

COURSE SYLLABUS

COURSE DETAILS

Course:	KEYS 4014 /50 Social movements and the impact of technology
Semester:	Fall 2022
ECTS:	6 ECTS
EQF Level:	VI
Core Curriculum Mod:	Yes
Methods Road Map:	No
GCP Coded:	GCP
Prerequisites:	Completion of all previous GCP coursework
Standard meeting times:	MW 13:30-15:00
Instructor:	Prof. Dr. Bradley E. Wiggins
<i>e-mail:</i>	bradley.wiggins@webster.edu
<i>phone:</i>	-
<i>office room/hours:</i>	2.25/TBA and by appointment
Last update:	July 2022

COURSE DESCRIPTION

Students will explore social movement thematic topics including: the history of social movements, the connection between social justice and social movements, social movement theories, and ethics. Social movement case studies may consist of some of the following movements: American Civil Rights Movement, Black Panthers Movement, Apartheid, Student Activism/Vietnam Protest, Women's Movement, LGBTQ+ Movement, Environmental Movement, American Right-Wing Movement, White Nationalism, Antifa, Extremists Movements, Global Movement, and New Movements such as BLM. Those seeking social change have always made use of the communications technology of the day to promote causes. Hence, the impact of technologies will be an ongoing thread that weaves through each theme with an emphasis on technological systems including social networks and social media. Connections to current-event examples of social movement and protest activity will regularly supplement course material.

LEARNING OUTCOMES

- Demonstrate a wide understanding of technology's potential for mobilizing for social change or political action.
- Recognize significant debates, disputes, problems, and conflicts in the research and analysis of technology and social movements
- Analyze a specific social movement and its uses of technology
- Produce evidence of a critical awareness of modern social movements, with a particular emphasis on their use of communication technology

REQUIRED READING:

Goodwin, J, & Jasper, J.M. (Eds.). (2015). *The Social Movements Reader: Cases and Concepts*. Oxford: Wiley-Blackwell. (Marked in the schedule as *Goodwin*)

Tilly, C., Castañeda, E., & Woods, L. (2020). *Social Movements 1768-2018*. London: Routledge. (Marked in the schedule as *Tilly*)

Additional readings provided by the instructor

GRADING SCALE AND BREAKDOWN

EVALUATION COMPONENTS (Based on 100 points):	Undergraduate			
	A	93+	C	73-76.99
	A-	90-92.99	C-	70-72.99
	B+	87-89.99	D+	67-69.99
	B	83-86.99	D	63-66.99
	B-	80-82.99	F	< 63
	C+	77-79.99		
Written work: Response papers: Research paper:	50 20 (short responses to two articles) 30 (final assessment, including a short presentation)			
Oral work: Presentations: Participation:	50 30 (two articles) 20 (general active participation)			

WORK-LOAD AND SELF-LEARNING:

WVPU assigns European Credit Transfer System (ECTS) points corresponding to student workload on the basis of 25 hours of combined student attendance and self-learning per one ECTS credit. The directory of courses offered annually are publicly accessible via its website application Courses@WVPU (http://atlas.webster.ac.at/public/cp_pub.cfm). Typical semester courses incorporate 32 hours of direct instruction and an additional 4 hours of allocated examination time and involve self-learning components necessary for research and writing assignments.

The work-load for this course requires not only in-class participation but also extensive out-of-class preparation on your behalf. Your out-of-class work affects in-class activities, which also means that you will use class time more effectively in order to develop crucial academic and critical thinking skills.

In concrete terms, this course meets [3] hours per week, that is, students should calculate to spend about [1] to [3] hours per week on preparation or follow-up assignments for this class. Please plan your time accordingly and familiarize yourself with the offerings of the university's student services (e.g., Learning Support Services, Language Center, Quant Center) that support you with your course-work.

UNIVERSITY POLICIES

Students are required to inform themselves of WVPU academic policies. A full list of these policies is available on the WVPU website: <https://webster.ac.at/academics/academicpolicies.php>

