

# FWIS 180: BEING THE CHANGE: WRITING FOR ACTIVISM, ADVOCACY, AND SOCIAL JUSTICE

## Course Description

### Course Information

**Room:** HRG 125

**Date/Time:** MWF 11:00-11:50

**Instructor:** Dr. Baird Campbell

**Email:** baird@rice.edu

**Office Hours:** Wed 1-3:40 at  
Brochstein Pavilion

Sign up for a slot at:

<https://bit.ly/34jIMIj>



I am also available outside of  
office hours by appointment.

### Required Texts

All required materials are  
available online through  
our class Canvas site

Please let me know ASAP if  
you need access to Netflix!

According to many tellings of US history, this country was founded on protest.

However, despite the nearly constant presence of social movements in the United States since its founding, we often learn about this past as a series of isolated incidents, rather than a history of interrelated, simultaneous, and often mutually exclusive social

movements, each with its own history, goals, and strategies. Despite these differences, there are certain attributes that tie most activist and social justice movements together; among the most important is strategic communication.



In this course, we will:

- study movements across time and space through a historical and anthropological lens
- analyze the role of media, technology, and infrastructure in successful activist communication.
- discuss advantages, risks, and affordances that vary along lines of race, gender, sexuality, ability, and class

Along the way, we'll think critically about the communicational tactics of each one, analyzing what worked, what didn't, and why. Using this knowledge, students will choose an issue important to them, develop a communicational strategy for addressing this issue and—if they desire—put it out into the real world!

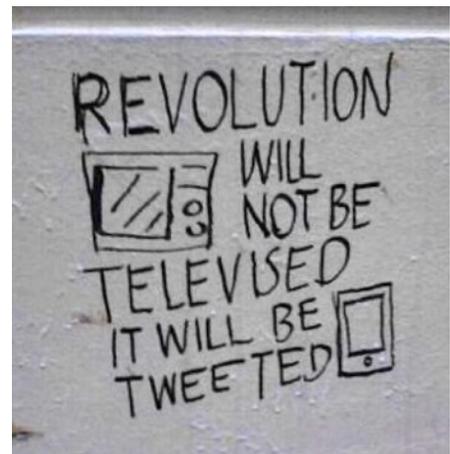
## What is a FWIS Course?

First-year Writing Intensive Seminar (FWIS) courses fulfill Rice's Writing and Communication Requirement, which all students must complete in order to earn a bachelor's degree from the university. They are capped at 15 students to support group discussion and foster relationships between students and faculty, and also to ensure that students receive substantive feedback from instructors on their writing, speaking, and visual communication.

## Student Learning Goals

At the end of this course, students will be able to:

1. Critically analyze an academic text, identifying main arguments and supporting evidence
2. Formulate and express informed opinions for a variety of audiences
3. Design a portfolio of communication strategies for an issue of their choice
4. Evaluate the effectiveness of diverse communication strategies depending on context and audience
5. Coherently, effectively, and excitingly express a scholarly argument orally
6. Persuasively defend a position in written form, appropriately using and citing scholarly evidence



## A note on drafting and resubmission

- Since this course is designed with a pragmatic approach to communication in mind, all assignments—with the exception of the TED talk and the Final Portfolio—are **first drafts**.
- This is because our ultimate goal is not simply to meet a deadline, to become better and more effective communicators about the things we feel passionate about.
- The due dates for **second drafts** are listed on the syllabus and in each assignment description in Canvas.
- **Students who receive a 95% or higher on an assignment are not required to resubmit, though they are encouraged to do so.**

## ASSIGNMENTS

### Participation - 20%

Participation is more than just speaking up in class. It means doing all the reading, completing all assignments, being a generous and thoughtful peer reviewer, and coming to office hours.

### Twitter Thread - 5%

Students will practice expressing personal opinions in the public forum by producing one thread of at least 4 tweets of their chosen topic, to be posted to the class Twitter.

### Fact Sheet - 10%

Each student will produce a fact sheet, designed for a particular audience, and presenting a coherent argument of appropriate scope.

### Op-Ed - 15%

Each student will craft an Op-Ed related to their chosen topic, and research the process of submitting it to a publication. **(Extra credit if you submit it!)**

### Audiovisual material - 20%

Students will develop a piece of audiovisual material for their portfolio (informational pamphlet, short podcast, video, etc.)

