

INLS 089.001 Social Movements and New Media

Spring 2013



Instructor

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Meeting Place and Time

Tuesday/Thursday, 9:30AM – 10:45AM, Manning Hall 208

Office Hours

Wednesday, 11:00AM – 12:00PM, Manning Hall 202. Other times by appointment.

Class Website

<https://sakai.unc.edu/portal/site/inls089s13>

Important Dates

February 19	Meme Report Due
March 19	Final Project Proposal Due
April 4	Tools and Technologies Analysis Due
April 23 and 25	Storify Presentations
May 7	Final Projects Due at 9:30AM

Course Description

The following course description was written by Professor Zeynep Tufekci, who is on leave for the academic year 2012-2013:

Movements ranging from uprisings in Tunisia, Egypt and beyond to “Occupy” protestors in the United States have been using new media technologies to coordinate, to organize, to intervene in the public sphere as well as to document, share, and shape their own stories. Using a range of tools from Facebook to Twitter, from satellite modems to landlines to ad-hoc mesh networks, these movements have made their mark in history. The objective of this seminar is to enhance

our conceptual and empirical understanding of the interaction between the new media ecology and social change. We will explore various approaches to studying social movements and social change and look at specific cases. Governments and powerful institutions are also responding to the challenge posed by the emergence of the Internet as a mundane and global technology. From increased surveillance and filtering capacity, to delivering propaganda over the Internet to their own, governments around the world are broadening their repertoire of social, technical and legal tools for control and suppression of—and through—the Internet. We will explore the integration of new media tools within these movements as well governmental and institutional responses to these developments. Materials for this class will include readings, videos (not to be viewed in class but as material to be viewed), and a variety of visiting speakers (both in person and via Skype).

I have constructed a course that reflects the vision articulated by Professor Tufekci. The goal of this course is to explore the relationship new media and society through the lens of the information sciences. As this is a first year seminar, no background knowledge is required or expected. I only ask that you bring to our class an interest in the fundamental concepts, and an open mind towards understanding both new media and social processes that shape global politics and publics.

Learning Objectives

In information science, we study the relationship between people and technology. We are interested in designing usable technologies, making information more findable, and understanding the relationship between technology use and social change (among many other things). In recent years, the cases of the Arab Spring, the Occupy movement, and the 2012 presidential election have illustrated important ways in which technology (more precisely, people aided with new media technology) can affect social change. The Arab Spring and Occupy movements gained notoriety for the use of new media as a connective infrastructure. These “networked” movements employed, and relied on, new media for coordination, cooperation, publicity, fundraising, and messaging. The goal of this course is to understand why, how, and to what effect these new media became part of these movements’ ecologies. In doing so, we are able to construct a lens that helps us understand the relationship between social movements and new media which can be applied to ongoing events, such as the 2012 presidential election or the ongoing conflict in Syria. Taking a broader view, the goal of this course is to understand how everyday technologies can affect social systems – even deeply entrenched social systems. In this sense, this is a course that encourages us to consider how technology shapes the world around us.

I have summarized the following learning objectives for this course:

1. Develop understanding of the Arab Spring, Occupy movement, and the 2012 presidential election, with specific focus on the use of new media within these events.
2. Explore how the specific qualities and attributes of new media contribute to the operation, growth, and success of social movements.
3. Place the relationship between social movements and new media in context – what is interesting about these “new” technologies?
4. Develop social media literacies – understand how new media technologies are leveraged for messaging, framing, agenda setting.
5. Gain hands-on experience with a variety of new media tools and technologies.

The University of North Carolina describes First Year Seminars as follows:

Our First Year Seminars (FYS) usually include no more than twenty-four students, are taught by the University’s most distinguished researchers and most skillful teachers, and focus on an advanced, emergent, and stimulating topics. The FYS format is designed to allow students to work together with their instructor and their classmates to attain a shared intellectual adventure. FYS are designed to help students learn in creative ways. For example, students might conduct field research, write a play, build a robot, animate a story, analyze an environmental problem, or

create a documentary film about a current issue. The seminars are also designed to help students refine their communications skills and to establish social relationships with their fellow first-year students. Most important, students enjoy participating in the excitement of intellectual discovery and creative accomplishment.