WEEKLY SCHEDULE

<p>Weeks 1 (Sept 12 & 14)</p>	<p>Introduction to KEYS 4014 Social Movements and the Impact of Technologies</p> <p>Case study: Montagsdemos 1989+ and Q-Anon 2017+ (comparing the use of close interpersonal ties with social media-enabled interpersonal ties)</p> <p>Readings/Media: <i>Offline</i> podcast episode “Has the internet trapped us in the past?” https://crooked.com/podcast-series/offline/</p> <p>-Social movements, types and classifications -Technology revisited: Pre-digital choices; Emergence of internet technology</p> <p>Readings: QAnon, Blood Libel, and the Satanic Panic: The New Republic What Is QAnon, the Viral Pro-Trump Conspiracy Theory: The New York Times Wir sind das Volk: Monday Demonstrations 1989 and Today</p>
<p>Week 2 (Sept 19 & 21)</p>	<p>What is a <i>Social Movement</i>?</p> <p>- Social movements, basics and development over time - Macro/micro perspectives of social relations and social movements - Collective claims, claim-making performance, and public representations of the cause</p> <p><i>Readings:</i> In <i>Tilly</i>, chapter 2 “Social movements as politics”</p> <p>Eder, K. (2017). Social movements in social theory. In D. Della Porta & M. Diani (Eds.). <i>The Oxford Handbook of Social Movements</i>. (pp. 31-49). Oxford Univ. Press.</p> <p><i>Documentary</i> (excerpts):</p> <ul style="list-style-type: none"> • ‘I am Greta’ about the <i>Fridays for Future</i> environmental/climate activist Greta Thunberg • ‘Great American Redoubt’ about the groups of Americans seeking to develop a separate state <p>Discussion questions</p>
<p>Week 3 (Sept 26 & 28)</p>	<p>New Technologies and Social Movements</p> <p><i>Readings:</i> Earl, J., Hunt, J., Garrett, R.K., & Dal, A. (2017). New technologies and social movements. In D. Della Porta & M. Diani (Eds.). <i>The Oxford Handbook of Social Movements</i>. (pp. 355-366). Oxford Univ. Press.</p> <p>Discussion questions</p> <p>Student presentation: Candon-Mena, J., & Montero-Sanchez, D. (2021). From Cyber-Activism to Technopolitics: A Critical Take on Historical Periods and Orientations in the Use of Digital Technology by Social Movements. <i>International Journal of Communication</i>, 15, 2921–2941. Harvey, D. (2003). The fetish of technology: Causes and consequences. <i>Macalester International</i>, 13(7), 3-30.</p>
<p>Week 4 (Oct 3 & 5)</p>	<p>Tactics and Armed Struggle in Social Movements (US Civil Rights and South African Anti-Apartheid movements)</p> <p><i>Readings:</i> In <i>Goodwin</i>, chapters 20 “Tactical Innovation in the Civil Rights Movement” and 21 “Armed Struggle in the South African Anti-Apartheid Movement”</p>

	<p>Discussion questions</p> <p><i>Student presentation:</i> van Blommestein, J., & Hope, S. (2012). The Language of Songs: The Utilization of Freedom Songs as a Form of Protest in the South African Anti-apartheid and U.S. Civil Rights Movements. <i>International Journal of the Humanities: Annual Review</i>, 10, 59–68. Hartmann, H., & Lewerenz, S. (2014). Campaigning against Apartheid in East and West Germany. <i>Radical History Review</i>, 119, 191–204.</p>
Week 5 (Oct 10 & 12)	<p>Who Remains in Movements, Who Drops Out, and Why?</p> <p><i>Readings:</i> in <i>Goodwin</i>, Part IV introduction, and chapters 12 “True Believers and Charismatic Cults” and 13 “Are Frames Enough?” Doerr, N., Mattoni, A., & Teune, S. (2017). Visual in social movements. In D. Della Porta & M. Diani (Eds.). <i>The Oxford Handbook of Social Movements</i>. (pp. 557-566). Oxford Univ. Press. Discussion questions</p> <p><i>Student presentation:</i> Einwohner, R. L., & Rochford, E. (2019). After the March: Using Instagram to Perform and Sustain the Women’s March. <i>Sociological Forum</i>, 34, 1090–1111. Gillan, K. (2020) Temporality in social movement theory: vectors and events in the neoliberal timescape. <i>Social Movement Studies</i>, 19:5-6, 516-536.</p>
Week 6 (Oct 10 & 12)	<p>Social Movements in the 20th and 21st Centuries</p> <p><i>Readings:</i> In <i>Tilly</i>, chapter 3 “Twentieth-Century Expansion and Transformation” and 4 “Social Movements enter the Twenty-First Century” Discussion questions</p> <p><i>Student presentation:</i> Konieczny, P. (2014). Signs of a Generational Change in Social Movements -- Activists’ Use of Modern Information and Communication Technologies. <i>Polish Sociological Review</i>, 187, 261–290. Krafft, P. M., & Donovan, J. (2020). Disinformation by Design: The Use of Evidence Collages and Platform Filtering in a Media Manipulation Campaign. <i>Political Communication</i>, 37(2), 194–214. Slavina, A., & Brym, R. (2020). Demonstrating in the internet age: a test of Castells’ theory. <i>Social Movement Studies</i>, 19(2), 201–221. Tufekci, Z. (2014). Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape. <i>Journal of International Affairs</i>, 68(1), 1–18.</p>
Week 7 (Oct 17 & 19)	<p>Far-Left, Radical Social Movements</p> <p><i>Documentary:</i></p> <ul style="list-style-type: none"> • ‘The Black Panthers: Vanguard of the Revolution’ (2015) film • ‘The Weather Underground’ (2002) film <p><i>Student presentation:</i> Post, J. M., McGinnis, C., & Moody, K. (2014). The Changing Face of Terrorism in the 21st Century: The Communications Revolution and the Virtual Community of Hatred. <i>Behavioral Sciences & the Law</i>, 32(3), 306–334. Scribner, C. (2007). Buildings on Fire: The Situationist International and the Red Army Faction. <i>Grey Room</i>, 26, 31–55.</p>

