



Social Media & Civic Engagement

PMMA 5201, Spring 2018

Dr Mathias Klang

Contact

FMH Room 436A

mklang@fordham.edu

www.klangable.com

How to email your professor

http://klangable.com/blog/?page_id=4746

Schedule

Tuesdays 5:30 - 7:20pm

CLASSROOM

Online resource

<http://klangable.com/blog/teaching/courses-syllabi/pmma5201-spring17-readings-material/>

The goal of this course is to explore the impact of new technology and emerging media on civic engagement. Through an exploration of social movements, technology, and a focus on case studies the course will explore the role of social media in the political process and engagement in civic life. The course will also provide the participants with the opportunity to analyze the impact of technology mediated engagement. The course will be a mix of theoretical exploration and practical analysis. The former through seminars and readings and the latter through a practical application of theory on internet based campaigns and social movements.





In addition to a wide array of materials available on Blackboard the course books will be Tim Highfield (2016) **Social Media and Everyday Politics** (ISBN 978-0745691350) & James Jaspers' (2014) **Protest: A Cultural Introduction to Social Movements** (ISBN 978-0745655178). Both books are available online (for \$20 each), at the bookstore, and on reserve at the library.



Learning Process

This is a discussion course, to be successful, you'll need to read carefully and think carefully. We'll often spend most or all of our class time in activities that build on the knowledge you will have gained from reading on your own. So, you should plan at least two hours of academic time for every hour of class time. Come ready to ask questions, to apply what you've learned, and to contribute your hard-won insights. The purpose of the comprehension assessments is to help guide you in this process.

Learning Outcomes

By the end of this course, participants will:

- See themselves as active participants in nested and overlapping communities.
- Demonstrate improved abilities to deliberate, communicate, negotiate, and collaborate.
- Understand more about the role of social movements in civic society
- Connect and extend knowledge from one source (fact, text, theory) to another for the purpose of offering an original insight.
- Offer a well reasoned argument in support of an interesting claim about civic engagement.
- Understand more about the role of the affordances of technology in the processes of social change.



	Topic & Readings	Due
Week 1 16 Jan	Social Movements: The basics Social Media & Civic Engagement	
Week 2 23 Jan	Social Media: Changing the world TH chap 1 Kidd, Dustin, and Keith McIntosh. "Social Media and Social Movements." Sociology Compass 10.9 (2016): 785-794.	
Week 3 30 Jan	Forms of Protest Thoreau - Civil Disobedience King - Letter from Birmingham Malcolm X - Message to Grassroots	
Week 4 6 Feb	Political Rituals of Social Media TH chap 2 Milner, Ryan M. "Pop polyvocality: Internet memes, public participation, and the Occupy Wall Street movement." International Journal of Communication 7 (2013): 34. Sumiala, Johanna. "'Je suis Charlie' and the Digital Mediascape: The Politics of Death in the Charlie Hebdo Mourning Rituals." Journal of Ethnology and Folkloristics 11.1 (2017): 111-126.	
Week 5 13 Feb	Media, Politics & Platforms TH chap 3 Lenzner, Ben. "The emergence of Occupy Wall Street and digital video practices: Tim Pool, live streaming and experimentations in citizen journalism." Studies in Documentary Film 8.3 (2014): 251-266.	Group 1
Week 6 20 Feb	Breaking News, Scandals & Crisis TH chap 4 Suran, Melissa, and Danielle K. Kilgo. "Freedom from the press? How anonymous gatekeepers on Reddit covered the Boston Marathon bombing." Journalism Studies 18.8 (2017): 1035-1051.	Group 2
Week 7 27 Feb	Collective & Connective Action JJ chap 1 & TH chap 5 Amenta, Edwin, et al. "The political consequences of social movements." Annual Review of Sociology 36 (2010): 287-307.	Group 1
Week 8 6 Mar	Meaning, Networks & Womans Movement JJ chap 2 & 3 Staggenborg, Suzanne, and Verta Taylor. "Whatever happened to the women's movement?." Mobilization: An International Quarterly 10.1 (2005): 37-52.	Group 2

