

## **COMM 307: COMMUNICATION AND SOCIAL CHANGE**

SPRING 2020

Monday/Wednesday/Friday 9:20 a.m. to 10:10 a.m.

SOC Room 014

### **INSTRUCTOR:**

Julia DeCook, PhD

### **E-MAIL:**

[jdecook@luc.edu](mailto:jdecook@luc.edu)

### **HOW TO ADDRESS ME:**

Dr. DeCook or Professor DeCook

### **OFFICE:**

Lewis Towers, Room 902

### **PRONOUNS:**

she/her/hers

### **OFFICE HOURS:**

Mondays 1 p.m. to 3 p.m.

Political mobilization in order to enact social change has been a fundamental part of the human experience as long as there have been hierarchies of power. In this course, students will learn about social movements from a historical, cultural, and critical perspective, as well as learn about the ways that mass media and technology have shaped and changed the power of collective protest.

How have social movements evolved? What has been the role of technology and the media in helping shape, disrupt, and even tear down movements? How do social movements create collective identity, and encourage loyalty to the cause? Students will answer all of these questions and more in this course's exploration of the changing nature of recruitment, protest, mobilization, and social change.

This course gives a general historical and theoretical overview of social movements, networks, and their various communicative strategies. By looking at communication and social change through a critical, historical and theoretical lens, students will acquire an intellectual framework for understanding sociocultural change.

## **COURSE OBJECTIVES AND GOALS**

By the end of this course, students will be able to articulate and critically engage with the changing nature of movement and protest in regard to technology, media, and sociocultural forces. Students will understand the history of social movements and how their evolution has shifted the very nature of mobilization itself.

## **REQUIRED MATERIALS/BOOKS**

There are two (2) required books for this course. Additional readings for the course will be posted on the Sakai page throughout the semester and students may need their Loyola UVID and password to access some content through LUC Libraries. Students are responsible for checking Sakai to see if there are additional readings for that week.

Students will be expected to complete readings before class in order to fully participate in class discussion and activities.

Additionally, students are expected to have access to their own reading materials, laptops or desktop computers, notebooks, pens/pencils to take notes in class and to participate in class activities and to complete class assignments. If this is not possible for whatever reason, please let me know and we will find solutions or alternatives.

### **TECHNOLOGY REQUIREMENTS**

For this class, you will need access to a reliable desktop computer, laptop computer, or tablet to be able to do the discussions, readings, viewings, and other assignments. You will need access to some kind of Word processor, like Microsoft Word, Apple Pages, or Google Docs to work on your assignments. To accomplish this, you will also need a reliable Internet connection.

You will also need to access Sakai regularly to keep up to date with the course materials. Remember that the course schedule outlines all of the required readings, and Sakai will be where readings that are *not* the required book will be.

### **REQUIRED TEXTBOOKS (available on Amazon and elsewhere)**

*Networks of Outrage and Hope*

By Manuel Castells

ISBN: 978-0745695761

*Understanding Social Movements*

By Steven M. Buechler

ISBN: 978-1594519161

### **COURSE REQUIREMENTS**

There is a total possible of 100 points that students will receive in this course. The grading scale is:

<b>GRADE</b>	<b>POINTS</b>
A	94+
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	74 to 76
C-	70 to 73
D+	67 to 69
D	64 to 66
F	63 and below

Below is a table that breaks down the points of each graded assignment. Brief descriptions of the assignments are below the table.

<b>ASSIGNMENT</b>	<b>POINTS</b>
Syllabus Quiz	5 points
Participation/Professionalism	10 points
Three 3-page reflections	15 points (5 points each)
Discussion Lead	15 points
Midterm Book Report	25 points
Final Paper (Case Study)	30 points
<b>TOTAL</b>	100 points

### ***Syllabus Quiz (5 points)***

Students will be required to pass a syllabus quiz consisting of five (5) questions about the course. You will have two attempts to earn a perfect score on the syllabus quiz.

