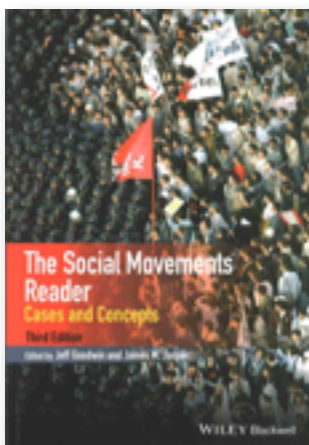




Social Movements are collective, organized, sustained, and non-institutional challenges to authorities, power-holders, or cultural beliefs and practices.

The focus of this course is on social movements as a collective challenge to authority, whose aim is to change society or institute structural changes in an existing state or organization. The purpose of this course is to explore the role of communication and media in social movements. Therefore, while reading about many aspects of social movements the course participants will maintain a communication lens. This course will allow participants to collaboratively explore frameworks, methods, and tools for understanding networked social movements in the digital media ecology.

To better understand media use in movements, the course will explore both theoretical and empirical literature and look at core concepts and current research in areas like: social media; political mobilization; media framing; social movements; collective identity; tactical media; protest cycles; civil rights; democratic process; civil disobedience and more. The course will look at major social theory from the fields of media, sociology and political science



Through the introduction of theoretical works and case studies on a range of current and historical social movements in both democratic and nondemocratic state settings. The aim is to give participants a solid foundation of communication & media theory in relation to social movements.

Upon completion, participants will be able to contextualize and analyze social movements and understand the critical role of media & communication to their development and growth.



Course Schedule
T & TH 11:00-12:15
Wheatley W01-0006

Textbooks
Goodwin & Jasper, eds. 2015. *The Social Movements Reader: Cases and Concepts*, 3rd ed. Wiley-Blackwell.

Joyce ed. 2010. *Digital Activism Decoded The New Mechanics of Change*, Debate Press. Online here: http://klangable.com/blog/?page_id=16

All other materials can be accessed via the course website on Blackboard.

Contact
Instructor: Mathias Klang
E-Mail: klang@umb.edu
Phone: 617-287-4586
Office: W-6-39
Office Hours: Tu&Th 12.30 - 1:30p



SCHEDULE: READINGS FOR THE WEEK

<p>Week 1 24 & 26 Jan Introduction</p>	<p>Introduction to the course</p> <p>Civil Disobedience Civil Disobedience by Henry David Thoreau (BB)</p>	<p>Bring 26 Jan</p>
<p>Week 2 31 Jan & 2 Feb</p>	<p>Letter from a Birmingham Jail by Martin Luthor King (BB)</p> <p>Joyce Preface & pp 1-14</p>	<p>Notes 30th Jan</p>
<p>Week 3 7 & 9 Feb</p>	<p>Joyce pp. 47-84 Pew Report: American's Internet Access (BB)</p> <p>CANCELLED: SNOW DAY</p>	<p>Bring 7th Feb</p>
<p>Week 4 14 & 16 Feb</p>	<p>Rheingold: Smart Mobs chap7 (BB) Mann & Ferenbok: New media and the power politics of sousveillance in a surveillance-dominated world (BB)</p> <p>Joyce pp. 85-98 Suh et al: How social media matter (BB)</p>	
<p>Week 5 21 & 23 Feb</p>	<p>Joyce pp. 101-148 Milan: Hacktivism as Radical Media Practice (BB) Klang & Madison: Domestication of Online Activism (BB)</p> <p>Joyce pp. 151-216</p>	<p>Notes 20 Feb</p>
<p>Week 6 28 Feb & 2 Mar</p>	<p>Dog Whistle Politics</p> <p>Hijacking #myNYPD: Social Media Dissent and Networked Counterpublics (BB)</p>	<p>Exercise 28Feb</p>
<p>Week 7 7 & 9 Mar</p>	<p>When and Why Do Social Movements Occur Goodwin pp. 3-52</p>	
<p>Week 8</p>	<p>SPRING BREAK</p>	<p>Midterm Exam 19 March</p>



