

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA CoEHHS CSM
 Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* Comm415

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Communication and Social Protest

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Comm and Social Protest

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 Examines collective efforts and attempts to produce social change via protest. Applies theory and criticism to understand contemporary and historical debates shaping popular and political culture; studies how social practices and protests enrich or hinder participation in public life; determines the effectiveness, ineffectiveness, and ethical dimensions of communicative/rhetorical acts that disrupt, provoke, encourage, and help mobilize social protest. Enrollment restricted to Junior or Senior standing. (CCSC)
Prereq: Comm 200 (formerly Comm 420-3) is students with

9. Why is this course being proposed?
 This course expands the Communication Department's focus on rhetoric and social justice while attending to the university's values of intellectual engagement and inclusiveness. The course emphasizes an approach to social change that takes into account rhetoric produced by and for groups advocating for social change and the needs for it. Furthermore, this class will help to strengthen course offerings that encourage students to critically engage U.S. society, culture, and democracy and the communication processes that attempt to change it.

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No Comm200 *Pr. or Sex standing*

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

17. Corequisite(s): Yes No

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* Comm420-3

20. How often will this course be offered once established?* Once every 1.5 years

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify: see att email
 Comm

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Sociology Discipline	<u>See attached email</u> Signature	<u>9/23/15</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	_____ Signature	_____ Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Vincent Pham Date _____

2. Program Director/Chair see attached email Date _____

3. College Curriculum Committee Rebecca Matus 11/30/15 Date _____

4. College Dean (or Designee) Mark Stoddard 11/30/15 Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair [Signature] 9/3/16 Date _____

6. Vice President for Academic Affairs (or Designee) Rena Escobedo 2/3/16 Date _____

7. President (or Designee) _____ Date _____

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 BY: _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Virginia Mann

From: Vincent Pham
Sent: Thursday, February 04, 2016 11:45 PM
To: Virginia Mann
Cc: Michelle Holling
Subject: Re: COMM 415

Hello Virginia,

Thank you for the notice. To answer your inquiry, Comm415 will fulfill an elective for the Communication major or minor. Let me know if any other information is needed.

Best,

--

Vincent N. Pham, Ph.D.

Assistant Professor

Department of Communication

California State University San Marcos

333 S. Twin Oaks Valley Road, SBSB 2116

San Marcos, CA 92096-0001

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Most recent publication: "Our Foreign President Barack Obama: The Racial Logics of Birther Discourses," [Journal of International and Intercultural Communication](#), Vol. 8 (2) 2015

Asian Americans and the Media. Visit the book at <http://www.polity.co.uk/book.asp?ref=9780745642734>

From: Virginia Mann <vmann@csusm.edu>
Date: Tuesday, February 2, 2016 at 1:53 PM
To: Vincent Pham <vpham@csusm.edu>, Michelle Holling <mholling@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Lourdes Shahamiri <lourdes@csusm.edu>
Subject: COMM 415

Hello Vincent and Michelle,

Happy to report that COMM 415 was approved at UCC yesterday, and will be on the Consent Calendar tomorrow at Senate. I just wanted to clarify with you how COMM 415 will be used? On the C form, you checked that "yes" it fulfills a requirement as core course or elective for a major, majors in other departments, or minor. Please let me know exactly how COMM 415 will be used. Here's a link to your form - please note #21:

[COMM 415](#) - Communication and Social Protest

Thank you,
Virginia

Virginia Peters Mann
Curriculum Specialist

Saturday, September 26, 2015 at 1:14:09 AM Mountain Daylight Time

Subject: RE: C-form & T-form support for Social Protest class
Date: Friday, September 25, 2015 at 5:03:38 PM Mountain Daylight Time
From: Michelle Holling
To: Vincent Pham

Thanks for making the changes Vincent.

Please use this email as support for the course.