### TED Talk - 10%

Students will give a short presentation in the style of a TED talk, summarizing their work on their chosen topic. More instructions will be given in class.

### Final Digital Portfolio - 20%

Students will edit and compile all previous assignments into a digital portfolio, to be accompanied by a 5 page write-up connecting the content to readings and concepts from class.

## Grading

Participation - 20%

Twitter Thread - 5%

Fact Sheet - 10%

Op-Ed - 15%

Audiovisual material - 20%

TED talk - 10%

Final Digital Portfolio - 20%

A: 94-100, A-: 90-93

B+: 87-89, B: 84-86, B-: 80-83

C+: 77-79, C: 74-76, C-: 70-73

D+: 67-69, D: 64-66, D-: 60-63

F/I: 59 and lower

## Academic Accommodations

I am committed to making our virtual classroom an accessible space for all.

If you have a disability or other condition that may affect your academic performance:

- make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 /adarice@rice.edu / x5841) to determine the accommodations you need;
- speak with me to discuss your accommodation needs.

**Important:** Sometimes we need accommodations that fall outside the framework of disability as understood by the DRC. Please do

## Need Help with Class?

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### **CAPC (Center for Academic and Professional Communication)**

Book an appointment online at <https://pwc.rice.edu>

### **The Reference Desk**

Any of the librarians at the Reference Desk will be helpful, but Joe Goetz ([jgoetz@rice.edu](mailto:jgoetz@rice.edu)) is the dedicated librarian for anthropology, and loves to help students!

### **Digital Media Commons**

The staff at the DMC can help you with audiovisual assignments, and can also provide you with any equipment you may need. Located in the Fondren basement.

## Need Other Help?

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### **Counseling Services**

To help you manage course work, deadlines, personal and professional relationships and being away from home and/or family matters, the Rice Counseling Center (RCC) offers free, confidential support.

A more complete list is available under **"On Campus Resources"** on Canvas.

## Formatting Your Work

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**All written work should be formatted as follows:**

- Font - Times New Roman
- Size - 12
- Margins - 1 inch all around
- Page Numbers

**In top left corner:**

- Name
- Date
- Course

**All work should be spellchecked, proofread, and have a meaningful title.**

## Late Work

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Missing a deadline is a stressful experience. Sometimes it's just the result of a one-off timing issue, but sometimes it's the result of something more persistent—struggling with the material, life circumstances, mental state. Students in this situation often blame themselves and feel like they could complete the assignment if they had one more day, but the next day might not be any easier, and the stress snowballs as late penalties accumulate. Students sometimes fail classes because they get trapped in this cycle and ultimately never submit the assignment.

1. Email me whatever you have before the deadline. If I get something from you, no matter how incomplete, I can help you get unstuck.
2. Schedule an appointment with me ASAP.
3. Stay in contact with me until you finish. We will make a plan to get you back on track.

## Office Hours

Attending office hours is one of the easiest things you can do to guarantee your success in any course. To help get you into this habit, I require students to attend office hours at least once during the semester.

**At least one appointment must take place before March 13.**

Reasons to go to office hours include:

- To discuss something you found interesting
- To discuss something you found confusing
- To work on improving a particular assignment
- To get to know your instructor

Sign up for a slot at:  
<https://bit.ly/34jIMIj>



## Attendance

Showing up to class is the single biggest factor in determining your success. However, I understand that life happens, and sometimes absences are not avoidable. You may miss three (3) classes without penalty. After this, each missed class will result in a deduction of your final grade by a third of a letter grade.

- If you miss a class, you must find out what you missed from a classmate and come to the next class prepared.
- Tardiness of more than 15 minutes is considered an absence.

**School-sanctioned absences:** Students who anticipate multiple school-sanctioned absences should make every effort to be present in class when they are able. **It is each student's responsibility** to inform the instructor of planned absences as soon as possible, and communicate with classmates to catch up on the content they missed.

## Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at:

<http://honor.rice.edu/honor-systemhandbook/>.

This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

## Zoom Policies

We will use Zoom as necessary and mandated by Rice policy, but this course is designed to be primarily in person. **The first two weeks of instruction** will take place on Zoom. Students who are able are expected to attend **with their cameras on**.

