

Aarhus University Summer School 2012

Media, Journalism and Social Change in a Global Perspective

Overall Course Duration: 3 July 2012 to 27 July 2012

Course Instructors

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Course Overview

Media, Journalism and Social Change in a Global Perspective is a cross-disciplinary course which takes you behind the scenes of recent social movements and explores in particular, the way that these movements make strategic use of the media. The phenomenon of social movements using social media and journalism is rapidly growing. From Africa, the Middle East to Europe, discontented people have gathered through media platforms, making it possible for a larger than ever group of people to collaborate; publicize their cause and set in motion different levels of social change at a historical speed. As will be seen from this course, these social movements have not been created through random connections, but by using the media and journalism strategically.

Through case studies from around the world, such as the Occupy Movement, the Arab Spring, and the London Riots, this course will critically examine the contemporary interrelationship between media, journalism and social change. Throughout the course, students will be encouraged to conduct original and innovative research on contemporary social movements; their use of the media and how these movements are reported in the media.

At the end of the course, students should be able to:

- a.) Engage critically and analytically with different theoretical and empirical discussions on the interrelationship between social movements; media and social change; the communication strategies of social movements and patterns of media coverage of social movements.
- b.) Formulate relevant research questions and carry out small-scale research on themes related to social movements, journalism, media and contemporary processes of social change.
- c.) Design and analyze effective media and communication strategies for social movements engaged in social change campaigns.

Course Sessions

The 12 main sessions of the course will be a mixture of lectures; group assignments; student presentations and discussions. The group tasks throughout the course emphasise creative; intuitive and critical engagement with the course literature. Students will also be expected to select, use and present different case studies in ways that reflect their understanding of key texts used in the course.

Each normal course session will be from 10:00 to 13:00. The details of each class session as well as the venue of the class sessions will be sent to the students alongside other practical information shortly before the start of the course.

Course Compendium

All the required readings for the different sessions of the course are contained in the course compendium which students can buy from the Stakbogladen. All students are expected to have a copy of the course compendium. Here is the address for you to go and buy the compendium:

Stakbogladen
Universitetsparken 8, N.
8000 Aarhus C.
Tel: 86 12 88 44

Important: When you go to purchase the course compendium, just ask specifically, for the compendium with the title: 'Media, Journalism and Social Change in a Global Perspective'. In the event that the copies of the compendium presently at Stakbogladen get finished, please do kindly send an e-mail to any of the course instructors and we will ensure that provisions are made for the immediate production of further copies.

In addition to the required readings contained in the course compendium, this course outline has suggestions for further reading which students are strongly encouraged to also use throughout the course.

Assessment

Students are expected to attend all classes (80% minimum). The final grade for the course will come from the assessment of an individual essay written by the student. With the aid of the course instructors, students will have to select a topic related to the main group task and then write a well-researched academic essay on the selected topic. The final essay should be 4,000 words maximum (excluding footnotes and references). More detailed instructions regarding this final essay will be handed to the students on Monday, 16 July 2012.

Detailed Course Plan

Week 1: Unpacking Core Concepts I: Taught by Line. H. Thomsen

From Tuesday, 3 July to Friday, 6 July

Tuesday, 3 July 2012

Lecture 1: What is communication? What communicates? And what challenges good communication? How can different media platforms be used best for different communication? These are some of the key questions we will begin the course with. To give a shared understanding of how to think about communication, this introductory class will introduce key communication models and let students themselves use these models through practical exercises in the class.

Student Tasks

Different images of everyday-elements will be handed out to groups of students, in order for them to be analysed with a focus on communication and communication strategies.

Required Reading

Warren, John T. and Fassett, Deanna L (2011): Communication a Critical/Cultural Introduction. London: SAGE (Pages: 2-36)

Wednesday, 4 July 2012

Lecture 2: Journalism is a core tool for communication strategies of today. This class gives a practical introduction to the essential tools of journalism. Concluding this class we will discuss how journalism best can be used to suit different communication strategies.