### ***Participation/Professionalism (10 points)***

I will not be taking attendance every class period. **However – attendance will be taken at random throughout the semester and if you are not present, this will affect your grade.**

I expect you all to attend class regularly, complete the readings on time, turn in all assignments on their due dates, and to regularly participate in class discussions. Since this is a smaller class, participation will be crucial because the class format will mostly take form in discussion – not lecture.

On that note, since we will be mostly engaging with each other through discussion, I expect you all to be respectful, kind, and patient with one another. If a student is perceived to be hostile, intimidating, or disrespectful to the professor or their classmates, they will be asked to leave the class and if required, mediated conflict management will be conducted and reports will be made about the student's behavior.

Further, if a student is seen not paying attention in class (watching something on their laptop, texting, working on a different class's assignments, etc.), they will be asked first to put away their technological devices and even after if they are still distracted, to leave the classroom. This will be deducted from your participation and professionalism score.

Additionally, if a student is regularly late for class (more than 10 minutes past scheduled start time), schedules a meeting time outside of office hours and does not show up to the meeting, or demonstrates any other lack of consideration for the instructor or classmates as deemed by the instructor, they will also have points deducted from their professionalism score. Students will also be expected to be respectful, kind, and understanding toward one another. If a student is deemed to be hostile or disrespectful toward their classmates or the professor, they will be asked to leave the class.

***Three 3-page reflection papers (15 points)***

During the course of the semester, students will choose three topics/weeks and write a reflection paper about the reading for that week's topic. These reflections can be an opportunity to ask questions, to think through things, or to connect previously learned concepts to later ones.

Students will be responsible for keeping track of how many reflection papers they have turned in. For instance, you can choose to get it out of the way early and do them all at the beginning of class, stagger them throughout the semester, or turn them all in during the last month of class. It is up to you to keep track of when you have turned these in.

The reflection paper will need to be 3 pages, double spaced, 1-inch margins, with 12-point font (Cambria or Times New Roman), and be free of grammatical/spelling errors to be considered for full credit. Students must include their full name, date that they turned in the reflection paper, assignment name, and course title (and semester) in the top left corner of the paper. Example:

Julia DeCook  
 March 1, 2020 (or whatever the date is)  
 THE TOPIC FOR THAT WEEK  
 Reflection Paper #1 (or #2, or #3).  
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Reflection papers **must be paper copies and turned in at the beginning of the class period.**

***Discussion Lead (15 points)***

Each student will sign up to be the discussion leader for one week. The discussion will revolve around the readings and the student may ask the class to do additional readings or viewings to supplement. Students will create their own discussion questions and be in charge of managing the discussion among their classmates. If the student wishes to include additional readings/viewings for the class, they must be submitted at least one (1) week prior to the student's scheduled discussion lead to ensure everyone has an opportunity to read/view the additional materials. More information on this assignment will be given in class.

***Midterm Book Report/Review (25 points)***

Students will select a book from a list, provided by the professor, or choose their own (with approval from the professor) and write a book report/review connecting the class's concepts to it. The book reports/reviews will be 4 to 6 pages, double spaced, 1-inch margins, and 12pt font (Cambria or Times New Roman). The same heading format used for the reflection papers will be required on the book reports/reviews.

A list of books will be provided in class, but a small sampling includes:

Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.

Gitlin, T. (2003). *The whole world is watching: Mass media in the making and unmaking of the new left*. University of California Press.

Schradie, J. (2019). *The Revolution that Wasn't: How Digital Activism Favors Conservatives*. Harvard University Press.

Hawley, G. (2017). *Making sense of the alt-right*. Columbia University Press.

Khan-Cullors, P. (2018). *When they call you a terrorist: A black lives matter memoir*. Canongate Books.

### **Final Paper (35 points)**

The final paper for this course will be the student applying the concepts and theories learned in class to a case study of their choosing. Case studies can include #BlackLivesMatter, the alt-right, GamerGate, the Arab Spring protests, the Hong Kong protests, the body acceptance/no body shaming movement, the sex worker and sex positivity movement, and more. The student must have their case study approved by the professor before they begin working on this assignment.