The First Year Seminar is a truly unique and exciting program, and as a result our class may not resemble some of the other classes you take (especially large-lecture and introductory classes). In addition to the learning objectives of this course, I have established the following collaborative objectives for this course:

1. First and foremost, to build a community within our class. Online and offline, the class will foster the development of relationships that will exist through your time at Carolina. Please expect lots of interaction and collaboration!
2. Collaborative learning. The topic of our course is always evolving – and for this reason, I expect that we will be teaching each other. Therefore, when you leave this class, all students will be experts on this topic.
3. New literacies. A final goal of the instructional process is to expose students to a wide range of “primary” material as we learn about this topic. From books to articles, to videos and radio programs, to documentaries and tweets, this course will touch on an extremely wide range of learning material. Therefore, it is our goal to understand how and when to use these types of materials in academic settings.

I am absolutely thrilled to be teaching a first year seminar – it is a truly unique learning opportunity and I’m excited to be able to share this with you.

Understanding our Class Seminar Format

In the course of your collegiate career, you will participate in a wide range of classes with different instructional styles. As a First Year Seminar, our class employs the *seminar* style, which is a unique type of class with specific preparation requirements. The easiest way to think about a seminar class is a focused discussion – therefore, there is a strong expectation of participation and preparation. My role as the instructor is to encourage and guide discussion, but it is the class’ responsibility to engage in collaborative education and sharing.

I have adapted some of Graham Higgs’ notes about the seminar format to help you understand successful seminar participation. Higgs writes of seminars: *“The instructor usually provides a daily reading assignment. Students are expected to read this material, conduct additional research about the ideas contained in the reading and bring both the reading material and their notes on their research to the seminar and actively participate in a discussion with peers about the ideas. This is considered to be a contributing style of participation.”*

Students should come to each class with an expectation of participation in this contributive style. This will be easier for some students than others; therefore, I note some of Higgs’ other points about the contributive style. First, it is as important to be a *good listener* as it is to be a good speaker. Second, it is imperative that all students are given the chance to participate in class – as Higgs notes *“seminar discourse is not competition.”* Third, we have all started this course on the same footing – and for this reason all are welcome and expected to participate. If you are feeling unsure about a comment, you will likely find that many other students in class feel the same way, so please speak up!

Success in a seminar depends on contributive participation. Therefore, please come to each and every class with the expectation of participating, as you will be assessed for your participation (both online and in class). To foster a contributive environment, I ask that all students learn the names of classmates, and address classmates by name during discussion. I have developed some exercises that I believe will make this easier.

Finally, a note about *political discussion*. The topic of this class is inherently political – one cannot study social movements without acknowledging the political context. There will be a diversity of opinions within this classroom, and therefore I share the following:

1. Studying a movement is not an endorsement of a movement, or its politics. This point is imperative and should guide your study. This class studies the relationship between the movement and new media, and being able to disentangle these factors from the politics of the movement is an important critical skill.
2. We all have, and are entitled to our political opinions. Our political views are an essential part of our identity, and should be respected by classmates. That said, it is important that this class retains its focus on the study of media use by movements, not the politics of movements.
3. The First Year Seminar is a truly unique opportunity to build a network of fellow students, and engaging a diversity of political opinions is a unique opportunity to strengthen these bonds.

Course Requirements

As outlined in the preceding section, this course is a seminar, and contributive participation is an essential part of a successful seminar. Therefore, your grade will reflect your participation in class and online, as well as a number of assignments to be completed throughout the semester.

Reading, Viewing, and Listening

There is no required textbook for our course. Nearly all of the material we will use is electronic, and will cover a wide range of media. Our course material will be a mix of readings (pdf's, news articles, websites) and media (videos, radio programs, social media). All of the course material will be available through the course website, hosted on Sakai. Materials will be linked from the Sakai syllabus (Sakai->Workspace->Syllabus). If you are having any trouble with the course website, please contact me as soon as possible.

Grading Policy

In-class participation and attendance: 20%

Quizzes: 20%

Assignments: 60%

 Meme Report: 15%

 Tools and Technologies Analysis: 15%

 Storify a Social Movement: 30%

In-Class Participation and Attendance

First and foremost, participation and active discussion are essential for the success of this class. To this extent, I expect you to come to every class prepared and ready to think critically about the issues presented. Attendance is required at each class. Students with more than two unexcused absences will be penalized a half-grade for each subsequent absence.

