



## SCHOOL OF COMMUNICATION

### WATER TOWER CAMPUS/SPRING 2023

#### COMM 307-201 (3443)—COMMUNICATION AND SOCIAL MOVEMENTS

Instructor: Milan Pribisic, Ph.D. ([mpribis@luc.edu](mailto:mpribis@luc.edu))

Class meetings: Mo We Fr 2:45 pm to 3:35 pm, Corboy Law Center, Room #325

Student Hours: By appointment only (either in person on campus or on Zoom)



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**TEXTS:** Castells, Manuel. *Networks of Outrage and Hope*. 2<sup>nd</sup> ed. (NOH); ISBN: 978-0-7456-9576-1

Della Porta, Donatella. *Social Movements: An Introduction*. 2<sup>nd</sup> ed. (SM) Course Reserves E-book

Della Porta, Donatella. *Global Diffusion of Protest*. (GDP) Course Reserves Free Open Access E-book

**COURSE DESCRIPTION:** Social movements have been contesting the order of things for a long time—they have appeared and disappeared, have been tolerated or crushed, became popular or remained marginal, and influenced society in the long run or only temporarily. This course investigates the traditional and new, networked social movements, the relationship between social movements and social (digital) media, and the role of communication in the processes of social change and democratization. The contributions and limitations of social movements will be approached by “doing social movement analysis” through case studies, interactive discussions, student group presentations/teachings, and analytical essays.

**COURSE OBJECTIVES:** After taking this course the students will be able to:

# identify social movements theory and history [SOCIAL MOVEMENTS LITERACY SKILL];

# assess critically, by using social movements literacy, the contributions and limitations of social movements and their use of communication media and strategies (CRITICAL THINKING SKILL);

# conduct individual and team research to describe, analyze, interpret, and present findings on the variety of critical social movements [COLLABORATION SKILLS, PRESENTATION SKILLS; WRITING SKILLS].

# apply the ability to meet deadlines [TIME MANAGEMENT SKILLS]

**STUDENTS RESPONSIBILITIES AND ATTENDANCE:** I am using a discussion teaching method which includes traditional lecturing but stresses interactive discussion during class time between the teacher and students and among students in small groups and small group projects; all students are expected to attend the class regularly and be prepared to actively participate in the discussions and activities after reading the required material. **Participation** grade (50 points) is based on student’s class attendance (20 points) and active contribution (30 points), on conducting the weekly assignments (short reflection papers, Discussion forums) in a timely manner according to the deadline (the weekly, participation assignments past due date will be automatically marked with 20% points deduction and accepted seven days past the due date; beyond that date no late weekly, participation assignments are accepted). **No show to class means no attendance points [four unexcused absences are acceptable; beyond that number your attendance grade will be lowered].** If you miss a class with a scheduled assignment, such as peer review, you will be given the opportunity to make it up **ONLY** if you provide a medical doctor’s excuse or an official letter stating you were representing Loyola University Chicago at an event.

**INSTRUCTOR RESPONSIBILITIES:** I strive to create a learning environment for the students that supports a **diversity** of experiences, perspectives, and thoughts, and honors our unique identities (including race, gender, sexuality, class, religion, ability, etc.). We start with a land acknowledgement, that is by our awareness that Chicago sits on the homelands of the Council of the Three Fires--Ojibwe, Potawatomi, and Odawa, as well as the Menominee, Miami, and Ho-Chunk nations. Speaking of names, if you have a name and/or set of pronouns different from those on your Loyola records, please let me know. I am here to help guide you through the course materials and address any questions/concerns you might have. If you feel like your performance in the class is being impacted by your experiences in- or outside the class, please do not hesitate to contact me. I will respond to your requests in a timely manner (within 24 hours when possible) and will provide constructive feedback on them (this also includes the assignments). I am still (like many of us) in the process of learning about diverse perspectives and identities. If something was said/posted in class by classmate or instructor that made you feel unsafe, please contact me. I will be available to meet with you either on campus or online by appointment.

**STUDENT DIVERSITY, EQUITY, AND INCLUSION:** As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith." Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices. For more information visit OEC site at:

[Office for Equity and Compliance: Loyola University Chicago \(luc.edu\)](https://oec.luc.edu/)

**SAKAI** ([https://sakai.luc.edu](https://sakai.luc.edu/)) is an online learning tool that allow us to communicate and collaborate with each other during the semester. You will find on it the course syllabus, e-mail addresses of all course participants, announcements, online assignments, online gradebook, etc.

**LOCUS** ([https://locus.luc.edu](https://locus.luc.edu/)) is Loyola's information portal for a wide variety of tasks. The instructor posts on Locus the midterm academic alerts and the final grades.

**ACADEMIC HONESTY:** A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this

demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious violation of academic integrity. **Cheating** includes, but is not limited to, obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during examination; obtaining information from another student or any other person during an examination; using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor; attempting to change answers after the examination has been submitted; unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; falsifying medical or other documents to petition for excused absences or extensions of deadlines or any other action that, by omission or commission, compromise the integrity of the academic evaluation process.

**Plagiarism** is a serious violation of the standards of academic honesty; it is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of other without proper acknowledgement of the sources, and includes, but is not limited, to submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.; submitting as one's own another person's unpublished work or examination material; allowing another or paying another to write or research a paper for one's own benefit, or purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at

<http://www.luc.edu/english/aboutthewritingprogram/theuseandmisuseofsourcematerials/#d.en.238783>

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard. Plagiarism or any act of academic dishonesty will

result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the Office of the Dean of the School of Communication.