The final paper will need to be a research paper, APA formatting and citation, 7 to 10 pages, double spaced, 1-inch margins, with 12pt font (Times New Roman). A minimum of 10 sources must be used to support the student's claims and conclusions. The paper will need to follow the traditional academic research paper format of Introduction, Literature Review (or "Background"), an explanation/historical overview of the case study and justification for its analysis, an analysis section, and a discussion/conclusion.

Students will also be required to present their paper in class the week before it is due to incorporate feedback from the professor and other students. Presentations should be 10 minutes with 5 minutes for feedback/Q&A. More information will be given in class as the semester progresses.

### **E-MAIL/SAKAI POLICY**

I will respond to emails within 24 hours during the week and 48 hours on weekends. If you have not received any feedback during this period, please feel free to reach out to me again to ensure your communication was received.

I expect students to use appropriate, professional, and considerate language when communicating with me and other students via email. If you are nervous or uncertain about how to go about this, check out this presentation on email etiquette: [E-mail Etiquette for Students](#).

Students are responsible for checking Sakai and their LUC email accounts regularly to stay up-to-date on announcements.

If you don't check your LUC email account, you should forward it to an account that you do check. You may also forward your LUC mail to a non-LUC account. Students are responsible for any information distributed via email and/or Sakai.

## **LATE WORK POLICY**

You will be expected to turn in and complete all assignments on their assigned due dates at the proper time. Late work will only be accepted in certain situations, including but not limited to illness or family emergencies. If an assignment is turned in without prior approval from the instructor, it will receive a zero.

## **LIMITS TO CONFIDENTIALITY**

Under the Illinois Abused and Neglected Child Reporting Act, all personnel of institutions of higher education are classified as "mandated reporters" who must report to the Illinois Department of Children and Family Services (DCFS) if the reporter has reasonable cause to believe that a minor under 18 years of age known to the reporter in his or her official or professional capacity may be abused (physically or sexually) or neglected.

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of Loyola University Chicago community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [LUC Health Center](#).

## **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

Any student with a disability that needs special accommodation during exams or class periods should provide documentation from the Student Accessibility Center to the instructor.

The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

## **ACCOMODATIONS FOR STUDENTS WITH CHILDREN**

Students who are the caretakers of a child/children are allowed to bring their child/children with them to class in the event of an emergency (if childcare plans fall through, etc.).

Please let me know ahead of time if you will be bringing your child/children to class and also sit near the door in the event that the student needs to leave the classroom to tend to the child/children.

If the child/children are using devices like phones, tablets, etc., to entertain them during class time, I also ask that the student who is their caretaker to make sure to provide headphones as to not disturb the rest of the class.

## **PLAGIARISM AND ACADEMIC INTEGRITY**

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 act that violates academic integrity.

Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an 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, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism 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 others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- 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 an act of personal and professional courtesy, as well as 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://uc.edu/english/writing>.

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 other 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](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance).

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 similar organizations. (The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

## DETAILED COURSE SCHEDULE

Week 1 (January 13, 15, and 17)	<p>January 13: Introduction to course</p> <p>January 15: What is a social movement?</p> <p>Introduction in <i>Understanding Social Movements</i></p> <p>Sign up day for discussion lead weeks</p> <p>January 17: Chapters 1 and 2 in <i>Understanding Social Movements</i></p> <p><b>SYLLABUS QUIZ DUE ON JANUARY 17 AT 11:00 P.M.</b></p>
Week 2 (January 20, 22, and 24)	<p><b>No Class on January 20 – Martin Luther King, Jr. Day</b></p> <p>January 22: Chapter 3 in <i>Understanding Social Movements</i></p> <p>“A Durkheimian Theory of Social Movements” by Segre (Sakai)</p> <p>January 24: Chapter 4 in <i>Understanding Social Movements</i></p>
Week 3 (January 27, 29, and 31)	<p>January 27: Chapter 5 in <i>Understanding Social Movements</i></p> <p>January 29: Chapter 6 in <i>Understanding Social Movements</i></p> <p>January 31: From Old to New Social Movement Theories – “New Social Movement Theories” by Buechler (Sakai)</p>
Week 4 (February 3, 5, and 7)	<p>February 3: Chapter 7 in <i>Understanding Social Movements</i></p> <p>February 5: Chapter 8 in <i>Understanding Social Movements</i></p>