Quizzes

There are four quizzes throughout the semester, each one accounting for 5% (20% total) of your final grade. These quizzes are designed to assess your mastery of the material we are reading and discussing in class.

Assignment: Meme Report

A meme is an image or idea that spreads virally throughout the internet, raising awareness of a wide range of topics (kittens, Ryan Gosling, fails, Kim Jong Il looking at things). In this assignment, you will complete a short report on a meme that interests you. The purpose of this assignment is to provide both a narrative of a meme's generation, and to analyze how the meme shifts as differing audiences leverage the meme to promote messages. This assignment should be approximately 750 words, and include images and references. Because this topic requires substantive analysis, class participants should focus on well-developed memes.

Assignment: Tools and Technologies Report

Throughout the course we will discuss a range of new media technologies employed by organizers. In this assignment, you will provide a history and narrative of a tool that interests you. Examples of “tools” include Facebook groups, wikis, or hashtags. You will note that both components of a service (e.g., Facebook groups), and services (e.g., Mediawiki) qualify. To complete this assignment, you should provide a narrative history of the tool, a demonstration of the key features of the tool, and provide an illustrative use of the tool by a social movement. This assignment should be approximately 750 words, and include images and references.

Assignment: Storify a Social Movement

Storify is an online service that enables individuals to create a story through the curation of social media sources (Tweets, blog posts, videos, etc.). For the final project, you are to create a Storify narrative of a social movement that interests you. As this project counts for 30% of the grade, significant effort is expected. Students should be expected to demonstrate subjective familiarity with the social movement, as well as mastery of the relevant social media sources. Please note – this project does not need to be a comprehensive telling of an entire movement. Projects may focus on specific events within the movement – in fact, the more in-depth you can go into a specific, understudied area, the better. The final two class sessions will be devoted to “walkthroughs” of the Storify as presentations. More information about the specifics of this project will be provided in class.

Grade Distribution

Undergraduates are graded on the A-F scale. Please note that no A+ or D- grades exist in the UNC-CH letter grading system. Please refer to the UNC Faculty Council report on grade definitions if you have questions about what the letter grades stand for.

<i>Points Earned</i>	<i>Grade Range</i>
91-100%	A/A-
81-90%	B+/B/B-
71-80%	C+/C/C-
61-70%	D+/D
< 60%	F

Course Policies

The success of this course depends on collaborative participation, as defined previously in the syllabus. For clarity's sake, however, here are a few guidelines you can follow for success. First, come to every class prepared by completing the reading. Second, if you are experiencing difficulty with the course, please proactively contact the instructor. Communication is essential when managing challenges as they arise. Third, enjoy! This class is a rare chance to participate in a seminar as an undergraduate, and I hope you take this opportunity to learn and build friendships and collaborations that will last throughout your time at Carolina.

Absence Policy

You are expected to come to every class, and notify me in advance if you need to miss class. You are allowed one unexcused absence. After your first unexcused absence, you will be penalized a half-grade for each subsequent absence. For example, if you have an A-, and miss three classes, your grade becomes a B+. On the fourth absence, the grade becomes a B. Please note that this policy covers all absences, including sick leave, university sponsored functions, travel, etc.

Assignment Policy

All assignments must be turned in by the beginning of the class in which they are due. With the exception of quizzes, all assignments should be submitted through Sakai Assignments. Late assignments will be penalized one letter grade per day each day the assignment is tardy.

Laptop Policy

Out of respect for the class, non-academic computing, Facebooking, texting, etc. during class should be strictly limited. On discussion-intensive days, I will utilize a "laptops closed" policy. When we are in a laptops closed class, students are expected to be offline – with laptops closed, phones stashed away, iPads off, etc.

Social Media Policy

This class involves participation in social media. At the very least, you will use Twitter, Facebook, and Tumblr for research in this class. I give you extensive latitude in how you identify yourself and protect your content when using these services. This policy will be discussed in length on day two, social media day.

Statement on Academic Integrity

Students are expected to conform to the Honor Code in all academic manners. For more information about the Honor Code, please visit the following URL: <http://honor.unc.edu/honor/>.

