

COMM 3030-091

COMM & SOCIAL RESPONSIBILITY

Description

Together we will consider social responsibility through lenses of rhetorical criticism and cultural studies. We will analyze culture as a social construct and consider how our own position(s) within culture(s) impact how we understand dynamic interactions of power, discourse, speech, and communication including how social responsibility is communicated by and through human culture. During this semester we will focus on understanding and applying Robert Jensen's "apocalyptic thinking" methodology, both as a practical research process and as an analytical interpretive lens.

Summer

2023

Online

We all live in "communities" and "societies." How we understand our communities/societies, how we communicate about our communities/societies, and, importantly, how we understand and communication about communities/societies that are not our own matters. Contemporary society, at the local, national, and international levels, has considerable problems that need to be addressed. In this course we will look at a variety of major contemporary social issues and think through potential, actionable, logical strategies that might help us articulate communities/societies that reflect a world we want to live in.

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Student Learning Outcomes

By the end of this course, you will...

- develop your ability to engage in **inquiry** by systematically exploring issues through the collection and analysis of evidence that results in informed conclusions ("judgements") using Jensen's "apocalyptic thinking" methodology.
- develop your **civic engagement** ability by connecting and extending communication theories to civic engagement and to your own participation in civic life.
- develop your ability to engage in **problem solving** by proposing a solution ("judgement") to a social problem that demonstrates a deep comprehension of the problem, is sensitive to contextual factors, and considers the ethical, logical, and cultural dimensions of the problem.

General Education Credit

You will receive credit for one CW and one HF general education requirement. This means that you will:

- Engage in integrative thinking by considering various viewpoints and contexts when proposing a solution to a social problem.
- Develop your ability to develop and write nuanced arguments through applying research methodology.
- Consider your audience(s) when writing and through civic engagement.
- Practice receiving and applying feedback multiple times through the process of writing an essay that meets disciplinary standards.

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Prerequisites and Format

- You do not need to have completed any courses prior to taking this course.
- This course is online. This means that you are required to have functional computer equipment, stable internet access, and familiarity with Canvas. You are also expected to budget adequate time and self-motivate to work through the asynchronous course content modules and complete assignments on time.
- This course involves significant reading and writing obligations.

Course Materials

We will read two books: "We are all apocalyptic now" and "Beyond civility." These books and other articles and excerpts will be posted on our course Canvas site in each weekly module. The majority of materials can be found on the Course Materials navigation tab in Canvas.

Contact

Canvas Inbox (**preferred**)
jeremy.freed@utah.edu (alternate)

It is a FERPA violation for me to discuss your coursework or grades via outside electronic communication (e.g., Gmail). I will only respond to communication from your Umail or Canvas Inbox

Office Hours

By appointment

LNCO 2960 or remotely

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See Canvas for specific grading rubrics and detailed assignment instructions.

Connections

28

Most weeks you will engage in discussion with your peers about specific social issues related to the topic of that week.

Civic Engagement

22

You will engage with a community of your choice and document/reflect on your experience.

Social Responsibility Essay

50

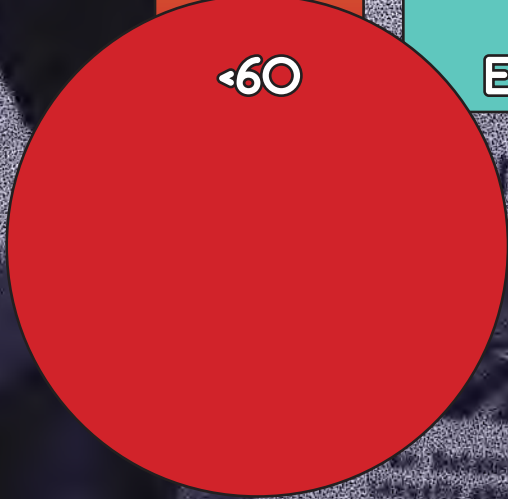
You will write an essay (8-12 pages) where you select a social issue or problem. You will work on this assignment in several stages. First, you will write a short (1-2 page) Topic Paper where you will elaborate on why you selected this topic and its relevance/importance. Second, you will research your topic and compile an annotated list of references. Third, you will write a draft of your essay where you will make an argument about your chosen topic. Finally, you will revise and polish your draft. At each stage of this process you will receive feedback to help guide your research and writing. You will each also read and provide feedback on two peers' drafts.

