



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

COMM 5233-101: Communication & Social Change

Course Description:

Societies and social entities deal with change in a variety of ways, from collaborative decision making to shifts in policy brought about by political movements. In this course, we will examine the role of communication in social change, with an emphasis on how public deliberation and dialogue can bring about change in society. Deliberation and dialogue, which are two similar concepts grounded in democratic theory, provide models for how people can come together to discuss topics and make collective decisions. These models can be used for discussion and decision-making at a wide range of levels, from that of a small group, to a larger group or organization, to a community, to larger political entities.

Class Dates, Location and Hours:

Class format has changed COVID-19 travel restrictions.

Dates: July 13 – 19, 2020

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202. Course is held online via Canvas and Zoom, please contact professor for information.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: June 14, 2020

Site Director:

Email: apwashington@ou.edu. Phone: 703-418-4800.

Professor Contact Information:

Course Professor: Dr. Justin Reedy

Mailing Address: Burton Hall, Room 131, Norman, OK 73019

Telephone Number: 405-325-5873

Email Address: jreedy@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Twitter and Tear Gas: The Power and Fragility of Networked Protest, by Zeynep Tufekci, 2018, ISBN 9780300234176. (Ebook version is also fine)

2. Other readings will be available via Canvas.

Course Objectives:

In this course, we will examine theories of democracy, the public sphere, and social change; research on deliberation, dialogue, and social movements; and practical applications of scholarship in these areas. By the end of this course, you should have a deeper understanding of theory and research in deliberation, dialogue, and social change, and will learn how those can be applied to better understand collective decision making and action.

Course Outline:

Date	Subject	Readings
7/13	Introduction to deliberation, dialogue, and social change	Gastil & Keith, 2005; Fung, 2015
7/14	Deliberation and democratic theory	Burkhalter et al. 2002; Cohen, 1989; Carcasson and Sprain, 2016
7/15	Deliberation and dialogue formats	Knobloch et al. 2014; Lukensmeyer, 2013; Hamilton, 2007
7/16	Social Change and Online Organizing	Part 1 of Tufeci, 2018; Van Duyn, 2018
7/17	Social Change (Continued) and Protest Movements (Plus movie viewing)	Part 2 of Tufeci, 2018; King, 1963
7/18	Overview and Review; Working Past Political Conflict; Class Activity	Fishkin 2009; Dembinska & Montambeault, 2015; Karpowitz et al. 2009
7/19	Review and Online Discussion (No in-person meeting)	N/A
8/2	Final Reflection Paper Due on Canvas	N/A

Assignments, Grading and Due Dates:

Class discussions

This course will place a strong emphasis on collaborative learning among students. It is vital for your own learning and that of your fellow students that you be present and participating in class meetings. You are expected to come to each class meeting prepared with comments about the readings and to make substantive contributions to our discussions. (20% of final grade)

Short Reflections

For each class meeting (not including the last class day), students will write short reflection papers (about one page, single spaced) about that day's readings, responding to prompts provided by the instructor via Canvas. These reflection papers will also help facilitate discussion during the class meetings, so be prepared to briefly discuss some of what you have written. (20% of final grade)

Discussion Leadership

For each class meeting (not including the first or last classes), students will be given the opportunity to lead discussion for a portion of the meeting. These discussion opportunities will be assigned on the first day of class for the remainder of the week. You should provide 2-3 discussion questions for the assigned reading that you think warrant further discussion and analysis by the class. (20% of final grade)

Final Reflection Paper

Each student will write a reflection paper, due approximately two weeks after the conclusion of the class (8 pm Eastern Time, Aug. 2, on the OU Canvas course page), in which they pick a topic of interest to

them related to deliberation, dialogue, or social change, and apply the theories, concepts, and research results from the class to that topic, and reflect on the ways that the course material has helped expand their understanding of that topic. The paper should be 6-8 pages long, and use APA style for the format of the paper and any sources cited. Further details on the paper assignment will be provided during the course meetings. Feedback on the final paper will be provided within 1-2 weeks of the due date via Canvas. (40% of final grade)

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Policy on Computers/Phones/Mobile Devices in Class

Students are welcome to bring laptops and other electronic devices to class for taking notes or productively using the web, but as you know, there is tremendous potential for disruption and distraction with texting, emailing, and web browsing during class. Any texting, calling, or emailing must happen outside class time. The research verdict is clear and negative on the utility of multitasking (http://blogs.computerworld.com/14789/the_multitasking_myth). Class is more enjoyable and productive for all of us if we keep our focus on the class for the duration of the time together.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Justin Reedy

Education

- Ph.D. Communication, University of Washington, Seattle, WA
- M.A. Communication, University of Washington, Seattle, WA
- B.S. Earth and Atmospheric Sciences, Georgia Tech, Atlanta, GA

Current Positions

- Assistant Professor, University of Oklahoma Department of Communication
- Researcher, University of Oklahoma Center for Risk & Crisis Management

Frequently Taught Advanced Programs Courses

- COMM 6970 – Small Group Communication (Extremism).

