SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015  
Discipline: Media Studies  
MDST 3503: Social Media and Global Change  
Division: Upper  
Faculty Name: Jessica Roberts  
Credit Hours: 3; Contact Hours: 38

Pre-requisites:

COURSE DESCRIPTION
Students in this course will explore the role of alternative and social media in effecting social change around the world. Students will learn about the historical context of alternative media as a way to view current social change movements on social media and citizen journalism, from historical revolutions to community radio in Africa, to the 2011 Arab Spring and the #bringbackourgirls campaign. A variety of media will be included in the course, connecting flyers and pamphlets to graffiti, music, and of course social media. Comparative examples will be analyzed, allowing students to explore the connections between the various countries visited on the voyage, along with differing perspectives on the nature of social movements. Ultimately this course will attempt to find common themes and differences between both temporally and geographically distant social movements, paying particular attention to the role of technology, political, geographic and economic forces that shape the use of alternative media.

COURSE OBJECTIVES
1. Develop an understanding of the role media can plan in social movements.
2. Consider debates concerning social movements (resource mobilization, ‘new’ social movements, contentious politics), and the use of media.
3. Examine a series of international examples of the media generated by social movements, particularly in the countries to be visited in the voyage, with a critical approach to their similarities and differences, and the goal of contextualizing the present-day use of media in social movements.

REQUIRED TEXTBOOKS
Access to numerous entries in John D.H. Downing, ed., Encyclopedia of Social Movement Media, Los Angeles, CA, Sage Publications Inc., 2010. Several copies of this textbook will be placed on reserve in the shipboard library, and students registered for the course will be assessed a fee covering use of the textbook to their shipboard account. You do not need to purchase your own copy of the textbook unless you would like to do so.

Additional chapters and articles to be provided
TOPICAL OUTLINE OF COURSE
NOTE: Readings are to be completed in advance of the class meeting for which they are listed

Depart Ensenada- January 7

B1- January 10: Introduction and course overview

B2- January 12: Historical perspectives: Pamphlets, dance, revolution
Reading:

Hilo: January 14

B3- January 15: Historical perspectives: Alternative press in U.S.
Reading:
-Alan O’Connor, “The Gay press (Britain, Canada, USA)” in Encyclopedia of Social Movement Media

B4- January 17: Historical perspectives: Graffiti, art and social movements
Reading:
-Elizabeth Lhost, “Political cartooning 1870s – present (India)”, in Encyclopedia of Social Movement Media, Los Angeles, CA, Sage Publications Inc., 2010
-Joe F. Khalil, “Vernacular poetry audiotapes in the Arab world” & “Youth-generated media”, in Encyclopedia of Social Movement Media
-Prarthana Purkayastha, “Indian Peoples Theatre Association (India)” in Encyclopedia of Social Movement Media

Study Day: January 20

B5- January 21: Historical perspectives: Media and protest
Reading:

B6- January 23: 20th Century alternative media in Japan
Reading:
-Ito, Kimio Kyodai, “Social movement media 1920s-1970s (Japan)”, in Encyclopedia of Social Movement Media
B7-January 25: Modern social movement media in Japan
Reading:
-Hadl, G. “Social movement media 1980s-2000s (Japan)” in Encyclopedia of Social Movement Media
DUE: Blog entry #1

Yokohama: January 26-27
In-Transit: January 28
Kobe: January 29-31

B8-February 2: Hong Kong’s independent media tradition
Reading:
-Alice Y.L. Lee, “Communist movement media, 1950s-1960s (Hong Kong)” in Encyclopedia of Social Movement Media
-Dennis Ka-kuen Leung, Celia Yuen-sze Tsui & Miranda Lai-yee Ma, “Movement Internet usage (Hong Kong)” in Encyclopedia of Social Movement Media
-Ip Lam-chong, “In-media (Hong Kong)” in Encyclopedia of Social Movement Media

Shanghai: February 3-4
In-Transit: February 5-6
Hong Kong: February 7-8

B9-February 10: Alternative media in Vietnam
Reading:
-Rob Hurle “Independence movement media (Viet Nam)” in Encyclopedia of Social Movement Media
-John Whalen-Bridge & Angela Oon, “Angry Buddhist Monk phenomena of 2007-2008 (South East Asia)”, in Encyclopedia of Social Movement Media
-Tim Page, Douglas Niven & Christopher Riley, Another Vietnam: pictures of the war from the other side, Washington DC, National Geographic, 2002, selected photographs

Ho Chi Minh: February 11-16

B10-February 18: Anti-war movements
Reading:
-Ricky Hill, “Media Justice movement (USA)” in Encyclopedia of Social Movement Media
-Tedjabayu Basuki, “Internet and the fall of the dictatorship (Indonesia)” in Encyclopedia of Social Movement Media

Singapore: February 19-20

Study Day: February 21

B11-February 23: Social protest in Myanmar
Reading:
-Lisa Brooten, “Independent media (Burma/Myanmar)” in Encyclopedia of Social Movement Media
Media
- Other TBD
DUE: Blog entry #2

Rangoon: February 24-March 1

B12-March 3: Indian independence movement media
Reading:
-Bidhan Chandra Dash, “Dalit movement media (India)” in Encyclopedia of Social Movement Media
-Roopika Risam, “Independence movement media (India)” in Encyclopedia of Social Movement Media

B13- March 5: Anti-‘communalist’ media, and community radio, in India
Reading:
-Anuja Jain, “Media against communalism (India)” in Encyclopedia of Social Movement Media
-Vinod Pavarala & Kanchan K. Malik, “The community radio movement (India)” in Encyclopedia of Social Movement Media

