Syllabus & Course Calendar

Sociology 39100-004 Communities and Social Movements
Spring Semester 2026 – Hammond Campus
Department of Behavioral Sciences – Purdue University Northwest

Name	Jozie Nummi, PhD (Pronouns: She/her/hers)	**Credit Hours**	3
		Class Time	Tuesday & Thursday 9:30 am to 10:45 am
Email	jnummi@pnw.edu		
Office	Porter 216B	**Class Location**	Gyte Building room 113
Office Hours	Tuesday: 12:30 pm to 2:30 pm Wednesday by appointment only. Thursday 12:30 pm to 2:30 pm	**Required Materials - Brightspace course shell**	*Change! A student guide to social action* by Scott Myers-Lipton. A green book available at the bookstore.

What topics are covered in this course?

Students will be introduced to historical and contemporary social movement campaigns, social change agents, and historical events. How social change occurs over time and throughout historical periods will be analyzed. Commonsense notions of what determines success and influence will be questioned and redefined. This course investigates the topics of issue development, change theory, building power, group dynamics, strategy and tactics, and campaign planning and implementation. As a class we'll reflect on the different issues, tactics, and successes of movements. We will examine sociological theories and apply them to cases to understand campaigns better. This course aims to guide students in understanding how social change occurs, issues addressed, and persistence of inequality through a sociological lens. In this experiential social action model, students choose and lead campaigns. They are transformed through a direct experience of democracy, with the professor being the "guide on the side" and provide guidance as needed.

Catalog Course Description: Credit Hours: 3.00. Credit Hours: 1.00 to 3.00. Various topics in sociology that may change from semester to semester are presented by sociology faculty members. Typically offered Fall Spring.

Course Goals
This course aims to:
> 1) develop students' sociological understanding of social change processes and theories.
> 2) explain how and why contentious collective action occurs.
> 3) enhance understanding of social change by analyzing examples of social change
> 4) enhance students' understanding of social change related to conditions impacting the campus, local, regional communities.

Learning Outcomes
After successful completion of this course, you will be able to:
1) explain how language is utilized to impact change at the micro and meso levels of societies.
2) explain the relevant social issues and settings related to campaigns
3) communicate through oral and written communication in small group and large group contexts
4) explain different perspectives to become a more analytical thinker.

Culture of Care

Hi! I'm Dr. Jozie Nummi! Your success matters to me. Sociology is a unique discipline that not many people have heard of before, which can make studying an additional challenge. It is up to you to find what works for you by practicing different approaches to studying. If there are aspects of this course that prevent you from learning or are barriers to your inclusion and participation, please let me know. In addition, your life is filled with challenges such as working and caring for family members that take precedence over classes at times. It is through productive communication and discussion of course requirements that you can take responsibility for your education and I can help you meet course requirements. Thus, I encourage you to have discussions with me ahead of time, especially during office hours.

Office Hours
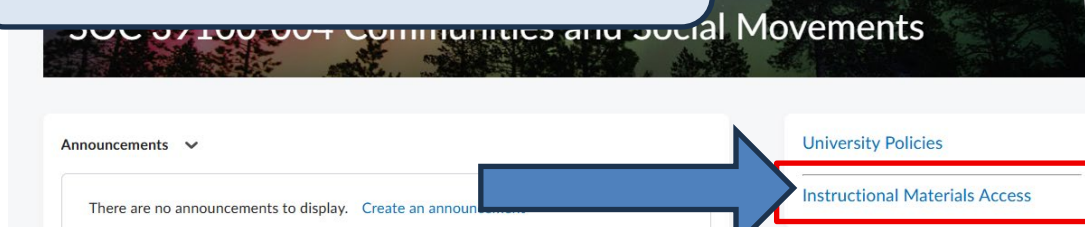Tuesday: 12:30 pm to 2:30 pm
Wednesday: by appointment only
Thursday: 12:30 pm to 2:30 pm

My office hours are in Porter Building, 216B. You are also welcome to schedule a virtual meeting with me or make an appointment outside my office hours. Office hours are an opportunity for you to clarify the readings, best study methods, how gender studies scholars approach research and writing, or other general questions. Tuesday and Thursday are drop in hours, which means you do not have to make an appointment.

What will we be doing in this class?

Course Materials: The required textbook is *CHANGE! A Student Guide to Social Action,* by Scott Myers-Lipton, (2025). A green book is also required, which can be purchased at the bookstore. Readings and videos are also posted on Brightspace for each module. It is expected you login into Brightspace weekly. Readings will not exceed 30 pages a week.
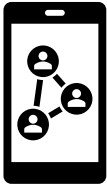
Textbook is found on Brightspace course homepage under "Instructional Materials Access" link.

