



United Nations Sustainable Development Goals Open Pedagogy Fellowship

POWER AND PITFALLS OF PERSUASION: A Film Review of “Nations United: Urgent Solutions for Urgent Times”

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Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of English Composition, Women's and Gender Studies, and International Social Work to achieve SDG #16: Peace, Justice and Strong Institutions with a focus on 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all.

Learning Objectives:

- Analyze a film on the basis of rhetorical devices.
- Create and post a personal film review on social media.
- Reflect on the value of rhetoric to spark change.

Purpose/Rationale:

This hands-on project is designed to view Women's Studies as part of a bigger effort towards justice. It will focus your skills, talents, passions and education on the work of human rights at the

local and the global levels. It will join you to a community of like-minded activists. When peace solutions include women, they are more durable, and they benefit all people everywhere.

Instructions:

Project Overview

Filmmaking is, among other things, an exercise in rhetoric, or the “art of persuasion.” Some forms of persuasion are well-grounded in logical argument (logos), ethical principles (ethos), and legitimate engagement of an audience’s emotions (pathos). Other forms of persuasion are NOT legitimate and have the power to manipulate people’s opinions towards false or unethical claims. Use critical thinking whenever you feel you are being persuaded!

You will watch the 2020 UN film Nations United: Urgent Solutions for Urgent Times, do a rhetorical analysis of it, write a film review for it, and then share it with an audience of your own choosing. This personal exploration of rhetoric makes us more aware of the power and pitfalls of persuasion.

Watch the film, then follow these steps:

Step One—Choose a chapter from the film.

Draw a personal connection to the content you view in the segment or chapter of the film. When have you (or someone you know) personally experienced something similar?

Rhetorical device: Engage your audience on a personal level.

Step Two—Quote 3 statements.

Identify quotes that caught your attention. One should be from the beginning, one from the middle, one from the end. Why did the UN film team sequence the 3 statements in this way?

Rhetorical device: Sequence your statements to build a persuasive argument.

Step Three—Identify repetition of provocative words.

Listen for words or phrases that are repeated throughout the film. How did hearing something in the film more than once affect you?

Rhetorical device: Repeat provocative words and phrases.

Step Four—Figure out where the speaker is “coming from.”

Critique the angle of vision of the UN film team members. What can you say about their value systems? What biases can you identify? What is emphasized in their film and, more tellingly, what is omitted?

Rhetorical device: Keep your audience focused on your own angle of vision. Eliminate counterarguments.

Step Five—Explain how film itself persuades us to believe things.

Comment on how these elements of film persuade us in the film:

- Sound: music, sound effects, dialogue
- Visuals: light, shadow, color, graphics, symbols
- People: actors, celebrities, journalists, unscripted humans

Did you find the celebrities persuasive? Did you feel gloomy when the film darkened visually? Did you even notice the music at first?

Rhetorical device: Use the art of filmmaking to capitalize on the strong tendency among humans to believe what we see.

Step Six—Create a film review of the chapter you chose.

Drawing on the material in steps one through five, create your personal review of the chapter. Post your film review on the social media platform of your choice. Include the link to the full film. Keep track of likes, comments and shares within a 48 hour period to measure how well you captured your friends' attention.

Rhetorical device: Allow your personal endorsement to persuade others.

Step Seven—Reflect.

Write a short, poignant reflection on your project and post it in our Pressbook. Draw a connection with UN SDG #16 ~ “Peace, Justice and Sustainable Institutions.” Which of the 12 targets seems most relevant to your review? Did you feel justified in engaging in this kind of persuasion or rhetoric? Why or why not? What knowledge did you produce for yourself and others because of this assignment?

Format Requirements:

RUBRIC

SOPHISTICATED (S)

COMPETENT (C)

NEEDS WORK (NW)

1. Personal engagement with material in film

(S) Your review included a deep and well-articulated personal connection with your material.

(C) Your review explained your personal connection you're your material in a competent way.

(NW) Your review needed stronger personal connection to the material in the film.

2. Relevance of 3 quotes and explanation of sequencing in film

(S) Your review included 3 relevant quotes, and an excellent explanation for the way in which they were sequenced.

(C) Your review included 3 relevant quotes and a good explanation for the way in which they were sequenced.

(NW) Your review needed quotes that were more relevant to the material and explanations that were more effective.

