Course Syllabus

Section CMMU 20

Days, Time: T/Th 9:30-12:30

06/20 through 7-22

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Section 1: Course Overview

Course Description: From #BlackLivesMatter to #MeToo, from the Women's March on Washington to the March for Our Lives following the Stoneman Douglas High School shooting, a new generation of activists is using media to advance social justice goals. This course will explore, from the perspectives of sociology, psychology, and political science how contemporary activists harness a diverse range of media tools and platforms for social change and how contemporary strategies are rooted in and/or diverge from historical practices of using media to effect social and political change. The course defines "media" broadly to include social media and legacy media forms, such as radio, television, and print journalism.

In this course, students will critically consider how media can be used as a tool to advocate for social and political change. We will engage with scholarly and activist literature on theories of media, social change, and advocacy as well as case studies of media makers who engage in the process of social change. Through theoretical readings that place forms of media advocacy in historical context, we will consider how and to what effect varying groups have used media to advocate for specific issues in the public sphere. Though the issues we will consider are varied,

many of the case studies relate to struggles for social justice. A core component of the class will be critical analysis of the possibilities and limitations of advocacy efforts brought about by transformations in media technology and culture, particularly those related to new media technology, social media, and globalization. Ultimately, through independent readings and in-class activities, we will explore how social change emerges from the resilience and creativity of activist media-makers.

Section 2: Learning Outcomes

Students who take this course will be able to:

- Understand and articulate the relationships between social movements and changing media systems from various standpoints within social movement studies.
- Demonstrate knowledge of the major shifts in research approaches to media and mobilization over time.
- Apply theoretical and methodological tools of social movement research to a specific social movement.
- Plan, research, and complete a substantive project that contributes to comparative analysis of two case studies of social activist media campaigns.
- Decode media messages and their meta-contexts.

Section 3: Texts

Required Texts

Tufekci, Zeynep, *Twitter and Teargas: The Power and Fragility of Networked Protest*, Creative Commons (Online on Canvas)
Reinsborough, Patrick and Canning, Doyle *Re:Imagining Change: How to Use Story-based Strategy to win campaigns, build movements and change the world -**Second Edition!** (not first) available as Ebook.*

Section 4: Assignments

Below you will find a general description of the assignments required for the class. **Please consult Canvas for up-to-date assignments and deadlines.**

Writing assignments:

Reading Responses/Canvas Discussions

These are weekly responses to the reading and discussions on Canvas. Reading responses will give you an opportunity to engage with the reading assigned for that day. In order to understand and analyze the texts and contribute thoughtfully to discussions, you must make some sense of the assigned reading before coming to class so that you are ready to make informed and thoughtful contributions. Reading responses are due at the beginning of every class. 400 words

Individual Paper - Analysis of a Historic Social Movement Media

You will choose a historic social movement and analyze it through the lens of the theories and strategies we have been reading about in the texts. Choose a social movement from the past century (non-contemporary) to profile and analyze through the lens of how they used media, and how the news media portrayed them. This could be the civil rights movement, the feminist movement, or another similar movement from another era. 1000 words

Final group paper and presentation–Analysis of Contemporary Social Movement's Media Strategy

You will choose a contemporary social movement to research and analyze it through the lens of the theories and strategies we have been reading about in the texts. This is a group paper, with each member writing a portion of the paper and integrating it as a whole so it reads like one author wrote it. This will inform the final media project. Students will work in groups throughout the class to create a social media post advocating for a cause or social movement. This can be a persuasive video, graphic art advertisement, internet meme, or photo essay to be presented to class in final week. 2,500 words/10 slides:

Presentation Assignment– Example Share

Students in groups will give a 10-minute presentation to the class that presents a media example related to the class readings. Students will choose a concept from the reading and identify a media example (such as a website, film-clip, music video, or poster) to help illustrate that concept. Students will also hand in a two-page paper that addresses each of these components. This assignment will help students build an in-depth understanding of the connection between media imagery and social movements. 800 words/five slides.

Section 5: Grading

You must participate in <u>each</u> component of the course to receive a passing grade. Class expectations and requirements will be weighed as follows when determining your final grade:

Canvas Reading Responses and Online Discussion Posts: (800-1000 words/week)   25%

Quizzes (1/week)   15%

2 Papers: 1 historic movement profile, 1 group paper   40%

Presentations (2 presentations, one individual, one group)   10%

Attendance and Participation   10%

1. **General Participation**

All students are expected to complete all assigned readings, to arrive at class on time, to listen courteously with an open mind, and to actively participate. Be prepared to participate in small-group and whole-class discussions. Be prepared to share your writing with other students and carefully listen to their responses. Be prepared to read and respond constructively to other students' writing. Regular attendance is mandatory. Absences and tardiness will have a significant impact on your grade. Multiple absences can result in a failing grade. One absence = 1% reduction in grade, two absences, 2%, three absences =4%, four absences =8% off, five absences=16%, etc. Zoom records whether and how long you are in class.

1. **Reading**

You will be required to do reading and viewing of documentaries outside of class. We will immerse ourselves in the topic of media and social movements and absorb the ideas of diverse writers and documentarians. Set aside several hours before each class to do the reading/viewing, look up words or concepts that are unfamiliar, and write down the questions or reactions you have. Your preparation and timely completion of readings and assignments are essential in order to create a classroom community in which discussion is lively and informed. Because this is a concentrated course, plan on reading nightly.

1. **Writing**

You will be required to do regular writing. Most of it will be informal responses to the readings and class discussions. The process of writing will help you to formulate new ideas and gain understanding of the difficult and complex topics we will grapple with throughout the course.