Please purchase a required green book at the PNW Bookstore by January 20. Location: Student Union & Library, Room 110.

Expectations: This class is designed to facilitate discussion and improve your application of scientific concepts to the world around you. As such, classes will be interactive requiring you to participate by discussing readings, videos, and other course materials. You are expected to come to class with some understanding of weekly readings. Not all materials will be reviewed during class. In any three-credit undergraduate course you are expected to commit between four to eight hours outside of class time to reading articles, watching videos, and reviewing other course materials.

Recording and Reposting: To record a classroom, you need everyone's permission. I do not permit recording of the classes or sharing of online materials to outside websites. Be respectful of student's privacy.

Small Groups: Studying and learning are often easier to do in a small group. Thus, as a class we'll determine small groups. These small groups will facilitate discussion and collaboration. You need to form small groups of four (4) people by **Tuesday, January 20 in class.** In class, you'll introduce yourself to your small group, who you'll sit with each class period, complete social action campaigns and complete campaign activities together.

Technology Expectations: It is expected that you will use Microsoft OneDrive (Word, PowerPoint, etc.) and have a basic knowledge of word processing (typing, editing a document, etc.). PowerPoint slides will be posted on Course Materials pages before class. Key information will be missing from slides that will be provided during the lecture. It is expected that you'll have a notebook or laptop, iPad, or cell phone each class period to take notes with. Every lecture will not have a PowerPoint uploaded.
- In February 2026, the Google Workspace environment at PNW will be retired. You need to transition to using Microsoft Office Suite (Word, PowerPoint, etc.) as soon as possible.
- **ACTION REQUIRED:** Enroll in Microsoft MFA on your mobile device before February 2026. (Note: This deadline has been extended from previous communications.)
- All students need to complete typed assignments in Microsoft Office Online. This is to ensure you can document the amount of time spent on assignments and the originality of the work. You may be asked to discuss assignment quality, time spent on it, and to verify it is your original work using Microsoft Word online activity log for example.
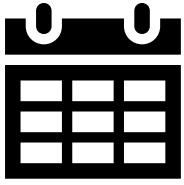
What's the deal with Brightspace Course Shell?

It is expected you can navigate Brightspace course shell and submit assignments and quizzes weekly. Each module covers one topic, or closely related topics which are covered **in a week**. The modules are designed so that you can go through them in order and become familiar with the class topics, learning objectives and my expectations. Assignment links will also be in modules for you to review before submitting assignments. Modules will be posted to the D2L as they are finished during the semester.

Each week you should read the assigned pages and create a study guide for the chapter *before* coming to class. Visit modules pages weekly for information.

General Module Design on Brightspace

Modules are digital folders used to organize information weekly for students. There will be variations between modules, but these items will be consistent between weeks.

Dates on Brightspace course shell

There are three different types of dates listed on Brightspace. You need to know the difference between them. There is a due date, which is the day you need to turn in assignments and submit quizzes. There is an "Available on" date which is when you can first submit an assignment or access a quiz. There is also an "Available until" date when you can no longer access assignments or quizzes. Please see the late work policy below for more clarification.

- Overview page - It includes weekly reminders, announcements, and a to do list.
- Course Materials page - The page has readings, short videos, and PowerPoint slides for you to access and download before class each week. If you miss class, this page is also a resource for you to find out what you missed.
- Weekly Assignments - This page includes instructions for assignments and other information on grading. You should view and submit assignments on this page.

How will your learning be assessed?

Attendance (10%)

Classes are designed to facilitate interaction between the students and professor. Your attendance grade depends on your active listening and note taking skills, along with your active participation in small group discussions. You are allowed to miss two classes without documentation and without doing make-up work.

- You can miss two class periods without doing make-up work and without getting it excused. On the Brightspace gradebook, 2 attendance grades will be dropped from your grade. This means you can miss two classes, and it will not affect your attendance grade.
- Third Absence or more: After 2 absences, your grade will be affected. It is your responsibility to check in with the instructor within the seven days of your absence to provide documentation and get the absence excused. For excused absences with documentation and make up work, your attendance grade will not be affected. In the event you have an extended absence, you need to arrange new deadlines and make-up work with the instructor.
- You are allowed to be late by 10 minutes or less three times and not have it affect your grade. After 3 times late, then your attendance grade will be affected.
- Attendance will be taken using iClicker Mobile app and GEO location is turned on. Here's the join code: **https://join.iclicker.com/HRXL.** When you sign in, please sign in **using campus login.**
- Here is a linked website explaining the steps to set up your iClicker student app account. Further information is available here https://www.pnw.edu/information-technology/services/iclicker/.
- Troubleshoot geolocation issues in the iClicker student app on the iclicker website.