3. Analysis of repetition in film

(S) Your review identified repetition in the film and explained its impact in a nuanced way.

(C) Your review identified repetition in the film and explained its impact in a competent way.

(NW) Your review needed to identify repetition in the film and explain it more effectively.

4. Analysis of angle of vision

(S) Your review presented a sophisticated explanation of the film makers' angle of vision and how you were persuaded to accept it.

(C) Your review presented a plausible explanation of the film makers' angle of vision and how you were able to accept it.

(NW) Your review needed to present a better analysis of the angle of vision.

5. Effect of film elements: sound, visuals, people

(S) Your review included an excellent discussion the impact of the following film elements: sound, visuals and people.

(C) Your review included a competent discussion of the impact of the following film elements: sound, visuals and people.

(NW) Your review needed a more competent discussion of the impact of sound, visuals and people in the film.

6. Power of your endorsement as measured by likes, comments and/or shares

(S)Your review resulted in more than 10 likes, comments and/or shares

(C)Your review resulted in more than 5 likes, comments and/or shares.

(NW)Your review resulted in less than 5 likes, comments and/or shares.

7. Quality of reflection

(S)Your reflection answered both questions well about feeling justified and creating knowledge.

(C)Your reflection addressed both questions in a competent way about feeling justified and creating knowledge.

(NW)Your reflection needed to address more fully the questions about feeling justified and creating knowledge.

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Rubric for Projects #1-3

	Exemplary	Exceeds expectations	Meets Expectations	Needs Improvement	No Evidence
Development/ Support	<p>Student discusses each major point, developing it fully through specific, concrete details and examples and critical/creative thinking.</p> <p>Ideas and observations are fully developed through details and examples.</p> <p>Terms and words are specific and accurate.</p> <p>Over-generalization is avoided.</p>	<p>Student discusses each major point, developing it through details, examples, and critical/creative thinking.</p> <p>Ideas and observations are developed through details and examples.</p> <p>Terms and words are mostly specific and accurate.</p> <p>Over-generalization is largely avoided.</p>	<p>Student discusses each major point.</p> <p>Ideas and observations are developed.</p> <p>Terms and words are generally specific and accurate.</p> <p>Over-generalization is generally avoided.</p>	<p>Not all major points are discussed or developed.</p> <p>Not all ideas and observations are developed.</p> <p>Terms and words are not as specific and accurate as needed.</p> <p>Some over-generalizations are present.</p>	<p>Points are not developed.</p> <p>Ideas and observations are not present or not developed.</p> <p>Terms and words are general or inaccurate.</p> <p>Over-generalizations are the basis of the thesis or main message.</p>

	Exemplary	Exceeds expectations	Meets Expectations	Needs Improvement	No Evidence
Focus/ Organization	<p>The entire work is controlled by a central idea which provides cohesion.</p> <p>An original title expresses the project's main focus.</p> <p>The introduction is fully developed and presents the focus or main idea. It indicates the direction of the message.</p> <p>The structure of the body of the work fully supports the main idea.</p> <p>Transitions effectively link ideas and sections.</p> <p>The conclusion is well developed and reinforces the project's main idea.</p>	<p>The entire project is largely controlled by a central idea.</p> <p>A title expresses the project's main focus.</p> <p>The introduction is developed and presents the focus or main idea. It generally indicates the direction of the message.</p> <p>The structure of the body of the work supports the main idea.</p> <p>Transitions link ideas and sections.</p> <p>The conclusion is developed and reinforces the project's main idea.</p>	<p>The entire project is mostly controlled by a central idea.</p> <p>The title fits the project's main focus.</p> <p>The introduction presents the focus or main idea.</p> <p>The structure generally supports the main idea.</p> <p>Some transitions link ideas and sections.</p> <p>The conclusion reinforces the project's main idea.</p>	<p>The entire project is not controlled by a central idea.</p> <p>There may be multiple ideas.</p> <p>The title gives little indication of the main focus. (It may be too broad or general.)</p> <p>The introduction, if present, doesn't present the focus or main idea.</p> <p>Not all parts of the structure support the main idea.</p> <p>Few or no transitions are used. It is difficult to find the connection between ideas.</p> <p>The conclusion, if present, doesn't reinforce the project's main idea</p> <p>The project may feel disjointed or lack coherence.</p>	<p>The project has no central idea.</p> <p>A title may be missing or too general.</p> <p>The introduction is missing.</p> <p>The structure is unclear.</p> <p>No transitions are used.</p> <p>The conclusion is missing.</p>