Major Areas of Teaching and Research Interest

- Political communication and public opinion
- Small group communication and team dynamics
- Risk-related issues and public policy
- Public deliberation and civic engagement
- Communication in terrorism and extremism

Representative Publications and Presentations

- Hiratsuka, V., Beans, J., Reedy, J., Yracheta, J., Peercy, M., Saunkeah, B., Woodbury, R., O’Leary, M., Spicer, P. (2019). Fostering Ethical, Legal, and Social Implications (ELSI) Research in Tribal Communities: The Center for the Ethics of Indigenous Genomic Research. *Journal of Empirical Research on Human Research Ethics*.
<https://journals.sagepub.com/doi/10.1177/1556264619872640>
- Anderson, C., & Reedy, J. (2019) Compensatory Control Theory and Public Opinion on Nuclear Policy: Developing an Experimental Measure in an Applied Environmental Context. *Frontiers in Communication (Science and Environmental Communication)*.
<https://www.frontiersin.org/articles/10.3389/fcomm.2019.00027/full>
- Gabbay, M., Kelly, Z., Reedy, J., & Gastil, J. (2018). Risky shift induced by issue substitution in small group opinion dynamics. *Social Psychology Quarterly*, 81, 248-271.
<http://journals.sagepub.com/doi/10.1177/0190272518778784>
- Gastil, J., Knobloch, K., Reedy, J., Henkels, M., & Cramer, K. (2018). Assessing the electoral impact of the 2010 Oregon Citizens’ Initiative Review. *American Politics Research*, 46, 534-563.
<http://journals.sagepub.com/doi/full/10.1177/1532673X17715620>
- Gastil, J., Reedy, J., Wells, C. (2018). Knowledge distortion in direct democracy: A longitudinal study of biased empirical beliefs on statewide ballot measures. *International Journal of Public Opinion Research*, 30, 540–560.
<https://academic.oup.com/ijpor/article/doi/10.1093/ijpor/edx012/4210390/Knowledge-Distortion-in-Direct-Democracy-A>
- Reedy, J., Gastil, J., & Moy, P. (2015). From the secret ballot to the public vote: Examining political discussion in vote-by-mail elections. *Political Communication*, 33, 39-58.
<http://www.tandfonline.com/doi/full/10.1080/10584609.2014.969462>
- Reedy, J., Wells, C., & Gastil, J. (2014). How voters become misinformed: An investigation of the emergence and consequences of false factual beliefs. *Social Science Quarterly*, 95, 1399-1418.
- Reedy, J., Gastil, J., & Gabbay, M. (2013). Terrorism and small groups: An analytical framework for group disruption. *Small Group Research*, 44, 599-626.

- Knobloch, K., Gastil, J., Reedy, J., & Walsh, K.C. (2013). Did they deliberate? Applying an evaluative model of democratic deliberation to the Oregon Citizens' Initiative Review. *Journal of Applied Communication Research*, 41, 105-125.
- Collingwood, L. & Reedy, J. (2012). Listening and responding to criticisms of the deliberative civic engagement process. In Nabatchi, T., Weiksner, M., Gastil, J., & Leighninger, M. (Eds.) *Democracy in motion: Evaluating the practice and impact of deliberative civic engagement* (pp. 233-261). New York: Oxford University Press.
- Reedy, J. and Nowlin, M. (2015). *Community resilience against climate change: Deliberation across ideological divides*. Paper presented at the annual conference of the National Communication Association, Las Vegas, NV, USA.
- Kelly, Z., Reedy, J., Gabbay, M., and Gastil, J. (2015). *Persuasion, confidence, and choice shifts: An experimental study of decision making and communication structure in small groups*. Paper presented at the annual conference of the National Communication Association, Las Vegas, NV, USA.

Representative Honors and Awards Received

- National Communication Association, Political Communication Division, Lynda Lee Kaid Outstanding Dissertation Award (2013).
- University of Washington Department of Communication, Madeline Jones Campbell Scholarship recipient, awarded by Mortar Board Alumni/Tolo Foundation in recognition of scholarship, leadership, and service to the campus and community (2010-11).
- University of Washington Department of Communication, Peter Clarke Graduate Student Research award, in support of work benefiting disadvantaged communities (2009).

Major Professional Affiliations

- National Communication Association
- International Communication Association