After the first two weeks of class, I will **exclusively** provide dual delivery instruction for students who are sick and **isolating**.

- If you need to request dual delivery, it is your responsibility to contact me **with at least 3 hours' notice**.
- Students who are isolating are **not required** to attend class if their illness prevents it.
- Students who request dual delivery and **do not attend class** will receive a deduction from their participation grade.

Zoom meeting,  
with video



Zoom meeting,  
audio only



## Classroom Expectations

Students will arrive on time and be prepared for the day's activities. This means:

- All assigned reading has been read, key terms defined, and questions prepared
- All assignments have been turned in, and printed copies prepared if requested
- Students will treat **each other, the instructor, the classroom, and the people who keep it running** with respect.

This means:

- Respecting class-defined norms governing class interactions
- Respecting the time of both the instructor and your classmates (arriving on time, meeting deadlines, etc.)
- Leaving the classroom in better condition than you found it (picking up trash, straightening chairs, etc.)



## COURSE SCHEDULE

This syllabus is a guideline for this course. As such, I reserve the right to make changes in it as necessary. All changes to the syllabus will be announced in class and on Canvas.

<b>Week 1: Getting settled in</b>		
	<b>In Class</b>	<b>Reading/Assignment</b>
<b>January 10, 2022</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introductions</li> <li>• Syllabus Review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Getting to Know You survey due Tuesday by 11:59 PM</b></li> </ul>
<b>January 12, 2022</b>	<ul style="list-style-type: none"> <li>• The "Hidden Curriculum"</li> <li>• Academic communication norms</li> </ul>	<p>"How to Email Your Professor..." by Laura Portwood-Stacer</p> <ul style="list-style-type: none"> <li>• <b>Professional Email due Thursday by 11:59 PM</b></li> </ul>
<b>January 14, 2022</b>	<ul style="list-style-type: none"> <li>• Collective action frames</li> <li>• Discussion of reading</li> </ul>	<p>"The Production of a Cause for Activism in Argentina: Labor Organization in Call Centers" by Sandra Wolanski</p> <ul style="list-style-type: none"> <li>• <b>FWIS Writing Sample due Sunday by 11:59 PM</b></li> </ul>
<b>Week 2: Key concepts in the study of social movements</b>		
	<b>In Class</b>	<b>Reading/Assignment</b>
<b>January 17, 2022</b>	<ul style="list-style-type: none"> <li>• NO CLASS - MLK Day</li> </ul>	<p>Optional: Read about MLK's <i>real</i> legacy here: <a href="https://www.teenvogue.com/story/mlk-more-radical-than-we-remember">https://www.teenvogue.com/story/mlk-more-radical-than-we-remember</a></p>
<b>January 19, 2022</b>	<ul style="list-style-type: none"> <li>• Resource Mobilization Theory</li> <li>• Political Opportunity Theory</li> </ul>	<p>"Habermas &amp; the Public Sphere." Watch video on Canvas and take notes.</p> <p>"Free the Data from the Birdcage: Opening Up Data and Crowdsourcing Activism in Taiwan" by Mei-chun Lee</p>

January 21, 2022	<ul style="list-style-type: none"> <li>How to write a good Twitter thread</li> </ul>	
<b>Week 3: Choosing, defining, and researching a topic</b>		
	<b>In Class</b>	<b>Reading/Assignment</b>
January 24, 2022	<ul style="list-style-type: none"> <li>Research question workshop</li> </ul>	<ul style="list-style-type: none"> <li><b>Come to class with at least two research topics you find interesting</b></li> </ul>
January 26, 2022	<ul style="list-style-type: none"> <li>Citation workshop</li> </ul>	Review "The Production of a Cause for Activism in Argentina: Labor Organization in Call Centers" by Sandra Wolanski
January 28, 2022	<ul style="list-style-type: none"> <li>In-class research methods workshop</li> </ul>	<ul style="list-style-type: none"> <li><b>MEET AT FONDREN</b></li> <li><b>Twitter thread due Sunday by 11:59 PM</b></li> </ul>
<b>Week 4: Identity-based activism and "new" social movements (1)</b>		
	<b>In Class</b>	<b>Reading/Assignment</b>
January 31, 2022	<ul style="list-style-type: none"> <li>In-class activity on identity construction</li> <li>Discussion of video</li> </ul>	<p>Video: What does it mean that gender is performative? (On Canvas)</p> <p>"It took me quite a long time to develop a voice": Examining feminist digital activism in the Indian #MeToo movement" by Paromita Pain</p>
February 2, 2022	<ul style="list-style-type: none"> <li>In-class intersectionality activity</li> <li>Discussion of Reading</li> </ul>	"All Lives Matter, but so Does Race: Black Lives Matter and the Evolving Role of Social Media" by Nikita Carney
February 4, 2022	<ul style="list-style-type: none"> <li>How to create a fact sheet</li> </ul>	<ul style="list-style-type: none"> <li><b>Twitter thread revisions due Sunday by 11:59 PM</b></li> </ul>
<b>Week 5: Identity-based activism and "new" social movements (2)</b>		