	Topic	Due
Week 9 13 Mar	Collective Identity & LGBTQ Movement JJ chap 4 & 5 Stone, Amy L. "The Impact of Anti-Gay Politics on the LGBTQ Movement." <i>Sociology Compass</i> 10.6 (2016): 459-467.	Group 1
Week 10 20 Mar	Black Lives Matter Coates, T. "The case for reparations." <i>The Atlantic</i> (2014). Garza, Alicia. "A herstory of the# blacklivesmatter movement by Alicia Garza." <i>The Feminist Wire</i> 7 (2014). Bailey, Julius, and David J. Leonard. "Black Lives Matter: Post-Nihilistic Freedom Dreams." <i>Journal of Contemporary Rhetoric</i> 5 (2015). Morris, Aldon. "WEB Du Bois at the center: from science, civil rights movement, to Black Lives Matter." <i>The British Journal of Sociology</i> 68.1 (2017): 3-16.	Group 2
Week 11 27 Mar	NO CLASS THIS WEEK	
Week 12 3 Apr	Engagement & Occupy Movement JJ chap 6 & 7 Thorson, Kjerstin, et al. "YouTube, Twitter and the Occupy movement: Connecting content and circulation practices." <i>Information, Communication & Society</i> 16.3 (2013): 421-451. Fadaee, Simin, and Seth Schindler. "The occupy movement and the politics of vulnerability." <i>Globalizations</i> 11.6 (2014): 777-791.	Group 1
Week 13 10 Apr	Framing, Movement Lifecycles JJ chap 8 Benford & Snow. "Framing Processes and Social Movements: An Overview and Assessment" <i>Annu. Rev. Sociol.</i> 2000. 26:611-39	Group 2
Week 14 17 Apr	Partisan Politics & Politics on social TT chap 6 & 7 Hajnal, Zoltan, and Michael U. Rivera. "Immigration, Latinos, and white partisan politics: The new democratic defection." <i>American Journal of Political Science</i> 58.4 (2014): 773-789.	
Week 15 24 Apr	Presentations	
Week 16 1 May	Summing up My website has a large array of resources for teaching, learning, research, & writing	

Grade	Grade Scale
Digital Participation 30%	The final grade for the course 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.
Film Review 10%	
Abstract 10%	
Presentation 20%	
Final Project 30%	

Film Review

Course participants will each be assigned individual documentaries to watch and to review.

The purpose of this exercise is to strengthen the participants understanding of the ways in which social movements are represented in the media.

The film review is worth a maximum of 10%.

Abstract

This is the first part of the final project of the course. The abstract is

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. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider



relevance of the work.

The abstract is worth 5% of your total grade.

Your abstract should be between 400-450 words and must

include 3 academic and 2 non-academic sources.

Digital Participation

A large part of this course is built on the discussions we will have during the in class meetings. In order to facilitate the discussions the class will have a Google Doc and the class participants will be required to add discussion **questions** and **comments** for the group to discuss in the classroom. All participants must post at least one question on each reading prior to the class.

Presentation

Each participant will be given the opportunity to present their research in a 15 minute presentation. The goal in this assignment is to provide the opportunity for the participant to both pick out the relevant facts and to present them in an interesting way to the class.

Discussion Lead

Your presentation should not provide an in depth 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

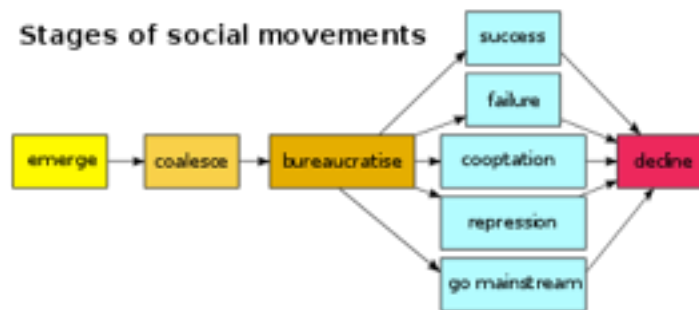
question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

You are 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.



Adapted from Blumer (1969), Mauss (1975), and Tilly (1978)

Final Project

The goal for the final project is to conduct a deep study of a social movement. The final project is intended to go beyond the general essay format and is to be seen as a major writing project.

Each participant will focus on a different social movement and the group will have regular check ins to discuss the progress of the research and writing.

The idea is that all participants will be progressing with similar themes and questions in parallel while exploring their own social movement. In this way the group can meet to discuss questions of history and background, goals, and philosophy of their movements.

Attendance.

Attending class means more than going to class. It requires speaking up in class and group discussions. Attendance wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies. [If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me. If you do that, makeup assignments are possible—but they MUST be cleared with me first]. 3 absences automatically take your final grade down one tier of grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham's university-wide policy is that 4 unexcused absences results in a failing grade. It is your responsibility to get readings/assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you're unclear on.

Once you have read this syllabus to completion please email me a picture of your favorite coffee.

Class Cancellation.

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

Blackboard. If many classes are cancelled, there may be additional classes scheduled at the end of the term.

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.

Unless you have prior approval from the instructor, all digital devices (phones, tablets, laptops) must be silenced and put away. Students who disregard the policy will be asked to leave class and will be considered absent that day.

Grading.

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



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.



Academic Honesty.

Academic Integrity/Plagiarism: The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me.

University Statement on Academic Integrity

A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As

a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights

for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others.... Violations of academic integrity include, but are not limited

to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.”

Citations.

All coursework shall be original and created by the student. Plagiarism is not tolerated. Students are required to adhere to the University Policies on Academic Standards, Cheating, and Plagiarism

For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

Equal educational access for all students

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of *cura personalis*, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

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.

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/>

Writing Center.

If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see www.fordham.edu/academics/programs_at_fordham/english/writing_center/index.asp

Counseling.

Counseling and Psychological Services: University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/student_services/counseling_and_psych/index.asp

Academic Coaching.

Academic Coaching: Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.