Michelle A. Holling, Ph.D.
Professor & Chair, Department of Communication
Co-Coordinator, Ethnic Studies Program
1st Vice President, Western States Communication Association

California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92069
Office location: SBSB 2136; Office phone: 760/750-8576
Email: mholling@csusm.edu
Faculty profile: <http://www.csusm.edu/communication/faculty/mholling.html>

Recent Publications:

Race(ing) Intercultural Communication: Racial Logics in a Colorblind Era (2015/6). Routledge
<https://www.routledge.com/products/9781138921764>

"So My Name is Alma. I Am the Sister of . . .": A Feminicide Testimonio of Violence and Violent Identifications," *Women's Studies in Communication* <http://dx.doi.org/10.1080/07491409.2014.944733>

"Racist Violations and Racializing Apologia in a Post-Racism Era," *Journal of International & Intercultural Communication*,
<http://dx.doi.org/10.1080/17513057.2014.964144>

From: Vincent Pham
Sent: Thursday, September 24, 2015 9:31 PM
To: Michelle Holling <mholling@csusm.edu>
Subject: Re: C-form & T-form support for Social Protest class

Hi Michelle,

I've corrected as requested. Is it possible to get the email of support for the T-form (as they need to be turned into CAPC tomorrow)? Thanks!

Best,

--

Vincent N. Pham, Ph.D.
Assistant Professor
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From: Michelle Holling <mholling@csusm.edu>
Date: Thursday, September 24, 2015 at 5:24 PM
To: Vincent Pham <vpham@csusm.edu>
Subject: RE: C-form & T-form support for Social Protest class

Hi Vincent.

I would be pleased to sign. And, I noticed a couple of things that need to be fixed on the C-form. First, several course titles are proposed; is the highlighted one your preference? If so, I'd suggest eliminating the other titles mentioned to avoid confusion. Next, what is the abbreviated course title?

Thanks for creating the course and filing the paperwork. Once you make the changes on the C-form, I'll be around next week if you want me to sign or send a revised doc and I'll email signature that.

Regards, Michelle

From: Vincent Pham
Sent: Wednesday, September 23, 2015 3:53 PM
To: Michelle Holling <mholling@csusm.edu>
Subject: C-form & T-form support for Social Protest class

Hi Michelle,

I just received an email of support from Sociology. May I have the Comm's chair signature so I can send it forward to CAPC?

Thanks!

--

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Friday, September 25, 2015 at 3:55:19 PM Mountain Daylight Time

Subject: Re: C-form & T-form support for Social Protest class
Date: Wednesday, September 23, 2015 at 3:40:10 PM Mountain Daylight Time
From: Sharon Elise
To: Vincent Pham

I support the class Vincent. Sounds great!

Sharon

Sent from my iPhone

On Sep 23, 2015, at 1:54 PM, Vincent Pham <vpham@csusm.edu> wrote:

Hi Sharon,

I just wanted to follow up to see if you have any questions, comments or concerns that I can help assuage.

Best,

--

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From: Vincent Pham <vpham@csusm.edu>
Date: Sunday, September 20, 2015 at 9:59 PM
To: Sharon Elise <selise@csusm.edu>
Subject: C-form & T-form support for Social Protest class

Hi Sharon,

I'm emailing you to solicit the dept of Sociology's support for my "Communication and Social Protest" course. Although I know the field of Sociology has a rich history attending to social movements, I believe this class would expand on the communicative elements of social protests in ways that does not infringe on Sociology. I've attached the C-form, T-form, and Syllabus.

If you can respond by Wed, Sept 23, with an e-mail indicating your support or opposition to this course, I can submit your "electronic signature" with the forms to CAPC before the Friday, Sept 25 deadline.

Please let me know if you or any of your faculty have any questions. Thank you and I hope your semester is treating you well!

--

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COMM 415, Communication and Social Protest**Dr. Vincent N. Pham**

Section 001 - meets Monday, 5:30pm – 8:15pm, SBSB 1103

Office: SBSB 2116

Office hrs: Mon – 10:30am-12pm, please contact me if you would like to meet at a different time and day.

Office Ph: (760) 750-8904

E-mail: vpham@csusm.edu

Skype: DrPhamCom

Course Description & Format

This course examines collective efforts to produce social change via protest. The course looks at the various communicative and rhetorical strategies common to those involved in social protest and explores various types of social protests: from public pickets to hashtag activism, from embodied politics and performances of resistance to questionable acts of violence.

Through an integration of rhetorical theory and criticism, students be exposed to an array of contemporary and historical debates that shape popular and political culture; study how social practices and protests enrich or hinder participation in public life; determine the effectiveness, ineffectiveness, and ethical dimensions of communicative/rhetorical acts that disrupt, provoke, encourage, and help mobilize social protest.