Cochin: March 6-11

B14-March 13: Documentary and photography for empowerment in India
SCREENING: “Born Into Brothels” (part 1 of 2)
Reading:
-Tilottama Karlekar, “Documentary film for social change (India)” in Encyclopedia of Social Movement Media

Study Day: March 14

B15-March 16: Global connections in social movements: Ghandi in India and South Africa
SCREENING: “Born Into Brothels” (part 2 of 2)
Reading:
-Alfonso Gumucio Dagron, “Video SEWA (India)” in Encyclopedia of Social Movement Media
-Indrani Bhattacharya, “Naxalite movement media (India)” in Encyclopedia of Social Movement Media

Port Louis: March 18

B16- March 19: Community radio in South Africa
Reading:
Study Day: March 21

**B17-March 22: Media of the global anti-apartheid movement**
Reading:
-Ineke van Kessel, “Anti-apartheid movement media (South Africa)”, in *Encyclopedia of Social Movement Media*

**B18- March 24: Modern movements and media in South Africa**
Reading:
-Sean Jacobs, “Social movement media (South Africa)” in *Encyclopedia of Social Movement Media*
-Wendy Willems, “Old and new media in movement struggles (South Africa)”, in *Encyclopedia of Social Movement Media*
DUE: Blog entry #3

Cape Town: March 25-30

**B19-April 1: Indigenous Peoples’ media**
Reading:
-Lorna Roth, “First Peoples’ media (Canada)” in *Encyclopedia of Social Movement Media*
-Geraldene Peters, “Māori media (Aotearonga/New Zealand)” in *Encyclopedia of Social Movement Media*
-Antoni Castells i Talens, “Indigenous radio stations in México”, entries in Encyclopedia. in *Encyclopedia of Social Movement Media*

Walvis Bay: April 2-6

**B20-April 8: Environmental movement media globally**
Reading:
-Kevin DeLuca, “Environmental Movement Media” in *Encyclopedia of Social Movement Media*
DUE: Blog entry #4

Study Day: April 10

**B21- April 11: Popular media and resistance in sub-Saharan Africa**
Reading:
-John Lwanda, “Music and social protest (Malawi)”
-Audrey Gadzekpo, “Street news: the role of posters in democratic participation in Ghana,”
2011, pp. 105-122 and pp. 91-104.

**B22: April 13: Human Rights movement media and Hacktivism**
Reading:
-Elizabeth Lhost, Susana Kaiser, “Human Rights media” in *Encyclopedia of Social Movement Media*

Study Day: April 14

**B23: April 16: The “Arab Spring” and Social Media**
Reading:
-Annabelle Sreberny & Gholam Khiabany, “Movement media in 2009 crisis (Iran)” in *Encyclopedia of Social Movement Media*
-Mehdi Semati, “New media and alternative cultural sphere (Iran)” in *Encyclopedia of Social Movement Media*
-Courtney M. Radsch, “Arab bloggers as citizen journalists” in *Encyclopedia of Social Movement Media*

DUE: Field lab paper

Casablanca: April 18-22

**B24: April 23: Current Issues in Social Movement Media**
Reading:

DUE: Final research paper

Global Lens Exams and Study Day: April 24

**B25: B Day Finals, April 26**

April 29: Arrive in Southampton
FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

- Cape Town, South Africa: Visit to the District Six Museum and Bush Radio. Students will visit the District Six Museum in Cape Town to learn about the forced removal of entire neighborhoods during apartheid. This tour by a former resident of the District Six neighborhood will provide context for the subsequent visit to Bush Radio, a community radio station that was firmly anti-apartheid and broadcast without a license for years in opposition to the apartheid government.

FIELD ASSIGNMENTS

- Students will write a paper of approximately 5 pages reflecting on their experience in the field lab and analyzing the ways that the radio organization they visited achieves the goals of alternative media, how and to what extent multiple voices are represented, and what mechanisms and practices at the organization allow it.
- Students will gain first-hand experience of the operation of a bureau of a global news organization, and improve their understanding of the role of global and local coverage in a news organization.
- Student papers will be evaluated as the other paper.

METHODS OF EVALUATION / GRADING RUBRIC

- Research paper – 25 percent
- Field lab paper – 25 percent
- Oral presentation – 20 percent
- Blog entries – 20 percent (5 percent each)
- Participation – 10 percent

Research paper: A 5- to 7-page paper analyzing a particular movement and its use of media to pursue its aims, placing both the movement and the medium used in the context of the topics covered in class.

Field lab paper: A 5-page paper reflecting on their experience in the field lab and analyzing the ways that the radio organization they visited achieves the goals of alternative media, how and to what extent multiple voices are represented, and what mechanisms and practices at the organization allow it. This paper should be critical, and consider topics discussed in class meetings, theory and existing literature in its analysis.

Presentation of reading: Each student will be responsible for presenting and analyzing the readings for one class, including defining new terms, and raising questions about the reading and its theoretical or methodological issues, and challenging any ideas or conclusions.

Blog entries: Informal 400- to 500-word reflections on how course materials informed observations made in port. There will be four over the course of the semester.
Participation: Participation means actively listening and responding to the lectures, as well as comments from classmates. If you have a legitimate excuse for your absence, please inform the instructor in advance.

**RESERVE BOOKS AND FILMS FOR THE LIBRARY**

**AUTHOR:**

**TITLE:**

**PUBLISHER:**

**ISBN #:**

**DATE/EDITION:**


**ELECTRONIC COURSE MATERIALS**

**AUTHOR:**

**ARTICLE/CHAPTER TITLE:**

**JOURNAL/BOOK TITLE:**

**VOLUME:**

**DATE:**

**PAGES:**

**ADDITIONAL RESOURCES**


**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”