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94+	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	E

Grade Scale



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Your Part

- Submit professional quality work
- Carefully read assignment descriptions and rubrics
- **Log in to Canvas at least weekly and complete readings and lectures in a timely manner to be able to complete assignments by their due dates.**
- **Be civil**
- Contact me ASAP if you have questions, need help with course concepts, or life unexpectedly raises obstacles
- Understand your rights and responsibilities as a student: [Student Handbook](#) and [Code of Student Rights and Responsibilities](#)

- Focus class on achieving learning objectives
- Ensure class remains site of academic inquiry where we can thoughtfully and respectfully engage with difficult content
- Respond to your online messages within 48 hours. I try to respond more quickly, but am not always able to do so. This does not include weekends/holidays.
- Be available to answer your questions



My Part

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Plagiarism

Plagiarism means passing off someone else's work as your own or not giving credit to someone when you use their ideas.

Academic misconduct includes submitting graded work for multiple classes, completing work for others, and making false claims.

You do not have any permission to use any graded assignments in this class for any other class. **You must cite and reference any quotations or paraphrased ideas from the work of others (use APA format).**

I use Turnitin software to detect plagiarism.

Active Participation

This course is online and asynchronous. We have no set meetings and you can work on coursework on a schedule that works best for you. To meet university and departmental expectations for professional conduct,

I expect you to regularly log in to Canvas and complete coursework in a timely manner. You should budget the same 9 hours per week to complete lectures, readings, and assignments that the university expects you to budget for every 3 credit hour course you take.

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Content Warnings

Social and cultural problems are inherently difficult. You will be exposed to various content including violence, discrimination, sexuality, explicit language, etc. I will **not** make accommodations to course content and **cannot** control what topics might be raised by your fellow students. If there are specific topics that you need advanced notice for, contact me at the beginning of the semester.

Content Accommodations

I select course content as a vehicle for learning, to help illustrate core principles, and to promote critical thinking. You may be exposed to ideas or concepts you might find discomforting or offensive. I will not make accommodations to course content, requirements, or expectations. I suggest you try and keep an open mind and be willing to face challenging intellectual arguments. I will not suggest that you change deeply held beliefs. If you believe that exposure to course content will place an undue burden on your sincerely-held core beliefs, drop the class. See <https://regulations.utah.edu/academics/6-100.php> (Section Q).

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Contact me at the beginning of the semester if you need accommodations for:

- Religious Practice
- Active Duty Military
- University-Sanctioned Events
- Disability/Access

Contact me as soon as possible if an extreme personal circumstance (e.g., hospitalization, death of a close loved one, etc.) is interfering with your ability to complete work.

See <https://regulations.utah.edu/academics/6-100.php> (Section Q).

Other
Accommodations

Professionalism

I expect you to turn in work that is university-quality. This means you have proofread and edited your work.

You can request an extension for any assignment. You must email me with the request before the normal due date and specify how much additional time you need. Because of this policy, I will not accept late work. I retain the authority to decide whether any situation or circumstance warrants adjustment of the course schedule or policies.

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Electronic Equipment Failure

It is your responsibility to maintain your computer and related equipment in order to participate in this online course.

Equipment failures are not an acceptable excuse for late or absent assignments.

Online Submissions

You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.

All assignments will be submitted via Canvas.

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Classroom Equivalency

Discussion threads, emails, and chat rooms are all considered to be equivalent to classrooms and student behavior within those environments shall conform to the

[Student Code](#). Specifically:

- Disrespectful language and photos are never appropriate
- Angry or abusive language is not acceptable (and subject to Student Code disciplinary measures) and inappropriate postings will be removed.
- ALL CAPS in online mediated communication indicates yelling. Excessive punctuation marks !!!!!!! are not appropriate.
- All course communications are University property and subject to the Student Code.

Computer Literacy

I expect you to have a functional understanding of basic computer use (e.g., web navigation, word processing) and familiarity with the university Canvas system. You will need to also be familiar with Microsoft Word (or capable of exporting .docx files from alternatives.

[Office 365 is included in your student fees.](#)

If you do not have a personal computer you can check on out from the [Marriott Library on main campus \(Level 2: Knowledge Commons\)](#).