Class Discussions (20%)

Your perspective and discussion in class are very important in this class. Participation in class discussions and in your small group (4 students) will further your progress in your social action campaign. Class time will be dedicated to your group's social action campaign, so you will be able to do some of your organizing in class. In college students are meant to be active learners by taking notes and asking clarifying questions. These can include small group discussions, in-class worksheets, reflection papers, short essays, or online research activities. By participating you help fellow students succeed and improve your understanding of course materials. For excused absences with documentation and instructor approval, your participation grade will not be affected. It is your responsibility to check in with the instructor within the seven days of your absence to provide documentation and get the absence excused. In the event you have an extended absence, you need to arrange new deadlines and make-up work with the instructor.

- At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.

Group work

As the social action model is based on small group work, communication is key between students and the professor. It is expected students would communicate if they wanted to leave a group. The professor and student will discuss what group you would like to join. If the group believes there is little disruption to the group, then the student can join. However, if there is disruption to the group due to lack of transparency and negative behaviors (unpreparedness, tardiness, etc.) then the group has the right to say no. As I'm ultimately in charge of the classroom experience, I will make the final decision to ensure least possible disruption and best possible classroom environment.

5 Study Guides (10%)

Study guides are a summary of the readings or other assigned sources. These study guides are meant to prepare you for class discussion and quizzes. Each one requires you to use quotations from the assigned source. No other unassigned or outside sources are allowed. There are specific requirements that are listed on Brightspace Course shell. Each study guide includes 5-6 questions on that week's topic. It is required that you follow instructions on Brightspace course page for each study guide.

- Answers cannot be "googled." Only answers and information from assigned readings will be allowed. For direct quotations, quotation marks and page numbers are required to avoid plagiarism.
- Plagiarism and AI writing will not be tolerated and will earn you a failing grade of a zero (0). Instructions for how to create assignments will be distributed, along with examples as needed.
- If needed, I reserve the right to request to meet with students to discuss the quality of their work and knowledge of course material. Refusing a meeting can result in a failing grade remaining in the gradebook.

Quiz (15%)

Your will be tested on arguments, words, and other details from assigned sources. The quiz will include multiple choice and fill-in-the-blank questions. The quiz will include between 40-45 questions. Questions can cover class discussions, PowerPoint slides, and activities in addition to assigned readings. If you miss a quiz due to an emergency or other unavoidable

situation, you must contact me within ten (10) days of the exam. You will be allowed to make up a missed quiz as long as you provide adequate explanation and documentation. Make up exams must be completed within 15 days of the original due date and maybe alternative formats. See course calendar for date.

Social Action Model - Campaigns

For the semester we will be using a social action model. This means you will be analyzing social problems as a class and coming up with solutions for communities we are a part of. You'll build on your knowledge from assigned readings and videos to understand social problems and how communities can address them through social change. A key part of this model is that students collaborate to enact a policy (i.e. a rule, regulation, norm or practice of an institution) on campus or in the community. This means students choose and develop their campaigns on their own rather than assigned by the instructor.

Campaign Schedule

- The schedule for this model is based on "On your Mark, Go, Get Set." To launch campaigns by mid-semester, students will go through issue development process (identifying demands and targets) in the opening days of the class. By the fourth class students will learn about more aspects of social change (building power, etc.) and are set to launch campaigns in the ninth week.
- Importantly, there is *no political indoctrination,* as students develop and choose what campaigns to work on. Students can change campaigns at any point in the semester. My role as an instructor is to guide students about strategy, tactics, and language usage, with students deciding on the best move forward. All social action campaigns need to adhere to PNW's mission, vision and strategic plan.

On Your Mark	GO!	Get Set		GO!		Get Set					GO!	Get Set	GO!	Get Set
Review Syllabus	Issue Development (2-3 weeks)	Set Tone	Change Theory	Building Power (3 weeks)	Social Action Tour	Research	Group Dynamics	Strategy & Tactics	Campaign Kick-Off		Campaign Launch	Campaign Plan	2nd Campaign Action	Campaign Evaluation

Campaign Assignments (30%) – Individual & Group Assignments

The Social Action Model asks small groups to design social change campaigns. Assignments will ask you to use critical thinking skills to answer questions and provide examples of issues, demands, targets and other scientific concepts. Your group can help you develop examples of scientific concepts and social processes. As an instructor I will guide you through this process and the requirements. The only sources you can reference are on Brightspace unless otherwise specified. There are different assignment formats.