Special Needs

Reasonable accommodations are provided to students who are identified with the Department of Accessibility Resources and Services (DARS), and have provided documentation that supports the need for reasonable accommodations so they may, as independently as possible, meet the demands of university life. These accommodations cannot be provided until I have received notice from DARS. Therefore, if you would benefit from special accommodations, please coordinate with DARS as early as possible.

Administrative

I reserve the right to amend this syllabus.

References

Graham Higgs webpage "What is a "Seminar" and how do I prepare?" is located at <http://www.ccis.edu/courses/psyc381a/Prepare%20for%20Seminar.htm>. Professor Jane Brown's JOMC 061.1 "AdHealth" syllabus was also used as a model for this syllabus.

Date	Topic	Assignment Due	Readings Due
1/10	Syllabus review		
1/15	Introductions (group meeting exercise) and social media day	Create Twitter accounts, five follows assignment	Review syllabus
1/17	Technology and Revolution: Identifying key themes		Husain, M. (Presenter). (2011). <i>How Facebook Changed the World: The Arab Spring</i> [Episode One]. BBC.
1/22	Perspectives on the role of technology in social change: Did Facebook change the world?		Gladwell, M. (2010), "Small Change: Why the revolution will not be Tweeted", <i>The New Yorker</i> , October 4, 2010. Abdulla, R. A. (2011), "The Revolution Will Be Tweeted", <i>Cairo: The Cairo Review</i> , 1(3). Smith, H. (Performer) (2011). Wael Ghonim and Egypt's new age revolution [Television series episode]. In 60 Minutes. CBS.
1/24	Networks Part I: Network structure		Barabasi, A. L. (2002). <i>Linked</i> [Chapter 3: Six Degrees of Separation]. Cambridge, MA: Perseus. Watts, D. (2011). <i>Everything is Obvious</i> [Chapter 4: Special People]. New York: Crown Business.
1/29	Networks Part II: Social network effects		Husain, M. (Presenter). (2011). <i>How Facebook Changed the World: The Arab Spring</i> [Episode Two]. BBC. Gross, T. (Performer) (2012). Wael Ghonim: Creating A 'Revolution 2.0' In Egypt [Radio program]. In <i>Fresh Air</i> . NPR.
1/31	Networks Part III: Big data networks		Smolan, R. (2012) <i>The Human Face of Big Data</i> [Excerpts, TBD]
2/5	Networks Capstone: Information Networks During Revolution		Lotan, G., Graeff, E., Ananny, M., Gaffney, D., Pearce, I., and Boyd, D. (2011). The revolutions were tweeted: Information flows during the 2011 Tunisian and Egyptian revolutions. <i>International Journal of Communication</i> , 5, 1375--1405.
2/7	Infrastructure Part I:	Quiz 1	Blum, A. (2012). <i>Mapping the Internet</i> .

	How does the Internet work?		<p>Fortune Magazine, July 16, 2012.</p> <p>Blum, A. (2009). Netscapes: Tracing the Journey of a Single Bit. Wired Magazine, December 2012.</p> <p>Blum, A. (2011). Tunisia, Egypt, Miami: The Importance of Internet Choke Points. Atlantic Magazine, January 28, 2011.</p> <p>Berners-Lee, T. (1996). WWW: Past, Present, and Future. Computer, 29(10), 69 -77.</p>
2/12	Infrastructure Part II: Tools of the Revolution		<p>Gross, T. (Performer) (2011). The Technology Helping Repressive Regimes Spy [Radio program]. In Fresh Air. NPR.</p> <p>Mozorov, E. (2009). How Dictators Watch Us on the Web. Prospect Magazine, November 18, 2009.</p>
2/14	No Meeting – Privacy Law Salon		
2/19	Infrastructure Part III: State and Corporate Surveillance and Censorship	Meme Report Due	<p>Hypponen, M. (2011). Fighting viruses, defending the net. TED Talk. [Video]</p> <p>Schneier, B. (2012). New Threats to the Internet Infrastructure. RSA Conference. [Video]</p>
2/21	Infrastructure Capstone: Mobilizing Action		<p>Tufekci, Z. and Wilson, C. (2012). Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square. Journal of Communication, 62(2), 363--379.</p>
2/26	The Occupy Movement: Thematic Analysis		<p>Vohra, S. and Flaherty, J. (Producer) (2012). History of an occupation (Part I) [Television series episode]. In Fault Lines. Al-Jazeera.</p> <p>Vohra, S. and Flaherty, J. (Producer) (2012). Occupy Wall Street: Surviving the winter (Part II) [Television series episode]. In Fault Lines. Al-Jazeera.</p>
2/28	Social Context I: The Relationship Between Occupy and the Arab	Quiz 2	<p>Andersen, K. (2011) Person of the Year: The Protestor. Time Magazine, December 14,</p>