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	February 7: Chapter 9 in <i>Understanding Social Movements</i>
Week 5 (February 10, 12, and 14)	February 10: Chapter 10 in <i>Understanding Social Movements</i>  February 12: May 1968 From resources to ethics – Introduction of <i>From Revolution to Ethics: May 1968 and Contemporary French Thought</i> by Bourq (Sakai)  February 14: Narrative and Storytelling in Protest – “It Was Like a Fever ... “ Narrative and Identity in Social Protest (Sakai)
Week 6 (February 17, 19, and 21)	February 17: Chapter 11 in <i>Understanding Social Movements</i>  February 19: Continue Chapter 11  February 21: Chapter 12 in <i>Understanding Social Movements</i>
Week 7 (February 24, 26, and 28)	February 24: Chapter 13 in <i>Understanding Social Movements</i>  February 26: Opening of <i>Networks of Outrage and Hope</i>  February 28: Castells - Prelude to Revolution  <b>BOOK REPORT/REVIEW DUE ON FEBRUARY 28 AT 11:59 P.M.</b>

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**Week 8:**

**SPRING BREAK MARCH 2 TO 6  
NO CLASS**

Week 9 (March 9, 11, and 13)	<p>March 9: Castells - The Egyptian Revolution</p> <p>March 11: Castells - Dignity, Violence, Geopolitics</p> <p>March 13: "The violence of organized forgetting" By Giroux (Sakai)</p>
Week 10 (March 16, 18, and 20)	<p>March 16: Castells - The Rhizome</p> <p>March 18: Castells - Rhizomatic Revolution</p> <p>March 20: Castells - Deleuze's influence on bodies, connectivity, protest</p>
Week 11 (March 23, 25, and 27)	<p>March 23: Leaderless social movements – Castells and Occupy Wall Street</p> <p>March 25: Introduction of <i>Assembly</i> by Negri and Hardt (Sakai)</p> <p>March 27: Read "<a href="#">The Common Element Uniting Worldwide Protests</a>" and continue discussing leaderless social movements</p> <p><b>Class assignment for discussion:</b> identify a "leaderless social movement" and prepare a 3-minute presentation about it for class/discussion</p>
Week 12 (March 30, April 1, and April 3)	<p>March 30: Castells - Changing the world in a Network Society</p> <p>April 1: Castells - Beyond Outrage</p> <p>April 3: Is rage really such a bad emotion? Lorde – The Uses of Anger (Sakai)</p> <p><a href="#">It's Time to Embrace Feminism's Anger</a></p> <p>Class assignment for discussion: compare and contrast these works and come prepared to talk about anger, outrage, and the possibility of change</p>

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Week 13 (April 6 and 8)	April 6: Collective Identity – “Collective Identity and Social Movements” by Polletta and Jasper (Sakai)  April 8: <i>Connective</i> Identity, Cloud Protesting and Data Activism (readings on Sakai)  April 10: <b>No Class, Easter Break</b>
Week 14 (April 15 and 17)	April 13: <b>No Class, Easter Break</b>  April 15: The promises and perils of social media activism  “#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States” by Bonilla and Rosa (Sakai)  “Social Media and the Activist Toolkit: User Agreements, Corporate Interests, and the Information Infrastructure of Modern Social Movements” by Youmans and York (Sakai)  April 17: In Class Work Day for Final Case Studies
Week 15 (April 20, 22, and 24)	Final Presentations on Case Studies
Finals Week (April 27 to May 1)	<b>FINAL PAPER DUE ON APRIL 29 AT 11:59 P.M.</b>