	In Class	Reading/Assignment
February 7, 2022	<ul style="list-style-type: none"> <li>• Social model of disability</li> <li>• Accessibility scavenger hunt</li> </ul>	<i>Crip Camp</i> , available on Netflix
February 9, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	"From the Margins You Push So That the Center Implodes": Queer Media in South Africa by Ruti Talmor
February 11, 2022	NO CLASS	
<b>Week 6: Strange Bedfellows and Strategic Connections</b>		
	In Class	Reading/Assignment
February 14, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DISCUSSION DAY (review readings from Weeks 4-5)</b></li> </ul>
February 16, 2022	<ul style="list-style-type: none"> <li>• Second order information</li> <li>• Discussion of reading</li> </ul>	<p>"Experimental Entanglements: Surveillance Science, Sex Worker Activism, and Evidentiary Politics in Kenya" by Robert Lorway</p> <ul style="list-style-type: none"> <li>• <b>Fact sheet due Thursday at 11:59 PM</b></li> </ul>
February 18, 2022	<ul style="list-style-type: none"> <li>• Network Map</li> <li>• Discussion of reading</li> </ul>	"Fans, Friends, Advocates, Ambassadors, and Haters: Social Media Communities and the Communicative Constitution of Organizational Identity." by Veronica R. Dawson
<b>Week 7: "Authenticity," Visibility, and Anonymity</b>		
	In Class	Reading/Assignment
February 21, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	"Cyborg activism: Exploring the reconfigurations of democratic subjectivity in Anonymous" by Hans Asenbaum
February 23, 2022	<ul style="list-style-type: none"> <li>• Compiling a literature review</li> <li>• Discussion of reading</li> </ul>	"Fakeness: Digital Inauthenticity and Emergent Political Tactics in Armenia" by Tamar Shirinian

February 25, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	<p>"Invisible networked publics and hidden contention: Youth activism and social media tactics under repression." by Ashley Lee</p> <ul style="list-style-type: none"> <li>• <b>Mid-Semester Check-In Survey due Sunday at 11:59 PM</b></li> <li>• <b>Fact sheet revisions due Sunday at 11:59 PM</b></li> </ul>
<b>Week 8: The "Stuff" of activism</b>		
	<b>In Class</b>	<b>Reading/Assignment</b>
February 28, 2022	<ul style="list-style-type: none"> <li>• In-class workshop: How to write an Op-Ed</li> </ul>	Read examples on Canvas
March 2, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	"The Object of Activism: Documents and Daily Life in Namibian NGOs" by Sabine Höhn
March 4, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	"Inscribing Subjects to Citizenship: Petitions, Literacy Activism, and the Performativity of Signature in Rural Tamil India" by Francis Cody
<b>Week 9: Looking back to move forward</b>		
	<b>In Class</b>	<b>Reading/Assignment</b>
March 7, 2022	Memory work	"TIEMPO AL TIEMPO: Nonlinear Time in Chilean Sexually Dissident/Diverse Activism" by Baird Campbell
March 9, 2022	Guest Lecture Ryan Thoreson	Chapter 1 of <i>Transnational LGBT Activism: Working for Sexual Rights Worldwide</i> by Ryan Thoreson <ul style="list-style-type: none"> <li>• <b>Op-Eds due Friday by 11:59PM</b></li> </ul>
March 11, 2022	The politics of memorialization	<ul style="list-style-type: none"> <li>• Update: June 2021 On the Founder's Memorial</li> <li>• Letter regarding Founder's Memorial</li> </ul>
<b>Week 10: Spring Break!</b>		
March 14-18, 2022	<b>RELAX AND RECHARGE!</b>	
<b>Week 11: Current Events</b>		