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Mutual Respect

This course is online. This means that all of our communication is mediated. In other words, we are not communicating face-to-face, but through a screen and a certain measure of pseudo-anonymity. This is not an excuse for disregarding or disrespecting others.

When engaging with your peers, remember to focus on their ideas and not criticize the person. If you would not say something to a person's face, do not say it via discussion posts or Canvas Inbox.

We will explore the concepts of civility, community, and social responsibility this semester. Let's begin by first thinking about how we can make our class a civil, socially-responsible community.

Grievances

If you have any concerns about the course, please contact me via email or in person to discuss your concerns as soon as possible. If we are not able to resolve your concerns, contact [Dr. Danielle Endres](#), the course supervisor. If you are still not able to resolve the issue, contact [Dr. Glen Feighery](#), the Director of Undergraduate Studies



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May 15-19

TOPICS

- Community
- Research From An Apocalyptic Framework

READINGS

- Carey, "Cultural approach"
- hooks, "Teaching community"
- Jensen, "We are all apocalyptic now" (pp. 1-21)

ASSIGNMENTS

Discussion - Community

May 22-26

TOPICS

Poverty and Urgency

READINGS

- Griffin, "Social responsibility, reflexivity, and chasing rainbows"
- Jensen, "We are all apocalyptic now" (pp.22-41)
- Shildrick, "Poverty propaganda" (pp. 21-41)

ASSIGNMENTS

Discussion - Homelessness

May 29-June 2

TOPIC

Paradigm Shift

READINGS

- Jensen, "We are all apocalyptic now" (pp. 42-74)
- Jensen, "September 11th & the failure of American intellectuals"

ASSIGNMENTS

Discussion - War

June 8-9

TOPIC

Identity

READINGS

- Kerber, "The meanings of citizenship"
- Hall, "The whites of their eyes"
- Keith & Danisch, "Beyond civility" (pp. 1-26)

ASSIGNMENTS

Discussion - Racism



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June 12-16

TOPIC

Ephemerality

READINGS

- Campbell, "Criticism ephemeral & enduring"
- Huntington, "Pepper spray cop"
- Keith & Danisch, "Beyond civility" (pp. 27-58)

ASSIGNMENTS

Social Responsibility Topic Paper

June 19-23

TOPIC

Civility

READINGS

- DeLuca et al., "Occupy Wall Street"
- Golding, "Un/civil demonstrators"
- Keith & Danisch, "Beyond civility" (pp. 59-92)

ASSIGNMENTS

Discussion - Protest

June 26-30

TOPIC

Ideology

READINGS

- Althusser, "Ideology and the Ideological State Apparatus"
- Gleason & Hansen, "Image control"

ASSIGNMENTS

Social Responsibility Annotated References

July 3-7

TOPIC

Activism

READINGS

- Enck-Wanzer, "Trashing the system"
- Keith & Danisch, "Beyond civility" (pp. 93-124)
- Pezzullo, "Performing critical interruptions"

ASSIGNMENTS

Discussion - Black Lives Matter

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TOPIC

Space & Place

READINGS

- Endres et al., "Not just a place to park your car"
- Keith & Danisch, "Beyond civility" (pp. 125-147)

ASSIGNMENTS

Social Responsibility - Draft

July 10-14

TOPIC

Power

READINGS

- Foucault, "Panopticism"
- Foucault, "Repressive hypothesis"
- Keith & Danisch, "Beyond civility" (pp. 148-172)

ASSIGNMENTS

Discussion - Authoritarianism

July 17-21

TOPIC

Indigeneity

READINGS

- Cupples & Glynn, "The celebritization of indigenous activism"
- Smith, "Indigeneity, settler colonialism, white supremacy"

ASSIGNMENTS

Social Responsibility - Peer Feedback

July 24-28

TOPIC

Work Week

READINGS

- Work on your Revision

ASSIGNMENTS

**Social Responsibility Revision
Civic Engagement Reflection**

July 31-August 4

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Anti-Racism



The Department of Communication Anti-Racist Code of Conduct (ARCC) is a collective commitment by faculty, staff, and students in the Department of Communication. We aim to create an intersectional anti-racist departmental culture in which members are active bystanders who identify and interrupt racism in all forms, including discriminatory actions such as microaggressions, microassaults, and microinsults. The ARCC empowers all members of the Department to create a safe, welcoming, and equitable learning and work environment