	Exemplary	Exceeds expectations	Meets Expectations	Needs Improvement	No Evidence
Technical Considerations	<p>In written work: Sentences are structurally complete (unless fragments are used for creative effect).</p> <p>Standard spelling is used (unless non-standard spelling is selected for stylistic reasons.)</p> <p>Effective use of punctuation guides the reader through the essay.</p> <p>Student makes effective use of a variety of sentences (simple, compound, and complex).</p> <p>In other media:</p> <p>Technical aspects, such as composition, editing, transitions, are highly effective and advance the project's purpose</p> <p>In all projects:</p> <p>The tone is highly appropriate and effective for the audience and purpose.</p>	<p>In written work: Nearly all sentences are structurally complete (not counting fragments used for creative effect).</p> <p>Standard spelling is used with few exceptions (unless non-standard spelling is selected for stylistic reasons).</p> <p>Punctuation follows standard usage.</p> <p>Student uses variety of sentences (simple, compound, and complex).</p> <p>In other media:</p> <p>Technical aspects, such as composition, editing, transitions, are mostly effective and generally advance the project's purpose</p> <p>In all projects:</p> <p>The tone is appropriate and effective for the audience and purpose.</p>	<p>In written work: Most sentences are structurally complete.</p> <p>Standard spelling is used for most words.</p> <p>Punctuation follows standard usage.</p> <p>Student uses some sentence variety (simple, compound, and complex).</p> <p>In other media:</p> <p>Technical aspects, such as composition, editing, transitions, are generally effective.</p> <p>In all projects:</p> <p>The tone is generally appropriate for audience and purpose.</p> <p>Not many mechanical errors exist in the project.</p> <p>No copyright infringements exist, work by other creators is generally attributed, and citations are complete</p>	<p>In written work: Not all sentences are structurally complete.</p> <p>Standard spelling isn't used consistently.</p> <p>Punctuation doesn't always follow standard usage.</p> <p>Student uses very little sentence variety (simple, compound, and complex).</p> <p>In other media:</p> <p>Technical aspects, such as composition, editing, transitions, are not always effective and do not always advance the project's purpose.</p> <p>In all projects:</p> <p>The tone is not consistently appropriate for purpose and audience.</p> <p>Several to many mechanical errors exist in the project.</p> <p>Some copyright infringements may exist, work by other creators is</p>	<p>In written work: Few to no sentences are structurally complete.</p> <p>Standard spelling isn't used throughout.</p> <p>Most of the punctuation doesn't follow standard usage.</p> <p>Student uses no sentence variety (simple, compound, and complex).</p> <p>In other media:</p> <p>Technical aspects, such as composition, editing, and transitions, do not contribute to the project's purpose.</p> <p>In all projects:</p> <p>The tone is not appropriate for audience and purpose.</p> <p>An abundance of mechanical errors exist in the project.</p> <p>Copyright infringements may exist, work by other creators is not attributed, and citations are missing.</p>

	<p>No (or very few) mechanical errors exist in the project.</p> <p>No copyright infringements exist, work by other creators is correctly attributed, and citations are complete and in either MLA or APA style with no errors.</p>	<p>Very few mechanical errors exist in the project.</p> <p>No copyright infringements exist, work by other creators is attributed, and citations are complete and in either MLA or APA style with very few errors.</p>	<p>and in either MLA or APA style with few errors.</p>	<p>not correctly attributed, and citations are incomplete or not in MLA or APA style.</p>	
	Exemplary	Exceeds expectations	Meets Expectations	Needs Improvement	No Evidence
Style	<p>The project is presented in an original, creative style that enhances the meaning and message.</p> <p>The work is highly authentic.</p>	<p>The project is original and creative.</p> <p>The tone and message are authentic.</p>	<p>The style fits the purpose and audience.</p> <p>While a few cliches may be used, they do not interfere with an overall original message.</p>	<p>The style may not fit the purpose or audience.</p> <p>Cliches and generalizations are used where original thinking and an authentic voice may be more effective.</p>	<p>The style does not fit the purpose or audience.</p> <p>Little to no original thinking is evident, and cliches and generalizations are relied upon instead.</p>