SCHEDULE

Week 9 21 & 23 Mar	Who Joins or Supports Movements? Goodwin Chap 6-8 Abstracts	Bring 21 Mar
Week 10 28 & 30 Mar	Abstracts Who Remains in Movements, Who Drops Out, and Why? Goodwin Chap 10-13	
Week 11 4 & 6 Apr	Milligan The Occupy Movement (BB) How Are Movements Organized? Goodwin Chap 16-18	Bring 4 Apr
Week 12 11 & 13 Apr	What Do Movements Do? Goodwin Chap 20-25 Black Lives Matter Garza: A Herstory of the #BlackLivesMatter Movement (BB) How Black Lives Matter moved from a hashtag to a real political force (BB) Jackson: Black Celebrity Conclusion (BB)	Notes 12 april
Week 13 18 & 20 Apr	Anonymous Goode: Anonymous and the Political Ethos of Hacktivism (BB) Coleman, G. Anonymous in Context: The Politics and Power Behind the Mask. (BB)	Notes 17th Apr Bring 20 Apr
Week 14 25 & 27 Apr	How Do Movements Interact with Other Players? Goodwin Chap 27-30	Notes 26 Apr
Week 15 2 & 4 May	Why Do Movements Decline? Goodwin Chap 31-34	Bring 13 Apr
Week 16 9 May	Conclusion: What Changes Do Movements Bring About? Goodwin Chap 35-39	



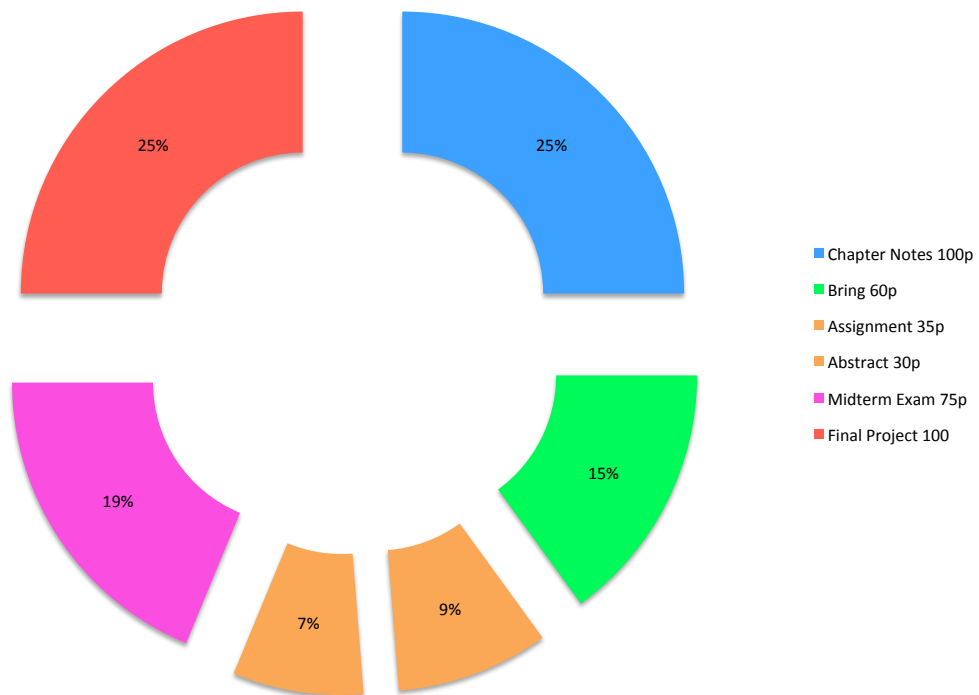
#OccupyBoston www.occupyboston.com

Grading	
<i>Chapter Notes</i>	<i>5 x 20 points</i>
<i>Bring</i>	<i>6 x 10 points</i>
<i>Exercise</i>	<i>35 points</i>
<i>Abstract</i>	<i>30 points</i>
<i>Midterm Exam</i>	<i>75 points</i>
<i>Final Project</i>	<i>100 points</i>
TOTAL	400 points

The total amount of points awarded in the course is 400. The grade is based on the following percentage scale:

A 94 or above	A- 90 – 93	
B+ 87 – 89	B 83 – 86	B- 80 – 82
C+ 77 – 79	C 73 – 76	C- 70 – 72
D+ 67 – 69	D 63 – 66	D- 60 – 62
F 59 or below.		

Grade Breakdown



Participation

I always appreciate and encourage questions and discussions in class. There are also several parts of this course that require your participation. These fall into two categories: **Chapter Notes** & **Bring**



Chapter Notes

The notes are intended to be your reflections on the readings and are due before the class where we discuss them. It's not really intended to be a summary of the reading but more an opportunity to reflect on a part of the reading that interested you. Make sure you take your starting point in the reading but I do like when these are connected to other things you have read or to popular culture examples etc.

See Blackboard for the dates when the Notes are due and are worth 20 points each.

These chapters and your texts will be the basis for the class discussion then next day and therefore cannot be submitted after the deadline.

The length of these texts is 400-500 words each.