1. **Discussion Etiquette**

Approach class discussions with the understanding that the diverse backgrounds and experience of your peers means that their perspectives on controversial issues may be very different than yours. Your open-minded listening and respectful participation are key to fostering a productive exchange of ideas. Keep in mind the limitations and advantages of Zoom as an online platform and use its hand-raising tools as well as muting your audio to make for a smooth class.

1. **Point of View**

The purpose of this course is to teach you **how** to think, not **what** to think. The readings and comments expressed in class will reflect particular points of view and sometimes express strong opinions. These opinions do not have to be yours; you are encouraged to respectfully and constructively disagree with the ideas in the readings and lectures, as well as those held by your instructor and peers. Thoughtful, polite critique makes for more engaging and productive discussions. Your willingness to share and alter your position in light of new information and ideas enable you to get the most out of your education, and to clearly articulate why you believe what you do.

1. **Inclusiveness**

Please let your instructor know how they can best respect differences in gender, race and ethnicity, religion, etc. For example, if you prefer a particular pronoun, let the instructor know. We encourage open communication on any sensitive issues that might affect how accepted and included you feel in the classroom.

1. **Learning environment**

Zoom is ripe for distraction. Please show up as you would for a regular class, (dressed, in a quiet place, ready to learn) making sure there are no distractions such as people and noises in the room. I also recommend you close all tabs on your browser and turn off all notifications on Ipad, Laptop or phone as class is underway. This will improve both your own experience in the class and that of your classmates.

<u>**Section 6: Course Schedule**</u>

Systemwide Senate Regulation 760 specifies that 1 academic credit corresponds to 6 hours of classtime per week for the student in a 5-week quarter.

- class time – 7 hours
- assigned reading –10 hours
- writing – 8 hours
- individual research – 4 hours

Week 1: Online v.s. in-person activism, the role of narrative in movements, Why Story?

What is activism, social movements and media? Defining our terms, Why Story? We are a storytelling animal; families stories as maps to our identity, examples of outdated stories, story-based strategy approach. How movements use storytelling and media for social change/Narrative power analysis.How the internet has made social change easy to organize, hard to win. The danger of a single story.

Week 2: Use of Narrative Power in Winning the Battle of the Story

The Battle of the Story v.s. Story of the Battle: Contested Narratives,Truth v.s meaning, narrative thinking, narrative power analysis,setting the frame, designer stories and the branded world, movement memes, creation myths of the U.S., control myths and memes, narrative filters, the elements of story, the drama triangle, challenging assumptions, designing a framing narrative, action logic and meta-verbs. Points of intervention: social change as intervention, making the invisible visible,subverting and creation of spectacles, repurposing cultural narratives. Feminist movements and Black Lives Matter through a critical media lens.

Week 3: **Truth and Misinformation in the public sphere, learning the playbook in order to defeat it.**

How social movements are portrayed on radio, t.v. and podcasts,unmasking corporate or government disinformation campaigns, backlashes and contested spaces in media, social movements' media toolkit.Case Studies, how the narrative power analysis works in real-life examples. January 6th insurrection and narratives around democracy/autocracy in the context of social movements. Journalist's role in reporting on social change movements.

Week 4: Navigating crisis and transition, a call to innovation

Study of gun rights, AIDS activism and Chicano/Latino movements in context of media coverage and narrative power strategy. Planetary activism.

Week 5: Climate change communication Plus Final presentations

Section 7: Helpful Resources

Accessibility and Accommodations

If you think you need an accommodation for a disability, please let your instructor know early in the course. Some aspects of this course, such as the assignments, in-class activities, or the way the course is taught may be modified to facilitate your participation and progress. We will treat any information about your disability with the utmost discretion. Individuals with established disabilities have a legal right to reasonable accommodations. If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to your instructor. Contact DRC at 459-2089 (voice), mailto:drc@ucsc.edu, or check out their website at http://drc.ucsc.eduLinks to an external site.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity pageLinks to an external site. at the Division of Undergraduate Education.

Plagiarism

Any plagiarism will have serious academic consequences. If you are having trouble getting a paper in on time, please talk to your instructor instead of copying and pasting from the Internet. Professors at the university have had long experience in recognizing plagiarism. It is not worth taking this risk.

What is plagiarism? *Plagiarism* is presenting the words or ideas of someone else as your own without proper acknowledgment of the source. When you work on a paper you will probably find supporting material for your paper from works by others. It's okay to quote people and use their ideas, but you do need to correctly credit them. Even when you summarize or paraphrase information found in books, articles, or Web pages, you must acknowledge the original author.

These are all examples of plagiarism:

- Buying or using a term paper written by someone else.
- Cutting and pasting passages from the Web, a book, or an article and insert them into your paper without citing them. Warning! It is now easy for professors to identify passages that have been copied from the Web.
- Using the words or ideas of another person without citing them.
- Paraphrasing that person's words without citing them.

Tips for Avoiding Plagiarism:

- First, use your own ideas—it should be your paper and your ideas should be the focus (a rule of thumb: you should be able to write it without looking at the original text).
- Use the ideas of others sparingly—only to support or reinforce your own argument.
- When taking notes, include complete citation information for each item you use.
- Use quotation marks when directly stating another person's words.

You can find more information regarding plagiarism and the UCSC Academic Misconduct Policy at this link: https://www.ue.ucsc.edu/academic_misconductLinks to an external site.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX OfficeLinks to an external site.](), the [online reporting link (Links to an external site.)](), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment (Links to an external site.)](), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.eduLinks to an external site.]().

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link. (Links to an external site.)]()

For more information please visit the [Title IX Operations under Covid-19Links to an external site.]() page.