Student Tasks: Throughout the day a number of practical journalistic exercises will be given, with a focus on giving the student hands-on experience with using journalistic methods in writing. Ending the day, text and information will be handed out to students in order for them to write a small news piece.

Required Reading

Harcup, Tony (2011): Journalism: Principles and Practice 2nd edition. London: Sage (pages: 39-79 and 143-153).

Additional Reading

Zelizer, Barbie (1997): 'Journalists as Interpretive Communities' in Schudson, Michael (1997): Social Meanings of News. Thousand Oaks: Sage

Thursday, 5 July 2012

Lecture 3: Social movements have taken to strategically use key methods from journalism practice in their work. Today we will look closer at how to use journalistic methods from a marketing and PR perspective, much in line with how social movements have used communication strategies to suit their ideals. Again, the focus will be on a practical experience of communication strategies. Where yesterday's focus was on journalism and news journalism, today's focus will be on PR and press releases as a method for sharing and strategically placing messages in the public.

Student Tasks: Individually, students are asked to consider a cause which they would like to express to the national media. This cause should be communicated in the style of a short press release (max 500 word), which is brought in to class the following morning.

Required Reading

Atton, Chris (2009): 'Alternative and Citizen Journalism' in Wahl-Jorgensen, Karin and Hanitzsch, Thomas (eds.): *The Handbook of Journalism Studies*. (pages: 265-278)

Cottle, Simon (2009): 'Journalism and Globalization' in Wahl-Jorgensen, Karin and Hanitzsch, Thomas (eds.): *The Handbook of Journalism Studies*. (pages: 341-356)

Friday, 6 July 2012

Lecture 4: Friday, 6th of July: We discuss and evaluate the different press releases in groups. Finally, this first week ends with a summary of what we have learnt so far and further perspectives on how journalism is used strategically for social action are introduced.

Required Reading

Warren, John T. and Fassett, Deanna L (2011): 'Communication as a means of social action' in *Communication a Critical/Cultural Introduction*. London: SAGE (Pages: 183-198)

Listen to Simon Cottle's lecture 'Demonstrations, Riots, and Uprisings: mediated dissent in a changing communication environment', Conducted 29.2.2012 at LSE.

<http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=1377>

Week 2: Unpacking Core Concepts II: Taught by Teke Ngomba

From Monday, 9 July to Friday, 13 July

Monday, 9 July 2012

Lecture 5: Understanding Social Change

The notion and articulation of 'social change' often features prominently in several protest movements and socio-political campaigns across the world. In the context of furthering our understanding of the communicative practices of contemporary movements and the relationship between media, journalism and social change, this session will, through a multidisciplinary approach, focus on deconstructing the concept of social change from both

conceptual and theoretical perspectives. Key issues examined during this session include: how can we conceptualize social change in the current era? Which factors drive processes of social change and what role can and do media, communication and social movements play in processes of social change? How are the core claims and demands from contemporary protest movements related to perspectives on social change?

Required Reading

Barkan, S. (2010). *Sociology: Understanding and Changing the Social World. Brief Edition, v.1.0* (Chapter 14.1: Understanding Social Change). Available online at: <http://catalog.flatworldknowledge.com/bookhub/reader/2?e=barkbrief-ch14>

Dwyer, P. and Minnegal, M. (2010). Theorizing Social Change. *Journal of the Royal Anthropological Institute* 16:629-645.

Additional Reading

Hallinan, M. (1997). The Sociological Study of Social Change: 1996 Presidential Address. *American Sociological Review* 62(1):1-11.

Reeler, D. (2007). *A Three-fold Theory of Social Change and Implications for Practice, Planning, Monitoring and Evaluation*. Available online at: <http://www.cdra.org.za/articles/A%20Theory%20of%20Social%20Change%20by%20Doug%20Reeler.pdf>

Figueroa, M; Kincaid, D.; Rani, M. and Lewis, G. (2002). *Communication for Social Change: An Integrated Model for Measuring the Process and its Outcomes*. New York: The Rockefeller Foundation.