	Spring		<p>2011.</p> <p>Scan the profiles - Time magazine Profiles of Protestors.</p> <p>View also associated videos:</p> <ul style="list-style-type: none"> • Why Time chose "The Protestor" • Why they protest: American Movements • The media messenger of Zucotti Park
3/5	Social Context II: Tactics and Organization		<p>Arrow, R. (2011). How to Start a Revolution. [Film]</p> <p>King, M.L. (1963). Letter from a Birmingham Jail.</p> <p>Gautney, H. (2011). What is Occupy Wall Street? The History of Leaderless Movements. Washington Post, 10/11/2011.</p>
3/7	Social Context III: Online Organization		Caren, N. and Gaby, S. (2011) Occupy Online: Facebook and the Spread of Occupy Wall Street. <i>SSRN White Paper</i> .
3/12	No Meeting – Spring Break		
3/14			
3/19	Social Context Capstone: Digital Activism	Final Project Proposal Due	<p>Zuckerman, E. (2008). The Cute Cat Theory of Digital Activism. Worldchanging.org, March 09, 2008.</p> <p>Rotman, D. et al. (2011). From Slacktivism to Activism: Participatory Culture in the Age of Social Media. Proceedings of CHI 2011, 819-822.</p> <p>McCafferty, D. (2011). Activism vs. Slacktivism. Communications of the. ACM, 54(12), 17-19.</p>
3/21	Information I: What is Information?	Quiz 3	<p>Marchionini, G. (2010). Information Concepts: From Books to Cyberspace identities. Morgan-Claypool Publishers. Chapter 1: The Many Meanings of Information. 1-9</p> <p>Thompson, C. (2008). I'm So Totally, Digitally Close to You. New York Times Magazine, September 5, 2008.</p>
3/28	Information II: Information Flow		boyd, d. (2009). Streams of Content, Limited Attention: The Flow of

			<p>Information through Social Media. Presentation at Web 2.0 Expo.</p> <p>Joyce, M. (2011) Arab Spring: What Did We Learn About Tech and Revolution? Meta-Activism, November 09, 2011.</p> <p>Ellis, C. and Fender, J. (2011) Riots, revolutions, democratization, and information cascades. Vox EU, October 21, 2011.</p>
4/2	Information III: Information Credibility		<p>Meier, P (2011). Verifying Crowdsourced Social Media Reports for Live Crisis Mapping: An Introduction to Information Forensics. iRevolution White Paper, November 18, 2011.</p>
4/4	Information Capstone	Tools and Technologies Report	TBD
4/9	Privacy I		<p>Sengupta, S. (2012) The Soul of the New Hacktivist. New York Times, March 18, 2012.</p> <p>MacKinnon, R. (2011) Let's take back the Internet! [TED Talk]</p>
4/11	Privacy II		<p>Duhigg, C. (2012) How Companies Learn Your Secrets. New York Times Magazine, February 16, 2012.</p> <p>Gross, T. (Performer) (2012). How Companies Are 'Defining Your Worth' Online. In Fresh Air, NPR.</p>
4/16	Privacy III		<p>Schneier, B. (2008). The Myth of the Transparent Society. Wired Magazine.</p> <p>York, J. (2011). A Case for Pseudonyms. EFF Deeplinks Blog.</p> <p>Gallagher, S. (2012). Look to the skies: Is it time to stop worrying and love the drone? Ars Technica.</p> <p>Bishop, T. (2012). 'Creepy Cameraman' pushes limits of public surveillance — a glimpse of the future? GeekWire.</p>

4/18	Privacy Capstone	Quiz 4	Acquisti, Gross, Stutzman (2011). Faces of Facebook: Privacy in the Age of Augmented Reality. BlackHat Conference.
4/23	Final Project Presentations	Storify Presentations	
4/25	Final Project Presentations	Storify Presentations	
5/7	No meeting	Final Projects due at 9:30AM	