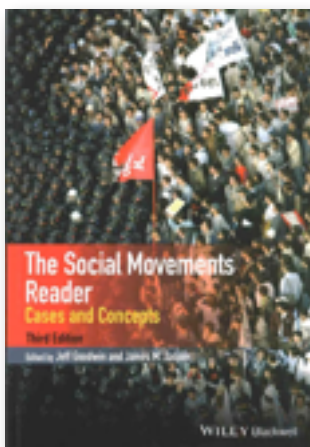




Social Movements are collective, organized, sustained, and non-institutional challenges to authorities, power-holders, or cultural beliefs and practices.

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

M&W 16:00-17:15

McCormack M01-0418

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 9-10

Course Assignments

Participants in this course will be required to attend the scheduled classes and participate actively in the discussions.

There will also be 4 required assignments:

1. An individually done, original work consisting of 1000 word biography of a non-Western, non-male activist.
2. A group project (2 people per group) consisting of a 1000 word documentary film review.
3. Act as discussion lead in class.
4. Individual final project. A 2500 word analysis of the media use in a social movement.

Goals

By the end of the course the participants will be able to:

- Clearly grasp key concepts in media, communication activism, slacktivism, and social movements
- Understand the role of media in social movements
- Historically contextualize current social movements
- Discuss activism with theoretical and empirical examples
- Analyze current events and social/political movements portrayed in media such as Occupy, Tea Party, Arab Spring, etc.

Grading

<i>The Bio</i>	<i>80 points</i>
<i>The Film Review</i>	<i>80 points</i>
<i>Discussant</i>	<i>70 points</i>
<i>Final Project</i>	<i>130 points</i>
<i>Attendance</i>	<i>40 points</i>

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.



Discovering Core Concepts

Media activism is a broad category of activism that utilizes media and communication technologies for social and political movements. Methods of media activism include publishing news on websites, creating video and audio investigations, spreading information about protests, and organizing campaigns relating to media and communications policies.

Media activism can be used for many different purposes. It is often employed by grassroots activists and anarchists to spread information not available via mainstream media or to share censored news stories. Certain forms of politically motivated hacking and net-based campaigns are also considered media activism.

Source: Wikipedia https://en.wikipedia.org/wiki/Media_activism

Slacktivism (sometimes slactivism or slackervism) is a portmanteau of the words slacker and activism. The word is usually considered a pejorative term that describes "feel-good" measures, in support of an issue or social cause, that have little physical or practical effect, other than to make the person doing it feel satisfied that they have contributed. Slacktivism can be defined as the act of showing support for a cause but only truly being beneficial to the egos of people participating in this so-called activism. The acts tend to require minimal personal effort from the slacktivist.

Source: Wikipedia <https://en.wikipedia.org/wiki/Slacktivism>

Deadlines.

All assignments and exams must be completed and turned in on or before the date assigned. Writing assignments are posted separately in Blackboard and must be submitted through SafeAssign. If you fail to turn in an assignment on time you will lose 10% of your total grade for each day it is late. Assignments that are more than five days late will not be accepted and you will receive a grade of ZERO for that assignment.



#OccupyBoston www.occupyboston.com

Attendance.

Attendance is mandatory. If you are unable to attend class for any reason, you are responsible for obtaining class materials (e.g., notes, assignments) on your own.

Attendance also means that the participant is on time and engaged in the discussion. Non-attendance and non-participation will negatively impact your final grade.

All participants are encouraged to question and challenge the ideas being presented and discussed. Please remember that people and ideas must be treated with respect. Avoid disruptive behavior.

You are expected to contribute to classroom discussions. You are expected to demonstrate respectful attention to the

speaker (whether the speaker is the instructor, a guest, or another student).

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.

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.



Academic integrity.

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. The Code is available online. https://www.umb.edu/life_on_campus/policies/community/code



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. Participants are responsible for keeping up to date with these changes.