- There are different assignments available and some require you to work with your group to complete. All group members should attend class, take notes, and be able to provide an update on their group's campaign if asked. Different roles may be assigned, such as note taker, media liaison, recruiter, graphic designer, and leader.
- All students will be involved in social action and log their outside of class activities in a "social action log." This will require a minimum of 1½ to 2 hours per week of campaign work (25 hours minimum over 15 weeks, with about one-half of the time DOING something, that is, doing *campaign activities* (e.g., tabling, fliering, giving organization raps) or *campaign actions* (marches, rallies, street theater, etc.). If you do not do more than 25 hours a semester, you will most likely not receive a grade higher than a C on your overall campaign assignments grade, since it is difficult to do reflection if you are not doing campaign activities and actions. Of course, if you want to do more campaign work, that is great.
- Another key feature of the social action model is the topic and flow of the course. The motto of this model is "On Your Mark, Go, Get Set." In order to launch the campaigns by mid-semester, students go through the issue development process (identifying demands and targets) in the opening days of the
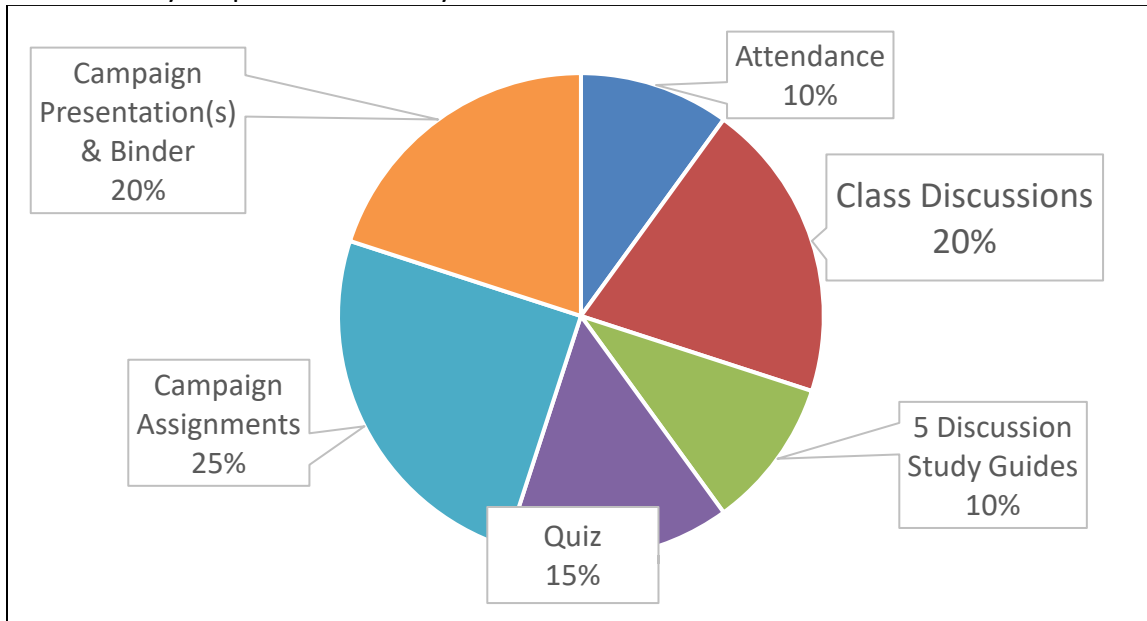
class. By choosing the campaigns by the 4th or 5th class, students have enough time to learn about all of the necessary aspects of social change, and then to launch a campaign by the ninth week, and still have almost half a semester to do several actions.

- If an assignment is labeled group project or group worksheet, it is expected one worksheet will be completed and handed in. If an assignment is not labeled a "group" assignment, then it is completed individually. All group members should attend class, take notes, and contribute to the group.

Campaign Presentation(s) and Binder - Group Project

You will present your campaign to your classmates during the semester. Your perspective is valued by me, your instructor and your classmates, so your presentations enhance the learning opportunity for everyone. The campaign presentation needs to be 15 minutes at a minimum and be attended by all group members. Campaign binders include information to hand off to the next classes doing social action campaigns. To ease the presentation days and to provide feedback, PowerPoint slides are due a week before presentation days. You can submit updated presentations before your presentation day. See course calendar for deadlines.

Calculation of Grades

Course Component	Percentage	Due Dates
Attendance	10%	Weekly; Miss 2 class periods
Class Discussions	20%	Weekly.
5 Study Guides	10%	Fridays. 3 day grace period on Mondays.
Quiz	15%	See course calendar
Campaign assignments	25%	Individual assignments mostly. Fridays
Campaign Presentation & Binder	20%	Group Projects. See calendar
TOTAL	**100%**	

Instructor Error: Keep an extra copy of any work submitted and graded work returned to you until final course grades have been posted in case of instructor error.