The Office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SoC. If the student is not a member of the SoC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to a similar organization.

**STUDENT ACCESSIBILITY CENTER (SAC):** If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact SAC as soon as possible. Formal arrangements must be made through the office before course adjustments can be made. Additional information about the services available at:

<https://luc.edu/sac/sacstudents/>

**MANAGING LIFE CRISES AND FINDING SUPPORT:** Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral at [CURA Network: CURA Network: Loyola University Chicago \(luc.edu\)](https://www.luc.edu/cura-network/) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: <https://www.luc.edu/dos/>; 773-508-8840; deanofstudents@luc.edu.

**CLASSROOM ETIQUETTE:** The attendance is taken at the beginning of the class! Up to fifteen-minute lateness is acceptable according to the academic rules; beyond that it is on your own discretion to decide whether you should interrupt the class already in progress or not; in any case, if you enter the classroom after the attendance has been taken it is **your responsibility** to check with the instructor after the class to be sure to get the attendance credit.

**ASSIGNMENTS:** As stated below, there are several short, weekly assignments which are part of Participation grade, as well as a Book Review 3,000-word essay and a Case Study Team Project consisting of In-Class team presentation/teaching and Team 2,500-word essay due during the Finals week.

**GRADING ASSIGNMENTS:** I am using the cumulative point system which means each assignment carries a certain number of points—the points grading scale is listed below (to receive an A letter grade in the class you need to earn 237 points; for an A- letter grade you need 230 points ... to get a D letter grade you need to earn 162 points out of 250). Please respect the **24/7 grading policy**—wait 24 hours after receiving the grade to talk to me about it but talk to me about the grade within seven days if you have a question. After one week has passed, I will not discuss the grade for that assignment.

Participation (attendance [20pts] and active contribution to class discussions and activities including short weekly reflections; Discussions forum topics, quizzes, oral presentations, peer feedbacks ...)	50 points
Exam	50 points
Book review assignment (2,500 to 3,000 words)	100 points
Case Study Team Project (In-class presentation and 2,500-word group essay)	100 points

TOTAL= 300 POINTS:

A (EXCELLENT) =237-250

A- =230-236

B+ =221-229

B (GOOD)=213-220

B-= 206-212

C+ =198-205

C (AVERAGE)=191-197

C-=183-190

D+=176-182

D (FAIR)=162-175

F (POOR)=161 and below

**STATEMENT OF INTENT:** By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

### **WEEKLY SCHEDULE**

**(This is a plan; syllabus and calendar are open to change--all changes will be posted in Sakai and announced in class)**

**WEEK ONE** of January 16: NO CLASS ON MONDAY/MARTIN LUTHER KING JR. DAY

Course introduction and overview

What is a social movement?

**READ: SM Chapter 1; NOH "Opening" p. 1-19**

**WEEK TWO** of January 23: **THE STUDY OF SOCIAL MOVEMENTS**

Social Changes and Social Movements

**READ: SM Chapter 2**

**WEEK THREE** of January 30: The Symbolic Dimension of Collective Action

Collective Action and Identity

**READ: SM Chapters 3 & 4**

**WEEK FOUR** of February 6: Individuals, Networks, and Participation

Social Movements and Organizations

**READ: SM** Chapters 5 & 6

**WEEK FIVE** of February 13: Action Forms, Repertoires, and Cycles of Protest

The Policing of Protests and Political Opportunities for Social  
Movements

Social Movements and Democracy

**READ: SM** Chapters 7, 8 & 9

**WEEK SIX** of February 20: EXAM (Monday, 2/20)

### **SOCIAL MOVEMENTS IN THE INTERNET AGE**

**READ: “Prelude to a Revolution” NOH**

**WEEK SEVEN** of February 27: “The Egyptian Revolution”

“Dignity, Violence, Geopolitics”

**READ: NOH** p. 54-112

**GDP** In-class presentation

**WEEK EIGHT** of March 6: **SPRING BREAK—ENJOY!**

**WEEK NINE** of March 13: “A Rhizomatic Revolution”

“Occupy Wall Street”

**READ: NOH** p. 113-219

**GDP** In-class presentation

**WEEK TEN** of March 20: “Networked Social Movements: A Global Trend?”

**READ: NOH** p. 220-245

**GDP** In-class presentation

**WEEK ELEVEN** of March 27: “Changing the World in the Network Society”

**READ: NOH** p. 246-271

**GDP** In-class presentation

**BOOK REVIEW ESSAY DUE (3/31)**

**WEEK TWELVE** of April 3: “Networked Social Movements and Political Change”

**READ: NOH P.** 272-313

**GDP** In-class presentation

**NO CLASS ON FRIDAY (GOOD FRIDAY)**

**WEEK THIRTEEN** of April 10: **NO CLASS ON MONDAY (EASTER MONDAY)**

“Beyond Outrage, Hope”

**READ:** NOH p. 314-316

**GDP** In-class presentation

**WEEK FOURTEEN** of April 17: **TEAM PRESENTATIONS**

**WEEK FIFTEEN** of April 24: **TEAM PRESENTATIONS**

**LAST DAY OF CLASSES IS FRIDAY, 28 APRIL; THE EXAM WEEK IS MONDAY, 1 MAY TO SATURDAY, 6 MAY (OUR CLASS’ FINAL EXAM/DUE DATE FOR THE TEAM PAPER IS SCHEDULED FOR FRIDAY, 5 MAY AT 4:15 PM CST).**



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