<p>Week 8 (Oct 24 & 26)</p>	<p>Far-Right, Radical Social Movements</p> <p><i>Documentary:</i></p> <ul style="list-style-type: none"> In the Crosshairs of the State: Assault on Civil Society (Deutsche Welle, 2021) film https://youtu.be/jWolugUj4Qk <p><i>Student presentations:</i></p> <p>Brooks, M. A. (2020). It's okay to be White: laundering White supremacy through a colorblind victimized White race-consciousness raising campaign. <i>Sociological Spectrum</i>, 40(6), 400–416.</p> <p>DeCook, J.R. (2018). Memes and symbolic violence: #proudboys and the use of memes for propaganda and the construction of collective identity. <i>Learning, Media and Technology</i>, 43(4), 485-504, DOI: 10.1080/17439884.2018.1544149</p> <p>Dafaure, M. (2020). The “Great Meme War:” The alt-right and its multifarious enemies. <i>Angles: New Perspectives on the Anglophone World</i>, 10.</p> <p>Elley, B. (2021). ‘The rebirth of the West begins with you!’ – Self-improvement as radicalization on 4chan. <i>Humanities & Social Sciences Communications</i>, 8(67), (2021).</p> <p>Wiggins, B. E. (2021). Boogaloo and Civil War 2: Memetic antagonism in expressions of covert activism. <i>New Media & Society</i>, 23(11), 3179–3205. https://doi.org/10.1177/1461444820945317</p> <p>de Zeeuw, D., Hagen, S., Peeters, S., & Jokubauskaite, E. (2020). Tracing normification: A cross-platform analysis of the QAnon conspiracy theory. <i>First Monday</i>, 25(11). https://doi.org/10.5210/fm.v25i11.10643</p>
<p>Week 9 (Oct 31 & Nov 2)</p>	<p>Gay Liberation (and related) Movement(s)</p> <p><i>Readings:</i> In <i>Goodwin</i>, chapters 3 “The Gay Liberation Movement” and 32 “The Dilemmas of Identity Politics”</p> <p>Discussion questions</p> <p><i>Student presentations:</i></p> <p>Baudinette, T. (2019). Gay dating applications and the production/reinforcement of queer space in Tokyo. <i>Continuum: Journal of Media & Cultural Studies</i>, 33(1), 93–104.</p> <p>De Ridder, S., & Dhaenens, F. (2019). Coming out as popular media practice: The politics of queer youth coming out on YouTube. <i>DiGeSt. Journal of Diversity and Gender Studies</i>, 6(2): 43–60. https://doi.org/10.11116/digest.6.2.3</p> <p>Szulc, Ł., & Dhoest, A. (2013). The internet and sexual identity formation: Comparing Internet use before and after coming out. <i>Communications: The European Journal of Communication Research</i>, 38(4): 347–365. DOI: 10.1515/commun-2013-0021</p>
<p>Week 10 (Nov 7 & 9)</p>	<p>The Women’s Movement</p> <p><i>Readings:</i> In <i>Goodwin</i>, chapters 2 “The Women’s Movement” and 31 “The Decline of the Women’s Movement”</p> <p>Discussion questions</p> <p><i>Student presentations:</i></p> <p>Brown, M., Ray, R., Summers, E., & Fraistat, N. (2017). #SayHerName: a case study of intersectional social media activism. <i>Ethnic & Racial Studies</i>, 40(11), 1831–1846.</p> <p>Harcourt, W. (2011). Using the master’s tools: women’s movements and social media. <i>Media Development</i>, 58(1), 19–22.</p> <p>Jordan, A. (2016). Conceptualizing Backlash: (UK) Men’s Rights Groups, Anti-Feminism, and Postfeminism. <i>Canadian Journal of Women & the Law</i>, 28(1), 18–44.</p> <p>Rafail, P., & Freitas, I. (2019). Grievance articulation and community reactions in the men’s rights movement online. <i>Social Media + Society</i>, 1-11.</p>

	Vandiver, J. (2022). "Apollo Has Saved Us!": Global Ambition and Metapolitical Warfare in Alt-Right Religion. <i>Journal for the Study of Radicalism</i> , 16(1), 135–181.
Week 11 (Nov 14 & 16)	Research paper workshop – writing tips and practice (in class)
Week 12 (Nov 21 & 23)	Research paper presentation
Week 13 (Nov 28 & 30)	Break week: <i>no class meeting</i>
Week 14 (Dec 5 & 7)	Examination week: <i>no class meeting</i>

Major Assignments

Research paper: Students select topic, gains approval from instructor, and writes an original research paper on a topic related to course content. Papers should be 2000-4000 words in length, formatted to APA 7th edition, and contain at least 10 or more peer reviewed articles as references. Students present their research paper during the final week of class. One week of class is dedicated to research paper writing followed by a week of presenting the final research papers.

Presentations: Students select two articles from the 'student presentations' listed in the weekly schedule from week 3 onward. Students present one article, its content and findings, etc. to the class, and develop original questions about the article to stimulate class discussion. Students' other article choice is not presented but is read and prepared in order to respond to other students' presenting their article. Students write a short **response paper** for both articles.

Participation: Students are expected to fully read and be prepared to discuss assigned readings per week from week 2 onward.