SCHEDULE: READINGS FOR THE WEEK

<p>Week 1</p> <p>Wed, Sept 9</p>	<p>Introduction to the course</p>
<p>Week 2</p> <p>Mon, Sept 14</p> <p>Wed, Sep 16</p>	<p>The Digital Activism Environment</p> <p>Mon: Joyce pp. 15-46</p> <p>Wed: Joyce pp. 47-98</p>
<p>Week 3</p> <p>Mon, Sept 21</p> <p>Wed, Sept 23</p>	<p>Civil Disobedience</p> <p>Civil Disobedience by Henry David Thoreau http://xroads.virginia.edu/~hyper2/thoreau/civil.html</p> <p>Letter from a Birmingham Jail by Martin Luther King http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf</p>
<p>Week 4</p> <p>Mon, Sept 28</p> <p>Wed, Sept 30</p>	<p>Digital Actions in the Aggregate</p> <p>Mon: Joyce pp. 99-118</p> <p>Wed: Joyce pp. 119-149</p>
<p>Week 5</p> <p>Mon, Oct 5</p> <p>Wed, Oct 7</p>	<p>Effects: What Is Digital Activism's Value?</p> <p>Mon: Joyce pp. 149-180</p> <p>Wed: Joyce pp. 181-217</p>
<p>Week 6</p> <p>Mon, Oct 12 CLOSED</p> <p>Wed, Oct 14</p>	<p>When and Why Do Social Movements Occur</p> <p>Wed: Goodwin pp. 3-52</p>
<p>Week 7</p> <p>Mon, Oct 26</p> <p>Wed, Oct 28</p>	<p>Who Joins or Supports Movements?</p> <p>Mon: Goodwin pp. 53-75</p> <p>Wed: Goodwin pp. 76-99</p>



SCHEDULE

<p>Week 8</p> <p>Mon, Nov 2</p> <p>Wed, Nov 4</p>	<p>Who Remains in Movements, Who Drops Out, and Why?</p> <p>Mon: Goodwin pp. 101-125</p> <p>Wed: Goodwin pp. 126-154</p>
<p>Week 9</p> <p>Mon, Nov 9</p> <p>Wed, Nov 11 CLOSED</p>	<p>How Are Movements Organized?</p> <p>Mon: Goodwin pp. 155-212</p>
<p>Week 10</p> <p>Mon, Nov 16</p> <p>Wed, Nov 18</p>	<p>What Do Movements Do?</p> <p>Mon: Goodwin pp. 213-245</p> <p>Wed: Goodwin pp. 246-282</p>
<p>Week 11</p> <p>Mon, Nov 23</p> <p>Wed, Nov 25</p>	<p>How Do Movements Interact with Other Players?</p> <p>Mon: Goodwin pp. 283-316</p> <p>Wed: Goodwin pp. 317-341</p>
<p>Week 12</p> <p>Mon, Nov 30</p> <p>Wed, Dec 2</p>	<p>Anonymous</p> <p>We Are Legion: The Story of the Hacktivists (2012)</p> <p>www.youtube.com/watch?v=-zwDhoXpk90</p> <p>Coleman, G. Anonymous in Context: The Politics and Power Behind the Mask. https://www.cigionline.org/publications/2013/9/anonymous-context-politics-and-power-behind-mask</p>
<p>Week 13</p> <p>Mon, Dec 7</p> <p>Wed, Dec 9</p>	<p>Why Do Movements Decline?</p> <p>Mon: Goodwin pp. 343-362</p> <p>Wed: Goodwin pp. 363-378</p>
<p>Week 14</p> <p>Mon, Dec 14</p>	<p>What Changes Do Movements Bring About?</p> <p>Mon: Goodwin pp. 379-415</p>

The Activist Bio

Did you know that only 15% of the English Wikipedia's biographies are about women? The purpose of this exercise is to "uncover" an activist. Female political activist from the southern hemisphere who was active prior to 1995.



What to include...

