20 DAQs, your best 20 grades will count toward this portion of your final grade and the extras will count as extra credit.

**Think Pieces (3 x 15% each = 45%)** – Rather than 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 your best 3 Think Pieces toward your final grade (if you do all 4, the extra Think Piece will count as extra credit).

**Choose Your Own Adventure Final Project (25%)** – Due Monday, May 4
Building upon what you’ve learned in this class and your own curiosities, your final project can take on a variety of different forms. This final project asks you to critically engage with some voice (or set of voices) relevant to social movement/activism. There is no one “right” answer to this project (though there are certainly “better” explorations of your questions/issues). You’ll be asked to draw meaningfully from research and concepts you have learned over the course of the semester and perform an argument/critique about a particular piece of the social movement puzzle. While you are welcome to propose other types of projects, there is a range of options listed below. Each project will be an individual effort (unless otherwise arranged) and ought to be formulated in direct consultation with your instructor. Regardless of which option you choose, you will need to clearly incorporate research into your project in two ways. First, you need to demonstrate that your project incorporates relevant scholarly research into the fiber of its production (see notes below). Second, you will write a 4-5 page theoretical reflection paper (more information on this to come). Each student will submit a worksheet that proposes their final project by **Friday, March 20th**. You must be “cleared” for moving forward with this project in order to complete the final project.
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 (including extra DAQs and think pieces) is 5%.

Choose Your Own Adventure Final Project Possibilities

- **Create a website** that explores a voices of a particular social movement/activist. You should include links to other helpful websites, short statements that explain your issue and what’s at stake, images, etc. As part of this project (e.g., the “about this website” page) you should explains the rationale for your project and connect your website to broader theoretical arguments/support related to rhetorical explorations of this social movement/activism.

- **Design a syllabus** for either a high school or college course that would elaborate significantly on some areas of interest related to social movement & activism. If you decide to pursue this option, you would need to include a course description, course objectives, assignment descriptions, and schedule of readings for 30 class periods (15 weeks). You would also need to include at least 5 lesson plans/activity descriptions and a full bibliography for your course readings.

- **Create a video** that explores a particular issue of interest related to social movement/activism. You might decide to splice together various images and statements/statistics/quotations that make an audio-visual argument; you might interview various people to create a documentary-style video that forwards a clear argument. As part of this project, you will need to include documented information to offer context for why others should see this topic as meaningful.

- **Design a Public Activist Event** for the Denton community around a key issue related to social movement/activism. You will not actually be putting this event into action, and you can assume that your budget is sufficient to support your “dream” event (within reason, keeping in mind that the event will be held in Denton). You should decide the format, elements (e.g., speakers, poets, musicians, art activities, children’s activities, etc.), setting, context (time of event, related to other events?) etc. You should think about who you would want to invite to Denton, what they would offer, and how you would combine these people into a cohesive program/event (assume that anyone you invite would say “yes”). For this project, you would turn in a binder of planning materials, a mock program for the event, a mock letter explaining to potential speakers/performers the rationale for this event and why you’d want to include them, community publicity, etc. Included in this project should be documented “theoretical” support for your project (woven into the invitation letters to keynote speakers, program introduction, etc).

- **Design a board game** that concentrates on the not-so-trivial aspects of a particular social movement area of activism. This could follow the same format as any other game of your choosing, but should include content meaningfully throughout the game’s components.

- **Prepare a mock podcast.** You might include relevant people to interview in your podcast, or you could include relevant audio clips to help build your particular argument related to social movement/activism.

- **Construct a public performance** (and actually perform it in public). This performance should center around a particular voice or set of voices relevant to a key issue social movement/activism. This performance could be a one-person show or include multiple characters (dependent on performer availability). The length of time for this performance is negotiable, depending on the number of people involved. The event should creatively incorporate theoretical materials to support your performed argument.

- **Suggest another option …**
Creating an Inclusive (Yet Challenging) Class Climate

Since this course deals with a variety of cultural identities, expressions, performances, and privileges, it is imperative that we each consider the orientation from which we engage these topics, and the manner in which we voice our thoughts on such matters in the public space of the classroom. While it is not my job (nor desire) to police your individual ideologies, it is my responsibility to help create a space that is respectful and open to a variety of viewpoints. With that in mind it is my hope that each of us can speak to the issues raised in class in a meaningful way and truly learn from one another.

At times, we will discuss events and topics that may be distressing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss your concerns 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, religion, or ability disrupts the productivity of our learning community will not 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

Recording Class:
This course will encourage open and robust discussions on issues and ideas without fear that any statements made will be used for inappropriate or retaliatory purposes. To ensure the comfort and protection of everyone in our classroom, recording of any kind is prohibited in this space (this includes audio recordings, live-streaming, photographs of course materials, etc.) unless a student has an approved accommodation from the Office of Disability Access (ODA). In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place.

Firearms Policy:
As of August 1, 2016, a concealed handgun 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.

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.
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.

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 & severe consequences (typically, failure for the assignment and possibly, failure for the course). Please note that all visual components and/or other creative elements for your Final Projects must also be appropriately attributed.

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.
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).

SPOT Evaluations

Course evaluations are an important requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this course is designed and taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider course evaluations to be a helpful contribution to the evolution of graduate education in the department.

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.

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 proposal and final project will be submitted through Turnitin on Canvas which has an automatic submission cutoff and will not accept late work. Please always take a screenshot of the alert that says your work has been accepted. If you don’t see this alert, send a copy of your work to me immediately. Since your daily assignments have leeway built into them (i.e., you can miss up to 5 DAQs before being penalized), these will only be accepted if they are submitted correctly & on time.

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: Jason Del Gandio, Jeff Bennett, Cara Buckley, Anne Demo, Matea Ivanovic, Claire Sisco King, Phaedra Pezzullo, Michele Ramsey, Valerie Renegar, Jamie Skerski, Mary Stuckey, and Isaac West.

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.