Group Task for the Day

Based on the conceptual literature on social change, identify and select any process of social change from any country and critically relate this to the literature pointing out in your group presentation, the following two things: a critical discussion of what factors 'led' to the social change in question and why you consider the process presented as constituting one of 'social change'. Your PowerPoint presentation should be maximum 20 minutes long.

Tuesday, 10 July 2012

Lecture 6: What to call them? Social Movements, New Social Movements, New, New Social Movements and Hope Movements

Within the last five decades in particular, there has been significant debates about ways to analytically conceptualize the plethora of movements that have sprung across the world protesting for or against different issues. Generally, the tag of social movements has been applied to these movements. Its heuristic potentials notwithstanding, the concept has been shown to fall short to comprehensively depict the myriad of protest movements taking place across the world today and in its place, there have been suggestions for the utilization of the concepts of ‘new social movements’ and now ‘hope movements’. In this class, we will take a critical look at the options and challenges to conceptualize contemporary movements ranging from the ‘Occupy movement’ through the Tea Party to the protests in the Arab world.

Required Reading

Dinerstein, A. and Deneulin, S. (2012). Hope Movements: Naming Mobilization in a Post-Development World. *Development and Change* 43(2):585-602.

Feixa, C.; Pereira, I. and Juris, J. (2009). Global Citizenship and the ‘New, New’ Social Movements: Iberian Connections. *Young: Nordic Journal of Youth Research* 17(4):321-442.

Additional Reading

Pichardo, N. (1997). New Social Movements: A Critical Review. *Annual Review of Sociology* 23:411-430.

Voss, K. and Williams, M. (2012). The Local in the Global: Rethinking Social Movements in the New Millennium. *Democratization* 19(2):352-377.

Wieviorka, M. (2005). After New Social Movements. *Social Movement Studies: Journal of Social, Cultural and Political Protest* 4(1):1-19.

Group Task for the Day

Based on the literature examining the conceptualization of contemporary movements, select any movement of your choice from any country and prepare and present a critical profile of the movement in class. Your presentation should cover at least the following: the origin of the movement; a structural analysis of the movement (organization, leadership, membership etc); a very brief overview of the aims and objectives of the movement and some of its activities to achieve its aims and a discussion at the end, on how as a group, you conceptualize the selected movement. This last point should reflect a critical engagement with the required literature for the day. Your PowerPoint presentation should be maximum 20 minutes long.

Wednesday, 11 July 2012

No class today.

Thursday, 12 July 2012

Lecture 7: Framing and Movements

Movements protesting for or against particular issues often attempt to present interpretations of the issues in a way that favors their perspective. This preferred interpretation is central to the very fabric of the movement's message and at times its potential for success or failure. The framework that has often been used to understand and analyze such preferred interpretations is framing. In this class, we will discuss framing in conceptual and theoretical terms and examine the importance of and relationship between framing and contemporary movements clamoring for different versions of social change. Through case studies drawn from contemporary movements, we will critically discuss the ways in which the different movements have framed their respective causes.

Required Reading

Benford, D. and Snow, D. (2000). Framing Processes and Social Movements: An Overview and Assessment. *Annual Review of Sociology* 26:611-639.

Bok, J and Duina, F. (2011). Sub-national Movements and the Framing of Regional Trade Agreements: Evidence from the EU and NAFTA. *Social Movement Studies: Journal of Social, Cultural and Political Protest* 10(3):225-242.

Additional Reading

Chesters, G. and Welsh, I. (2004). Rebel Colours: 'Framing' in Global Social Movements. *The Sociological Review* 52(3): 314-335.

Edgerly, L.; Toft, A. and Veden, M. (2011). Social Movements, Political Goals and the May 1 Marches: Communicating Protest in Polysemous Media Environments. *International Journal of Press/Politics* 16(3):314-334.

Kolker, E. (2004). Framing as a Cultural Resource in Health Social Movements: Funding Activism and the Breast Cancer Movement in the US 1990-1993. *Sociology of Health and Illness* 26(6):820-844.