- What makes this person special or interesting?
- What kind of effect did she have on the world? 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 without footnotes or bibliography and include an analysis of the historic, political and social role she played in history. This exercise is worth up to 80 points.



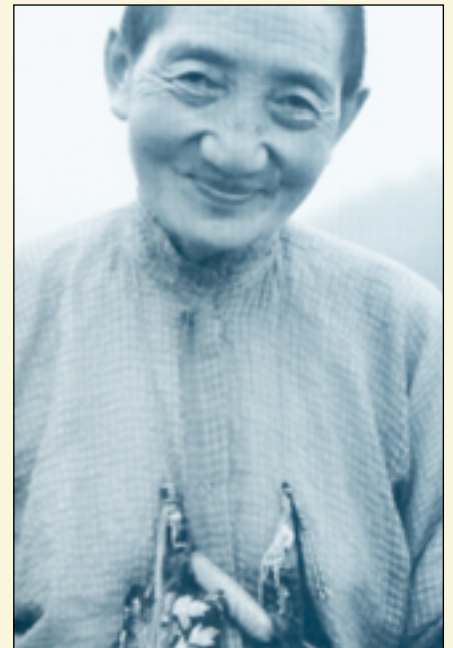
"Read no history: nothing but biography, for that is life without theory." Benjamin Disraeli



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



How to write a film review

Being critical is not the same thing as being negative. Rather it means exercising or involving careful judgment or judicious evaluation. The evaluation is not based in one's subjective feelings. A strong review should not simply state whether you like or dislike a film. A strong review weighs different aspects of the movie and draws a fair conclusion about the merits and flaws of the film.



When writing a review be specific, and be objective. Be specific means that it is not enough to say you enjoyed the film; you must say what specifically you enjoyed about the film and why this aspect(s) of the film is important to you. Being objective means that your subjective feelings about the subject matter, mode of presentation and your personal evaluation of a culture that is different from yours do not belong in a critical film review. For example, the film may bore you but that may not be a factor of the over-all quality of the film. Rather, it may be because you have problems interpreting some aspect of the film because you do not understand the film's context or

you lack background information about the events portrayed.

Getting started

These questions may be useful for your work:

1. What is the main issue/topic of the documentary? Is it a political, social, or just informative piece? This is the first step to writing your review. Knowing whether the documentary is political, social, or informative will affect the specific details that you choose to discuss within your review as well as slightly alter your audience.

2. What is the context of this issue? Is this issue controversial? (Do research if necessary!) Context will help both you and your readers determine the significance and accuracy of the film based on the events at the time. Including context into your review will also allow readers to see that you are knowledgeable in your topic.

3. What is the history of the director of the film? There are some directors who are well-known for making especially biased pieces or who are well acquainted with the subjects whom they are filming, which will give you an idea as to the bias of the film.

4. How accurate is the documentary? Using the context and the history of the director, you can find out what is accurate, inaccurate, or slightly skewed about the documentary. It is very important to inform your reader about this.

5. What does the audience have to know or believe to understand or appreciate this documentary? Your answer to this question is exactly the background information that what you will have to inform your reader about, whether it is in the introduction or insinuated throughout the review.

6. Which specific points in the film do you wish to analyze in detail? (These can include scenes, quotes, fluency of film, bias, use of imagery, use of music/sound, degree of interest, juxtaposition of shots, etc.) Of

course, if you find more points later that you wish to add, you should do so, but first choosing a few points means that these should be highlighted since they immediately stood out to you.

The review

The body of your review should include a description of the film and your critical analysis.

When describing the film you should include quotes, excerpts, specific scenes, and any outside information you find necessary. By using direct quotes and specific scenes, you give the reader a clearer description of the film. Because you are limited to a certain amount of space, you will not be able to write a detailed description of the



film. You will want to include only major thematic elements that occur and have relevance to any issues you wish to discuss. When presenting any critical analysis and making an argument you need to follow it up with evidence to support your stance. Evidence will typically consist of quotes, outside facts (from a creditable source), specific scenes, and information on those associated with the film (such as director's motives).