Grades: Your grade is weighted. This means that although points are awarded using a grading rubric for assignments or quizzes, not all points are equal. Note: I do not "bump" grades or award points outside of points earned on assignments. I also do not change grades after they've been posted for 7 days. Email and meet with me immediately if there are problems with your grade. General rubric and grading questions can be answered over email. Meet with me during office hours if you have specific questions about your grade.

- I don't change grades after they've been posted for 7 days.
- I do not "bump" grades or award points outside of points earned on assignments and quizzes.
- If you are getting behind, please reach out to me for support.
- If needed, I reserve the right to request to meet with students to discuss the quality of their work and knowledge of course material to support their success in the class. Refusing a meeting can result in a failing grade remaining in the gradebook.

Incompletes: Grades of "incomplete" (I) will only be given under rare circumstances when you provide detailed documentation of a significant crisis (e.g., serious illness of the student or death in the immediate family) near the end of the semester and they are unable to finish the course. "Incompletes" will not be given under any other circumstances. Please come to me about any situation that is negatively affecting your class performance immediately, rather than waiting until the end of the semester when there is not enough time to identify and implement strategies for addressing the problem.

Late Work Policy: This policy does not apply to quizzes. You have the opportunity to submit late assignments in this class for full or partial credit. Weekly Assignments and other assignments may be turned in one day (24 hours) late without penalty. Each assignment may have different deadlines and time period for which you can receive full or partial credit. See D2L for a full explanation of the late policies for each assignment. For assignments due between Week 1 and Week 8, you need to submit them by **March 9** for any credit. All Week 9-13 assignments and social problem portfolio assignments need to be turned in by **April 13**. If any assignments or quizzes are more than two weeks late, they will only be accepted under special circumstances (hospitalization, family death, housing insecurity, etc.).

Plagiarism and AI Tools Policy[1]

The following course values will guide our interactions and help you learn. All writing needs to include proper citation in the event you are paraphrasing or using direct quotations. The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class, except in very specific cases. AI software does not count as a scholarly or required reference and must be disclosed to avoid violation of the academic integrity policy. AI is found to be biased and unable to evaluate complex information.

Plagiarism: Plagiarism is the unacknowledged use of someone else's work as one's own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc.), intentional or unintentional. Plagiarized material may be derived from various sources, such as books, journals, internet postings, student or faculty papers, etc. This includes purchasing or "outsourcing" written assignments or using any AI technology to write any assignment. Plagiarism violates the academic integrity policy of Purdue University Northwest. You can check your plagiarism score after submitting an assignment on D2L or before submitting the assignment on an outside website. The most common mistake is that students do not use **quotation marks (" ")** when copying the exact words of an author. I prefer you paraphrase an author's

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[1] This policy was developed based on the framework provided by the PNW Center for Faculty Excellence and Dr. Is-Huan Lin.

arguments, which means you still use a citation but use your own words when summarizing the argument. If Turnitin detects plagiarism, you need to fix any plagiarism **before the assignment deadline passes**. You will be able to submit multiple drafts of the assignment to the assignment folder.

Plagiarism Penalties: Every time plagiarism is detected on an assignment past 25 percent you will have an option to fix the error before the assignment deadline passes. If you submit an assignment with 25 percent or more of plagiarism past the deadline, then you will receive prompt communication from me on how to resolve the issue and be expected to rewrite or resubmit assignment promptly within 24 hours.

AI Tools Penalties: If you submit a document for grading that includes AI, you'll be allowed to rewrite it the first time AI tools are detected. The resubmitted assignment will need to be submitted within 24 hours. The second time AI writing is detected you will fail an assignment.

Proofreading and Writing Resources: Please proofread all written work. You are encouraged to work with the writing center on major writing assignments and in cases where students need additional help with grammar on weekly homework.

AI Tools Policy. The use of generative AI tools (e.g., ChatGPT, Dall-e, Quillbot, etc.) is permitted in this course for the following activities:

- Brainstorming ideas
- Searching for initial information on a new topic, as you would use Google or Wikipedia
- Checking for grammar, punctuation, and spelling in your fully drafted paper. Preferably, students will use Grammarly.com to revise their writing before submission. You do not need to purchase the subscription service—the free version is fine, but the subscription is much better. If you use Grammarly you need to keep a copy of the essay or assignment that is not edited by Grammarly.
- AI tools may be used to expand upon your thoughts or ask general questions, such as definitions. In these cases, if you use the information for an assignment, you still need to cite AI.

The use of generative AI tools is **_not permitted_** in this course for the following activities:

- You may not use Gen AI tools to complete assignments, including but not limited to answers to discussion questions in class, chapter questions, essays, quizzes, discussion posts and responses, midterm paper, and final paper.
- Impersonating you in classroom contexts or any contribution to classroom activities where the reader would reasonably expect that the work is a true and original representation of your personal thoughts or communication.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Gathering outside sources. Students may only use the college databases for research and acquiring external sources.