	In Class	Reading/Assignment
March 21, 2022	<ul style="list-style-type: none"> <li>Introduction to Audiovisual Project</li> </ul>	<ul style="list-style-type: none"> <li>Examples on Canvas</li> </ul>
March 23, 2022	<ul style="list-style-type: none"> <li>Discussion of film</li> </ul>	<p>"Reversing Roe" - Netflix</p> <ul style="list-style-type: none"> <li><b>Op-Ed revisions due Sunday by 11:59 PM</b></li> </ul>
March 25, 2022	<ul style="list-style-type: none"> <li>Discussion of previous two readings</li> </ul>	<p>Activism in Southwestern Queer and Trans Young Adults After the Marriage Equality Era by Megan Gandy-Guedes and Megan Pacey</p>
<b>Week 12: Artivism and visual activism</b>		
	In Class	Reading/Assignment
March 28, 2022	<ul style="list-style-type: none"> <li>Discussion of reading</li> </ul>	<p>"Indirect Activism: Graffiti and Political Possibility in Athens, Greece" by Othon Alexandrakis</p> <p><a href="https://streetart.withgoogle.com/en/world-collection">https://streetart.withgoogle.com/en/world-collection</a></p>
March 30, 2022	<p>Guest Lecture:</p> <p>Dr. Tish Stringer - Citizens' Media</p>	<p>"This Is What Democracy Looked Like" by Tish Stringer</p> <ul style="list-style-type: none"> <li><b>Prepare at least 2 substantive questions based on the reading</b></li> </ul>
April 1, 2022	<p>NO CLASS</p> <p>Work independently on your Audiovisual Project</p>	<ul style="list-style-type: none"> <li><b>Audiovisual Project due Sunday by 11:59 PM</b></li> </ul>
<b>Week 13: Environmental Activism</b>		
	In Class	Reading/Assignment
April 4, 2022	<ul style="list-style-type: none"> <li>Discussion of reading</li> </ul>	<p>Pedagogy and Activism in Vieques, Puerto Rico: An Interview with Ismael Guadalupe by Edgar Iván Gutiérrez</p>

April 6, 2022	<ul style="list-style-type: none"> <li>• Writing an abstract</li> <li>• Discussion of reading</li> </ul>	"Conceiving Kakipitatapitmok: The Political Landscape of Anishinaabe Anticlearcutting Activism" by Anna J. Willow
April 8, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DISCUSSION DAY (review readings from Weeks 12-13)</b></li> </ul>
<b>Week 14: Transnational Activism</b>		
<b>In Class</b>		<b>Reading/Assignment</b>
April 11, 2022	<ul style="list-style-type: none"> <li>• In-class workshop - how to prepare a TED talk</li> </ul>	Watch examples and take notes
April 13, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	<p>"The limits of solidarity: Labor and transnational organizing against Coca-Cola" by Lesley Gill</p> <ul style="list-style-type: none"> <li>• <b>Audiovisual Project revisions due Friday by 11:59 PM</b></li> </ul>
April 15, 2022	<ul style="list-style-type: none"> <li>• Discussion of reading</li> </ul>	Freedom to Move, Freedom to Stay, Freedom to Return: A Transnational Roundtable on Sanctuary Activism by Sunaina Maira
<b>Week 15: TED week</b>		
<b>In Class</b>		<b>Reading/Assignment</b>
April 18, 2022	<ul style="list-style-type: none"> <li>• TED talks 1-5</li> </ul>	
April 20, 2022	<ul style="list-style-type: none"> <li>• TED talks 6-10</li> </ul>	
April 22, 2022	<ul style="list-style-type: none"> <li>• TED talks 11-15</li> </ul>	
May 4, 2022	<b>Final digital portfolio due by 5:00 PM</b>	