Students will analyze social movements and instances of social protest with the purpose of identifying and interrogating the arts of persuasion as these movements and protests engage in collective identity formation, strategic framing, community action, and broader social movements and mobilization that seek to envision and re-make culture and society. Students will identify, analyze, invent, augment, and/or challenge the complex array of discourses on social protest, change, and justice which envision and re-make culture and society.

Student Learning Objectives

Upon successful completion of the course, students will:

- Describe how theories of social protest are generated from the social, political, and historical contexts surrounding the theory. (Aligns with COMM PSLO 1)
- Demonstrate knowledge of terminology specific to the communicative study of social protests. (Aligns with COMM PSLO 1)
- Comprehend how different (often marginalized) groups deploy communicative practices to engage with, produce, reify and/or challenge dominant culture. (Aligns with COMM PSLO 3)
- Apply rhetorical theories to analyze and evaluate communicative instances of social protest. (Aligns with COMM PSLO 2)
- Identify and evaluate the various tactics of social protest that are utilized to reach audiences (Aligns with COMM PSLO 3)

If you are (or, hope to be) a Communication major, a "C" or better is required as a final course grade for the course to count toward the major.

Required Texts

Morris III, Charles E., and Stephen Howard Browne, eds. *Readings in the Rhetoric of Social Protest*.

2nd ed. State College: Strata, 2006.

Add'l Readings --A few are saved in pdf format and retrievable from the "Readings" folder in Cougar Courses. Please print and bring those readings to class when assigned.

Course Expectations

As indicated in CSUSM Policy, students are expected to spend **SIX** hours each week for a three credit hour course. This work does not include attending the class meetings. Out-of-class work includes such engaging in active reading, taking notes, constructing responses, completing homework exercises, participating in online forums, preparing for class, etc. Please budget your time accordingly and be prepared to utilize this time in order to do well in this course.

Course Format

Students should expect that classmates, the course material, and I challenge their ideas. As the professor, I assume the multiple roles of lecturer of course content and facilitator of student discussion. Students can expect to hear lectures and be questioned about reading material. Lectures are for purpose of clarification, elaboration, and extension of material read. Thus, DO NOT RELY on my lectures as means of avoiding the readings! Thus, while "I didn't understand the readings" or "I don't get it" is important so that I may clarify, it is insufficient as permanent mode for the class. Students must be able to articulate what is their understanding of the readings and what further clarification is needed. In short, our short time together is best spent by dive deeper into the readings and to clean up and clarify as needed along the way.

WARNING: To help students prepare for class and engage the readings on a deeper level, there will be multiple writing assignments (i.e. response paragraphs, position papers, application essays). The readings require active reading and thought. If you are unwilling or unprepared to engage in such actions and work, this course will be difficult.

All University Writing Assignment

At CSUSM, every undergraduate course at the University must have a writing component. For our course, students must write 2,500 (approximately 10 pages). We will meet this requirement in a variety of ways, primarily through two papers (a Documentary Response paper and an Application Paper). Other informal writing assignments within class and on CougarCourse will also help us meet and exceed this requirement.

Assignments

More detailed assignments are posted to Cougar Courses in "Assignments" folder

Course Assignments & Weighted Values

Specifics are posted in Cougar Course under "assignments."

17.5% Exam 1 -- Covers material leading up to the day of the exam. "Exam material" refers to course readings, in-class lectures, examples of speeches, and/or video material. Review sheet will be provided one week before the exam.

17.5% Exam 2 -- Covers material leading up to the day of the exam. "Exam material" refers to course readings, in-class lectures, examples of speeches, and/or video material. Review sheet will be provided one week before the exam.

17.5% Documentary Movie Response – Analyze a documentary feature film about a social movement or protest. It will be no more than 5 pages long, double-spaced. More details about the specific film and essay prompt to come.

17.5% Application Paper – This paper will address a current social movement or protest. It will be no more than 7 pages long, double-spaced. More details about the specific film and essay prompt to come.

10% Social Protest Artifact & Fishbowl Discussion – Your group will bring a protest artifact and participate in a fishbowl discussion with or without me as the class watches, takes notes, and engages with your discussion. This will take place in the latter half of the semester and has an accompanying 2 page response paper.