If in doubt about permitted usage, please ask for clarification. If you are getting behind in course work, attendance, or class readings, please communicate with me and reach out for support.

Expectations for students (TIED):

- <u>Transparency</u>: Clearly note when and how you used AI. Cite it and include a link to the AI log.
- <u>Integrity</u>: If you use AI for checking writing quality (e.g., grammar, punctuation, spelling, etc.), this use should be clearly disclosed in your submission. If you use AI to brainstorm ideas that inform your assignments, this use should be clearly disclosed AND include a citation like this example (APA 7th ed. format):
  - OpenAI. (2024). ChatGPT (May 2024 version) [Large language model]. https://chat.openai.com
- <u>Evidence</u>: It is your responsibility to save and provide documentation/paper trails that demonstrate your writing process and prove that you are not using AI in an unacceptable or unethical way for your assignments. It is expected that assignments will be drafted using Microsoft Word or PowerPoint Online to verify time spent on the assignment and that it is your original work.
- <u>Double-check any AI-generated content for accuracy</u>: AI tools can generate biased and/or inaccurate information and should never be relied on as sole sources for research or factual claims.

Procedure for what happens when AI is suspected to be misused
- The instructor will meet with you to discuss concerns and how the assignment was completed.
- You are expected to provide reasonable explanations and documentation/paper trails to address any concerns about misusing AI.
- Depending on the situation, academic penalties may apply per university academic integrity policies.
- For example, submitting AI-generated content for any assignments violates academic integrity and may result in a referral to the Office of the Dean of Students, as well as a grade of F for the assignment/test in question and/or for the course.
- Submitting an assignment that violates the above mentioned TIED expectations may also result in a referral to the Office of the Dean of Students, as well as a grade of F for the assignment/test in question and/or for the course.
- Students are expected to engage in conversations about their work when concerns arise; choosing not to participate in these discussions will result in the original failing grade remaining in place.

What are the classroom policies?

Classroom Civility, Respect and Tolerance
This course will address topics that many are passionate about. I value your passion, perspective, and input on these topics. It is my aim that students from all diverse backgrounds and perspectives 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 be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Thus, the goal should be to learn and understand each other. As such, differences and disagreements are expected and valued. If anyone

Always expect a member of a group you are discussing to be in the classroom and consider how your comments will be received. Hate speech and threats of violence towards individuals will not be tolerated. If loud, hateful, obnoxious, or other disruptive behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom and not to return until you meet with appropriate offices and go through appropriate procedures. If you need to leave early, please do so without interrupting class. It is expected that students will act like adults.

- If you have a name and/or set of pronouns that differ from those that appear in your official PNW records, please let me know!
- As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Student Advocates in the Office of the Dean of Students are an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

Native Land Acknowledgement

THE LAND THAT SURROUNDS US IS PART OF WHO WE ARE; IT REFLECTS OUR HISTORIES.

The Office of Diversity, Equity and Inclusion in the College of Health and Human Sciences acknowledges that Purdue University is built on and near the ancestral homelands of the Indigenous people. We honor and appreciate the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee people who are the original Indigenous caretakers of this land. To learn more about the Indigenous nations represented at Purdue University and their activities, visit our Native American Educational and Cultural Center.

What are the campus resources?

Brightspace: Brightspace is the learning management system for PNW. Log into the Purdue Brightspace website and select Purdue Northwest to find your classes, instructor information, and course material. (Chrome or Firefox are recommended). It is expected that you know how to navigate Brightspace, check your grades, and submit assignments. If you need Brightspace Help, please contact The Office of Instructional Technology for any Brightspace technical issues. Visit their OIT website and view the PNW Brightspace resources.

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Many PNW resources that assist with wellness and academic success are listed below. If you are in immediate crisis, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

- **Accessibility** - Purdue University Northwest is committed to making learning experiences accessible. If you anticipate or experience physical, academic/learning, mental health, pregnancy, or other medically related barriers to your PNW experience, you are encouraged to contact the PNW Accessibility Center at: pac@pnw.edu or by phone: (219) 989-2455. Visit the PAC website[2] for more information.