COVID-19

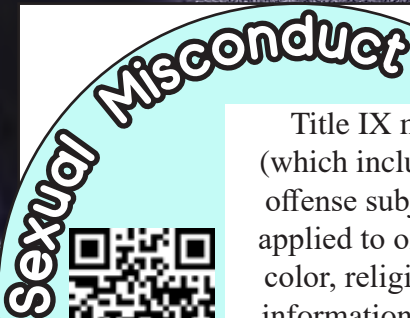
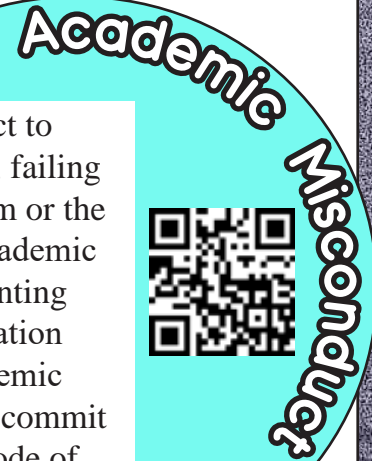
You are responsible for knowing and following the current university COVID-19 policy. COVID-19 testing and vaccination are available on campus. For more information, see COVID-19 Central



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A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension, or formal dismissal from the program or the University, or revocation of the student's degree or certificate. Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriate collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another commit an act of academic misconduct. For more information see the Code of Student Rights and Responsibilities



Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police contact the Department of Public Safety, 801-585-2677 (COPS)



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Campus Safety



The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677) or Sandy Police (801-799-3000) if you are at the Sandy Center. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

Americans with Disabilities Act




The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

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I receive class rosters with your name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center

Names and Pronouns



Drop/Withdrawal



The last date to drop this course during Summer 2023 is May 24th.
The last day to withdraw from a course or from all courses is June 23rd.

Withdrawing from a course and other matters of registration are your responsibility. Please visit the registrar for more information

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Technical support



If you have technical issues with the course Canvas site, contact [Teaching and Learning Technologies \(TLT\)](#).

For help with other university-related technology (e.g., UConnect, Two-Factor Authentication), you can find help through [University IT](#)

Veterans

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm.

Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources.

Please also let me know if you need any additional support in this class for any reason

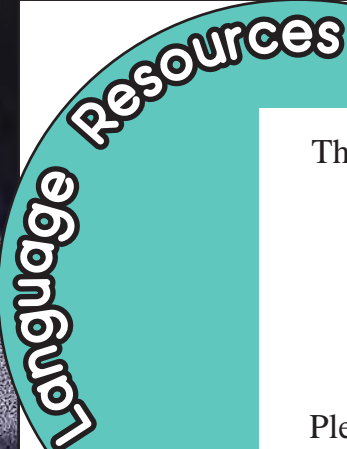


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It is my intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally



There are several resources on campus that will support you with your language development, including:

[English Language Institute](#)

[International Student & Scholar Resources](#)

[English for Academic Success \(EAS\) Program](#)

[Writing Center](#)

Please let me know if there is any additional support you would like to discuss for this class

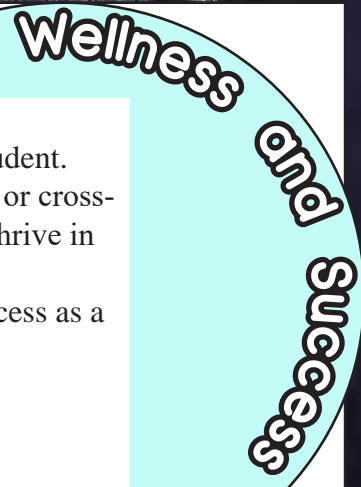


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Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific course activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed status families. To learn more please contact the Dream Center at 801-213-3697



Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

The University has many resources available to aid you in achieving success as a student. Student success resources include:

- [TRIO program](#)
- [American Indian Resource Center](#)
- [Center for Disability Services](#)

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Wellness
and
Success

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- [Black Cultural Center](#)
- [Center for Childcare & Family Resources](#)
- [Center for Ethnic Student Affairs](#)
- [Office for Inclusive Excellence](#)



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