10% Cougar Course Activities – Covers activities on CougarCourse, such as Forum Postings, Online Quizzes, etc. CougarCourse activities allow us to engage with material outside of the once-a-week meeting time.

10% Engagement – Covers activities on in class, such as in-class writing assignments, quizzes, dialogues, etc. Participation assignments allow students to demonstrate acquired skills, contribute to class discussions, and reflect comprehension of course material.

Grade Values

A	93-100%	B	83-85.9%	C	73-75.9%	D	63-65.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	86-89.9%	C+	76-79.9%	D+	66-69.9%	F	< 59.9%

Are Grades "Given" or "Earned?": I do not "give" grades, students earn their grades. I am open to discussing misunderstandings or clarifying any grade. Please realize I will not discuss a grade on any assignment the day it is returned. If you disagree with any grades received in this course and would like to discuss it, I require that you put your thoughts in writing prior to the discussion (i.e., reflecting upon the grade earned based on assignment requirements and specifying how and why you disagree with the grade received). This process must be completed within one week from the date the exam or assignment was returned. Following review, I'll either arrange a time to meet with you or provide a written response.

Optional Research Project

I understand that some students may have outside interest and extended goals that maybe difficult to reach with a traditional classroom structure and assignments. Thus, I provide students with an option to embark on an original research project in lieu of the other assignments of this course (TBD). This will be equal to, if not more work than the other assignments. It will require a proposal, paper, and presentation. *By no means is this course of action required.*

So why might a student want to do this project? For one, if you are interested in attending graduate school, I highly recommend that you embark on at least one long-term research project in order to prepare you for the type of work required in graduate school education. Also, if you are interested in receiving a letter of recommendation from me, I recommend at least coming to talk to me and possibly conducting the research project. The purpose is two fold: 1) the project provides you with an opportunity to create a piece of work that you can submit to applications and 2) it provides me with an opportunity to engage with you and your work; thus helping me construct the best possible letter of recommendation.

Comm200 is a pre-requisite for the course. In addition, I highly recommend Rhetorical Criticism or another Research Methods course prior to taking this course.

Resources

- ❖ Submitted assignments: Unless stated by the instructor, all submitted assignments are to be typed and reflect correct use of grammar and punctuation. Also, students are required to use of APA 6th edition for all submitted assignments. Adhering to writing expectations contribute to or detract from grades earned on assignments. Typed assignments will have the following format:
1" margins all around, 12pt font, Times New Roman
- ❖ Daniels Communication Lab is the Communication Department's technology resource. Located in SBSB 2207A, the lab offers computers, equipment and assistance for students' media and communication projects. Available equipment to check out is listed on the DCL website: <http://www.csusm.edu/communication/dcl/equipment.html>
- ❖ Allison Carr is the social sciences librarian (acarr@csusm.edu). I encourage students to seek her assistance related to research needed for course assignments.

Student Responsibilities & Course Policies

Note on *Engagement* grade: Notice that I used “Engagement” and not “Participation.” This is a very specific word choice. Each course I teach is an opportunity for students to create an intellectual learning community, in which we all benefit from being engaged and active in one’s learning. What does it mean to be “engaged?” For me, it means being prepared for class by completing the readings and taking notes on the readings. It means participate in class discussion, asking questions, and offering ideas to your classmates. It means being intellectually generous and respectful yet critical. It means using campus resources (like the Writing Center) or meeting with me when you are not receiving the grades you desire. Your engagement grade will reflect on my assessment of your overall engagement with the course. Excessive absences will often lead to lower engagement grades.

Attendance: Attendance is expected at every class meeting, which means avoid skipping class—it’s self-defeating behavior and will negatively impact your course grade. The one exception is university-sanctioned events, which requires bringing proof within the first two weeks of the course.

Should a student miss a class meeting, know the following: yes, what you missed is “important” ☺; no, any activity completed in class may not be made up; yes, you are responsible for getting up to speed on what you missed, which means talk with a peer whom you trust or visit me during office hours; and, no, the nature of your absence is not my business (in other words, an absence is an absence).