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[2] https://www.pnw.edu/pnw-accessibility-center/

- **Mental Health/Wellness** - Purdue University Northwest is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, confidential services are available. For help, contact the Counseling Center at (219) 989-2366 or visit at 2250 173rd Street on the Hammond Campus and TECH 101 in Westville. Visit the [Counseling Center website](http://www.pnw.edu/counseling/)[3] for more information.
- **Basic Needs Security** - Any student who faces challenges securing food, housing, or other basic needs is urged to contact the Dean of Students for support at dos@pnw.edu or (219) 989-4141 (Hammond) or (219) 785-5230 (Westville). Student Advocates are also available to assist students 8:00am-4:30pm in Hammond (SULB 313) or Westville (LSF 103). Visit the [Dean of Students website](https://www.pnw.edu/dean-of-students/get-help/)[4] for more information.
- **Veterans** – Purdue University Northwest is committed to creating a community of support for veterans, active-duty service members and their families. Visit the [Veterans Services website](https://www.pnw.edu/dean-of-students/student-resources/veteran-services/)[5] for more information
- **Academic Support** - All PNW students have access to academic support services for free.
  - **Tutoring** - Tutoring is available by appointment or during walk-in hours for most major subjects. Visit the [Tutoring website](https://www.pnw.edu/student-academic-support/)[6] for more information.

PNW Writing Center

- The Writing Center assists students with their writing in all classes by providing tutors who are trained to be fluent readers and responders to their writing. Tutors can assist students through any stage in the writing process, from annotating or summarizing a reading through determining what topic to write about to editing the final draft. Remember to take a copy of the assignment sheet and any writings you have for the current project, along with readings/textbooks, with you to the Writing Center. Or, you also have the option to meet with Writing Center tutors virtually. In surveys conducted by our department, a majority of PNW students indicated that the Writing Center contributed significantly to their writing improvement. The Writing Center has two locations: **Hammond Campus CLO 265** (219-989-2200) and **Westville Campus TECH 341** (219-785-5383). For appointments, please visit our [WCOnline scheduling system](). Further information can be found at the [PNW Writing Center's website]().

University Policies: As a student, it is important for you to understand these [university policies](https://www.pnw.edu/dean-of-students/policies/)[7], including non-discrimination, academic integrity, and others relevant to your educational experience.

Syllabus and Course Calendar Changes: This syllabus and course calendar are an agreement between students and the instructor. Syllabus and course calendar are subject to change as needed

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[3] http://www.pnw.edu/counseling/

[4] https://www.pnw.edu/dean-of-students/get-help/

[5] https://www.pnw.edu/dean-of-students/student-resources/veteran-services/

[6] https://www.pnw.edu/student-academic-support/

[7] https://www.pnw.edu/dean-of-students/policies/

Course Calendar
Communities and Social Movements – Spring 2026
Syllabus and Course Calendar are subject to change via email or in class announcements.

Week 1 – Issue Development
January 12-18

- ☐ In class: Course introduction
- ☐ In class: Discuss social problems students care about. Review Schedule for Campaigns and course calendar
- ☐ Read by January 16: Textbook: *CHANGE!* Student Victories and Preface (pages xi-xvii). *CHANGE!* Chapter 1 pages 1-18
1. Discussion Study Guide 1 due January 16 on Brightspace

Week 2 - Choose Campaigns and Set tone
January 19-25

- ☐ In class work
    - o Issue Development: Choose Campaigns, start drafting issues, and discuss demands.
    - o Determine small groups for social action campaign. Groups meet and earn class participation points.
- ☐ Read by January 23: Textbook: *CHANGE!* Chapter 2 – Setting the Tone pages 20-25. &
- ☐ Brightspace reading How do organizers think? page 22-23
2. Discussion Study Guide 2 due January 23 on Brightspace
3. Campaign Assignment #1: Pick a Campaign, describe issues and other details due January 23

Week 3 – Change Theory
January 26-February 1

- ☐ In class work
    - o Discuss and revise issues and demands individually and in groups.
    - o discussion of two leadership models, Ella Baker and SNCC
- ☐ Reading due by January 30: Textbook: *CHANGE!* Chapter 3 – Change Theory pages 28-40
4. Discussion Study Guide 3 due January 30 on Brightspace
    a. 2 more discussion guides are due between February 2 and February 27. You choose which remaining study guides to submit. See Discussion Study Guide Calendar.
5. Campaign Assignment #2: Evaluate issues, demands and other details due January 23. Start in class
    a. Extra credit Students fill out **Student Campaign Form**

Week 4 – Building Power
February 2-8

- ☐ In class: Discuss building power, targets and applying pressure
- ☐ Read by February 6: Textbook: *CHANGE!,* Ch. 4 Building Power pages 43-58 &
- ☐ Brightspace reading: Power and Targets: pages 219-235
6. 2 more discussion guides are due between February 2 and February 27. You choose which remaining study guides to submit. See Discussion Study Guide Calendar.
7. Campaign Assignment #3: Evaluate issues, demands and other details. Make revisions as necessary. due February 6. Start in class

Week 5- Research
February 9-15

- ☐ Read by Monday, February 9: Textbook **CHANGE!, Ch. 5 Research – pages 60-69**
- ☐ In class Discussion: Research, Power Analysis, Target Analysis, Power Mapping etc.
- ☐ In class Review if time

Quiz 1 – February 12 9:30 am to 10:45 am

- ☐ Quiz 1 - February 12 9:30 am to 10:45 am in The Testing Center on Hammond Campus. Room 318 Student Union Library Building. No class on this day to allow you time to take the quiz.