The goal is to:

1. briefly highlight the main arguments of the chapter.
2. point out how it relates to the course

Be prepared to discuss the chapter in class and any questions the reading has brought forward. Feel free to bring examples from outside the texts.

Bring

The purpose of this exercise is to help you relate the material in the course to the world outside the university. You will need to bring external material on the particular area of discussion. See BlackBoard for the dates for these deliveries.

Along with the material you bring you will need to write a 200 word text explaining how your choice fits into the context of the element of the course we are discussing.

The example and the text need to be submitted (via Blackboard) before class and I will be calling out students to present their examples and argue in what way their choices are examples of the social movement we are currently discussing.

As this work will form the basis for the class discussion it cannot be submitted after the deadline.



Check klangable.com/blog/teaching for my grading rubric. Email me the definition of B-quality work, using the subject line "Grading Easter Egg", before March 10, 2017 for 1 extra credit point.

Assignment: Activist Bio

Did you know that only 15% of the English Wikipedia's biographies are about women? And most of the focus of this source of knowledge is about western activists?

The purpose of this exercise is to "uncover" an activist outside the norm mentioned above. Therefore what you are looking for is a female political activist. She needs to be "non-western" or from the southern hemisphere (please check with me if you are uncertain). She needs to have been active prior to 1995 (but she can remain active).

What to include...

- What makes this person special or interesting?
- What kind of effect did she have on the world?
- What kind of effect did she have on other people?
- What examples from their life illustrate those qualities?
- What events shaped or changed this person's life?
- Did she overcome obstacles? Take risks? Get lucky?
- Would the world be better or worse if this person hadn't lived? How and why?

This bio will be double spaced, 1000 words (not counting footnotes or bibliography, but these are to be included) and include an analysis of the historic, political and social role she played in history.

.....
"Read no history: nothing but biography, for that is life without theory." Benjamin Disraeli



Ani Pachen 1933-2002

She was the only child of Chieftain elder son Pomda Gonor of the Lemdha clan... At 17, she fled to a monastery after overhearing plans to marry her off. The monastery was three days away on horseback. Now known as Ani Pachen (translated "(Nun) Great Courage"), she lived in the monastery for the next 18 years. She inherited the leadership of the Lemdha clan, returning to the outside world when her father died in 1958.

She led her clan in rebellion against the Communist Chinese. She led a guerrilla campaign of 600 fighters on horseback against Chinese tanks until her capture in late 1959. Release





The abstract & peer feedback

An abstract describes the basic content of the project to the reader. It includes

1. What you are doing
2. Why you are doing it
3. How you are doing it
4. The relevance of the results and the conclusion.

An abstract is a self-contained single paragraph that describes the work. It should not include abbreviations, acronyms, or bibliographic information. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider relevance of the work. Your abstract should be between 250-300 words and must include 2 academic and 2 non-academic sources.

Your grade for this exercise includes participation in ALL the presentations AND giving feedback on someone else's abstract.

Final Paper

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. The paper is to be double spaced, 2500 words in length, not including footnotes or bibliography.

- Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment.

- Make sure to come up with a topic that is a good fit for the assignment. If you struggle choosing a topic, conduct some brainstorming and seek suggestions from your instructor.

- Prepare an outline with the question, some

ideas it may include and an early analysis. Add some sources. Don't be too detailed since your ideas might change as you conduct research and write the essay. After you've finished an outline, don't hesitate running it by your instructor.

- You must support the

Good essays contain catchy introductions: Explain to the reader why this is an important topic.

- Make sure your thesis statement is clear and that it provides a preview of what your paper will address.

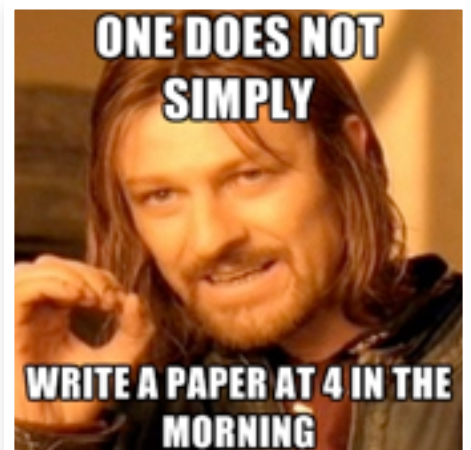


claim made in your essay with evidence. Claims can be supported with empirical evidence, expert opinion, and logical anecdotes.

- Use reliable and authoritative references and sources for your paper.

Get rid of any B.S. Instructors will dock your paper for irrelevant information used to fill space.