This text is from **"Documentary Movie Reviews" by Cynthia Hsu, Michael Mazur, and SunJung So.**

This review will be double spaced, 1000 words without footnotes or bibliography. This exercise is worth up to 80 points.

Documentaries

Harlan County U.S.A. (1976) www.youtube.com/watch?v=9gGqA8JAPnI

The Free Voice of Labor: Jewish Anarchists (1980) www.youtube.com/watch?v=sAUgK4e8Q-Q

Berkeley in the Sixties (1990) Library Resource

Bus Riders Union (2000)

The Weather Underground (2002) <https://vimeo.com/33006390>

Sir! No Sir! (2005) Library resource

McLibel (2005) www.youtube.com/watch?v=sBpbaVJo9gE

Made in L.A. (2007) Library Resource

FLOW: For Love of Water (2008) www.hulu.com/watch/233816

Chicago 10 (2008)

Confessions of an Eco-Terrorist (2010) www.youtube.com/watch?v=KOSo_LHZeTw

The Black Power Mixtape 1967-1975 (2011) Library Resource

Miss Representation (2011) www.youtube.com/watch?v=FZYpAuUzDhU

We Are Legion: The Story of the Hacktivists (2012) www.youtube.com/watch?v=-zwDhoXpk90

Just Do It: A Tale of Modern-Day Outlaws (2012) <https://vimeo.com/57833461>

Grasp The Nettle (2013) www.youtube.com/watch?v=BhvZgbMCKNE

How to Survive a Plague (2013) www.youtube.com/watch?v=Nrr0eA34CSM

War on Whistleblowers (2015)



Discussion Lead Assignment

Students will be required to lead one class discussion this term.

Discussion Leads consist of groups of 2-3 students who will work together to construct a discussion prompt/question for the class.

Discussion prompts/questions should be contextualized by a 10-15 minute presentation on an aspect of the reading or a related topic to the reading that directs the class to think meaningfully about the discussion question.

Groups will be determined by students via signing up for which week's discussion you are interested in leading.

Each group will earn one grade; all students within that group will earn the same grade for their group's work.

The only exception to this rule is if a student in a Discussion Lead Group does not show for their Group's Lead day. Any students not present and actively involved in their Group's presentation will receive a zero for the assignment.

Discussion Lead Guidelines

Your presentation should not provide an indepth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to review

pages of dense theoretical work. Choose one theme or idea that stands out to you.

Novice: You could summarize an idea to the best of your ability, and then introduce a related discussion question.

Proficient: You could make an effort to explain the significance of an idea then and/or now, and then introduce a related discussion question.

Advanced: You could demonstrate how to apply an idea - perhaps by showing how it is still relevant to our lives today by making a connection to something current that exemplifies this idea, and then introduce a related discussion question.

You are expected to reference section(s) of the material that are relevant to your discussion question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

You are welcome to use/show multi-media that departs from the reading but is related in some way. This aids us all in applying the reading to make new or more culturally current connections, or perhaps posing provocative questions to get us to think about the reading in a different way.

Video clips may not be longer than 1/3 of your presentation time.

You are more than welcome to quote sections of the reading to draw our attention to specific ideas.

However:

Do not read verbatim the text on a slide to us - we are capable of reading it for ourselves.

A good alternative option is to paraphrase any text written on a slide.

The best option is to use (relevant) images, graphs, or content and then *tell us* what would have otherwise been written on the slide.

Finally, try to think of questions that don't have "easy" answers but make us think about the material in constructive ways. This is a difficult assignment do not take it lightly. Be prepared and try your best. When in doubt contact me in advance.

This exercise is worth up to 70 points.





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. The paper is worth up to 100 points.

- Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment. Find 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 claim made in your essay with evidence. Claims can be



supported with empirical evidence, expert opinion, and logical anecdotes.

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.
- 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, get help.