Week 6 – Strategy and Tactics
February 16-22

- ☐ In class: Discuss strategy, tactics, and reaction of targets
- ☐ In class: Discuss research for historical analysis, target analysis, and power mapping assignments
- ☐ Read by February 20: Textbook: *CHANGE!,* Ch. 6 & Chapter 7
8. Campaign Assignment #4: Complete interviews, and one of the following: Historical analysis, Target analysis, or Power mapping. due February 20
9. Social Action Log due February 20

Week 7 - Strategy and Tactics
February 23-March 1

- ☐ In class: Discuss strategy, tactics, and reaction of targets
- ☐ Read by February 27: Textbook: *CHANGE!,* Ch. 8 Pages 99-112. Brightspace Reading as assigned
10. Submit your remaining study Guides by February 27. You choose which study guides to submit. See Discussion Study Guide Calendar. 5 Study Guides Required

Week 8 - Campaign Kick Off (preparation)
March 2 - March 8

- ☐ In class: Discuss strategy, tactics, and possible reaction of targets
- ☐ Work time in class for frame discussion, recruitment, tabling or surveys
- 11. Campaign Assignment #5: Discuss Frames for your campaign, produce fliers, recruit strategy, educational materials. due March 6

Week 9 - Campaign Kick Off (launch)
March 9-15

- ☐ Students work to get commitment cards, publicize events, and recruit potential allies.
- ☐ Class time can be used for recruitment, tabling or surveys
- 12. Campaign Assignment #6: Evaluate past interviews about your issues, demands, and other details. Produce an educational video, flier, or handout to promote your campaign. Evaluate it by comparing it to the Plato cave allegory. See Brightspace instructions for more requirements.
- 13. Social action log due March 13

Spring Break: March 16-22

Week 10 – Campaign Plan
March 23-29

- ☐ Textbook: *CHANGE!*, Ch. 9, p. 114-120. Reading due March 27. No study guide assigned.

Week 11 – Campaign Plan
March 30 - April 5

- ☐ Textbook: *CHANGE!*, Ch. 10 & 11. Reading due April 3. No study guide assigned.
- ☐ Group Work or work outside of class with meetings with targets, events, etc.
- ☐ Campaign Tasks: Meet with targets, have educational events, or other campus wide or community events.

Week 12 – Case Studies
April 6-12

- ☐ Students will vote on the past national or SJSU campaigns they want to learn about for weeks 12 and 13. The options include: ACT UP, the Battle of Seattle over the World Trade Organization (WTO), Occupy Wall Street, National Rifle Association, Anti-feminists in 2nd wave of feminism, Parkland Students, and Sunrise Movement. I am open to other topics and suggestions.

☐ Campaign Tasks: Have educational events, or other campus wide or community events.

Week 13 – Case Studies
April 13-19

☐ Topic to be decided by students. The options include: ACT UP, the Battle of Seattle over the World Trade Organization (WTO), Occupy Wall Street, National Rifle Association, Anti-feminists in 2nd wave of feminism, Parkland Students, and Sunrise Movement. I am open to other topics and suggestions.

☐ Thursday; work on Campaign Assignment #7: Case study essays. Due April 17.
   o Choose a case study from class and discuss their 1) demands. 2) leadership; 3) change theory; 4) building of power; 5) tactics and strategies; 6) campaign planning and implementation.

Week 14 – Campaign Presentations
April 20-26

☐ Tuesday & Thursday in class work time for presentations and binders.

14. Group Campaign Presentation slides are due April 24. This is a group project.
   o Campaign Binders are due when your group presents your PowerPoint in class. The campaign binder is a group project.

Week 15 – Campaign Presentations
April 27-May 3

☐ In class Presentations and question and answer periods

☐ Groups presenting bring finished campaign binders. The campaign binder is a group project.

☐ Evaluation of your participation and your team members participation in class.

15. Final Social action log due May 1 on Brightspace

Spring Final Exams Week - May 4-9

16. Final Exam Time: Thursday, May 7, 2026· 8:00 – 10:00am. Final exam: Campaign Assignment #8 in the Testing Center. Short answer essay exam.

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Extra credit: ***Spring '26 Summit on College Student Social Action** on* May 7th, 3 pm