- Don't plagiarize.
- If you're struggling,



What I Expect From Final Paper

1. The paper has an interesting and relevant topic/research question to explore.
2. The paper clearly states what the paper and question is about.
3. The paper is a presentation of thoughtful arguments supporting a conclusion.
4. The paper has a clear conclusion. This does not mean that the conclusion is easy or uncomplicated. Not all questions have easy answers – what I am looking for is a clear answer to the question posed in the paper.
5. The answer is well written.

Well Written

- a. **FOCUSED:** Provide all the arguments needed to support your thesis/answer your question. Do not add random facts or quirky points of interest. Unrelated or unsupported facts/arguments lower the legibility and grade.
- b. **STRUCTURED:** You may know what you mean but you are not there when the paper is being graded. Expect to be misunderstood. Creating an outline, putting arguments in order, & rereading your paper are excellent ways of improving structure.
- c. **DOCUMENTED:** The point of the paper is to provide strong arguments. The weakest argument is the unsupported argument. I may agree with you but its still weak. Provide support for the positions you take. For example if I was to argue that smoking is healthy you wouldn't believe me if all I said to support the argument was “because I said so”. Show me the expert. Show me that you have read and understood the expert.
- d. **WELL PRESENTED:** You are students of communication. This course is not about grading your grammar or spelling. However, turning in a badly written paper will not improve your grade.

I am looking for your ability to present analytical substance in a structured argument. I want to see you use supporting material in a clear and persuasive manner. I want you to show me that you have thought about the issue you are discussing and are able to argue in a way that does not confuse assumptions and value judgments with analysis and argument. And I want you to do all this with a high quality of writing.

Grading

- Thesis and Argument: 40 points
- Introduction and conclusion: 15 points
- Organization & paragraph: 15 points
- Sources & citation 20 points
- Grammar, usage & spelling 10 points

Guidelines for essay grading – total possible score 100.

90 – 100 %: This work fulfills all of the requirements of the assignment in an original, interesting and creative manner. The work goes beyond the basic guidelines of the assignment, showing the student took extra initiative in creating an original and creative essay in regards to content, argumentation, organization, and style.

80 – 89 %: This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.

70 – 79 %: This is good work that completes most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.

60 – 69 %: This work either does not complete the requirements of the assignment, or meets them quite inadequately. This work requires a good deal of revision, and is largely unsuccessful in content, argumentation, organization, and style.

Below 59 %: The work does not complete the requirements of the assignment. In general, students who put forth genuine effort will not receive an essay grade this low.

Not a dinosaur, but a penguin. This will be worth 1 extra credit point before March 20, 2017

Attendance.

Attendance is mandatory. All participants are encouraged to question and challenge the ideas being presented and discussed. Three unexcused absences are permitted, after that 10p will be deducted for each absence, and 5p for each late arrival.

Students should check the syllabus frequently for deadlines and to be aware of what to expect next. The best way to start on a path to success is to read and understand your syllabus. Once you have read this syllabus to completion please email me a picture of a dinosaur.

Class Cancellation.

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard.

Readings.

Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light of the discussion questions and take notes while reading.

Deadlines.

All assignments and exams must be completed and turned in on or before the date assigned. As they form the basis for the class discussion on a specific date they cannot be submitted after the final deadline.

Digital Devices.

Laptops and other devices may be used for taking notes. However, using devices for activities not related to the class is not permitted.

Turn your cell phones off when you enter the classroom unless you have prior approval from the instructor.

Grading.

For more on my grading practices see <http://klangable.com/blog/teaching/grading/>

Accommodations.

Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, Upper Level, Room 0211, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

**Schedule.**

Changes to the syllabus may be made at the instructors discretion and if circumstances require. Participants will be notified of changes via Blackboard/university email. Participants are responsible for keeping up to date with these changes.

Effort

While it may seem odd to include in a syllabus, your effort is a required component of this course.

The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per week for a

semester hour.” According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course

Plagiarism & Citation

All coursework shall be original and created by the student. Plagiarism (taking credit for ideas/work that are not ones own) is not tolerated. Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs.

All assignments must fully and properly cite all sources using [American Psychological Association \(APA\)](http://www.apa.org) citation format. For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

Inclusivity

All students are encouraged to speak up and participate during class. Therefore everyone in class should listen actively and respect the ideas, background, and beliefs of every member of this class. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Writing aid

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>

For a handy collection of resources to help students excel in college visit <http://klangable.com/blog/teaching/> For an extra credit point, send me an email applying Portwood-Stacer’s 10 elements of a non-annoying email. Use the subject line: “Email Easter Egg” before March 10, 2017.