While you might view attendance as a personal issue, it compromises the development of an intellectual community, especially when exercises and applications assignments require students to be present. On the other hand, I know that personal issues, sickness, etc. might affect your ability to attend class. Thus, you have ONE free absences. Anything over ONE absence will be considered excessive. *Every absence beyond the second absence will result in the in the reduction of your engagement grade by 10% (e.g. If your engagement grade is 90% but you have two absences, the adjusted engagement grade will be 80%).*

Miss 4 or more classes = automatic FAIL

Technology: Please refrain from utilizing any technology during class time, which is distracting to both students and the instructor. If you believe you learn better by typing class notes into your computer, then you need to sit in the first row.

Meeting Deadlines: As things happen at home and at work, deadlines are meant to be followed. The due dates function to guide us through assignments, particularly as assignments build on one another and provide me the necessary time to review your work and offer constructive feedback. *Submitting work after its due date will be assessed automatic 10% grade decrease per day.* All submissions must be in hard copy form (no emailing or faxing assignments or hand written submissions). Under exceptional and documented circumstances may exams be made-up.

Academic Honesty: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Standards for Student Conduct Code. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

I will not tolerate any infraction (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism). If you believe there has been an infraction by someone in the class, please bring it to my attention. **I reserve the right to discipline any student for academic dishonesty, which may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.** Academic dishonesty cases will be referred to the Dean of Students Office and may result in suspension or expulsion from CSU San Marcos and the CSU System. *The Standards for Student Conduct Code can be found at <http://www.csusm.edu/dos/hazing/studconduct.html> and Academic Dishonesty Definitions can be found at <http://www.csusm.edu/dos/studres/cheating11.html>.*"

Student Accommodations: Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760/750-4905 or TDD 760/750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Course Calendar - The course calendar is subject to change. I will let you know if it does change, why it is changing, and provide a new calendar on the CougarCourse.
Legend – CC – CougarCourse

	Topics and Dates	Readings (read in preparation for class)
Wk 1 1/20	NO CLASS – MLK day	
Wk 2 1/27	Introduction to the Course Documentary – <i>A Village Called Versailles</i>	<i>Recommended</i> Jasper (CC) Foundations (p7-9) <i>Time Magazine</i> (CC)
Wk 3 2/3	Foundations – Early Theoretical Perspectives to Studying Social Movements - The Streets and Confrontation	Griffin (p9-14) Haiman (p14-28) Scott & Smith (p28-35)
Wk 4 2/10	Concluding the Foundations and then Rethinking the “Foundations” – Competing Perspectives - The Establishment Perspective and its Challengers	Cathcart (p95-105) Smith & Windes (82-95) Simons (35-45) Competing Perspectives (p105-106) McGee (p115-126) Sillars (p106-115) (<i>recommended</i>)
Wk 5 2/17	NO CLASS – Dr. Pham will be presenting at the WSCA Conference	
Wk 6 2/24	Social Movement Life Cycles & Evolution	Tactical Modifications (p455-456) Condit Railsback (p472-486) Stewart (p508-524)
Wk 7 3/3	Exam 1 Documentary TBD	
Wk 8 3/10	Tactics for External Audiences	Tactics for External Audiences (p163-164) Olson & Goodnight (p184-209) DeLuca & Peeples (p244-265)
Wk 9 3/17	Engaging the Public (and Counterpublic)	West – PISSAR (CC) Pezzullo (p266-286) Documentary Response DUE on TurnItIn, Wed 3/19
Wk 10 3/24	Tactics for Internal Audiences Group Identification	Tactics for Internal Audiences (p287)

		Gregg (p45-58) Sowards (CC)
Wk 11 3/31	NO Class – Cesar Chavez Day & Spring Break	
Wk 12 4/7	<i>Tactics of Control</i>	Tactics of Control (p373) Murphy (p395-411) Cloud (CC)
Wk 13 4/14	Media Representation	TBD
Wk 14 4/21	New Contours of Social Protest Research New Media mobilization	Deluca et al (CC) Khamis & Vaughn (CC)
Wk 15 4/28	Affect & Place	Endres & Senda-Cook (CC) Furness (CC)
Wk 16 5/5	Unconventional Acts And the class wrap up	Harold (CC) Pezzullo (CC) Application Paper DUE on TurnItIn by Friday – 5/9
FINALS Week	Exam 2	Monday, May 12, 8:30- 10:30pm