Group Task for the Day

Drawing from the literature on framing and movements, select any movement from any country and critically look at how the selected movement framed/frames its cause and present this for 20 minutes in class using a PowerPoint. Your presentation should demonstrate a critical engagement with the literature on framing and movements.

Friday, 13 July 2012

Lecture 8: Framing, Media and Movements

In this class, we will pick up on the discussions about framing from the previous class and then look at the relationship between movements and mainstream media through the perspective of framing. In particular, through theoretical and empirical perspectives drawn from across the world, we will critically look at the ways in which mainstream media frame protest movements. We will examine the ‘battle for framing’ between mainstream media and protest movements and discuss the importance of this ‘battle’ in the processes and potentials of visibility, legitimization and successes or failures of movements. We will end by discussing the ways in which developments in media and communication technologies and the rise of citizen journalism are altering the ‘battle for framing’ between mainstream media and contemporary movements.

Required Reading

Cammaerts, B. (2012). Protest Logics and the Mediation Opportunity Structure. *European Journal of Communication* 27(2):117-134.

Harlow, S. and Johnson, T. (2011). Overthrowing the Protest Paradigm? How The New York Times, Global Voices and Twitter Covered the Egyptian Revolution. *International Journal of Communication* 5: 1359-1374.

Additional Reading

Boykoff, J. (2006). Framing Dissent: Mass-Media Coverage of the Global Justice Movement. *New Political Science* 28(2):201-228.

Cottle, S. (2008). Reporting Demonstrations: The Changing Media Politics of Dissent. *Media, Culture and Society* 30(6):853-872.

De Vreese, C. (2005). News Framing: Theory and Typology. *Information Design Journal + Document Design* 13(1): 48-59.

Salaita, S. (2012). Corporate American Media Coverage of Arab Revolutions: The Contradictory Message of Modernity. *Interface: A Journal for and about Social Movements*. 4(1): 131-145.

Group Task for the Day

Select any mainstream medium from any country and look at how the selected medium framed a particular movement or protest and present this for 20 minutes in class using a PowerPoint. Your presentation should critically relate the medium’s framing of the movement or protest to the aims of the protest or movement as indicated by the organizers of the protest or leaders of the movement.

Important Announcement: Students are reminded to send via e-mail, a half page abstract to the course coordinators indicating their preliminary ideas as to what they will like to write about for the final essay as well as preliminary considerations of the literature to be used for the essay. The topic of this final essay should be drawn from the main group project for the course. Detailed information and instructions about the main group project is contained in the separate sheet on 'Practical Information for Students'. The half page abstracts should be sent no later than 16:00 on Tuesday, 17 July 2012. The submitted abstract will constitute the basis of the individual supervision meetings scheduled for Friday, 20 July 2012.

Week 3: Case Studies of Media and Social Change in a Global Perspective

Taught by Jacob Thorsen

From Monday, 16 July to Friday, 20 July

Monday, 16 July 2012

Lecture 9: Media and Social Change in a Global Perspective

On the bases of previous discussions this week examines through cases drawn from across the world, how selected social movements have strategically appropriated media- both old and new with varying levels of success to further processes of social change. The session begins by laying a conceptual overview of the different types of case studies that will be in focus this week and proceeds from these to begin the analyses. A conceptual overview of the different types of case studies that will be in focus this week.

- Local, national and internationally-oriented movements
- Issue based: environmentally-oriented
- Issue based: social justice-oriented
- Issue based: politically-oriented
- Issue based: culturally-oriented
- Media use based: 'old media'
- Media use based: 'new media'
- Planned and spontaneous movements

The case of local radio and social change in Nepal will be presented and discussed.

Student Tasks

The groups of students will discuss and present the key characteristics of movements of social change by giving examples of social movements from different periods of history and how the movements strategically have appropriated media.

Required Reading

Bennett, W. (2003) 'Communicating Global Activism', *Information, Communication & Society* 6(2):143-168.

Roscigno, V.J. and Danaher, W.F. (2001) 'Media and mobilization: the case of radio and southern textile worker insurgency, 1929 to 1934', *American Sociological Review* 66: 21-48.

Additional Reading

Alfonso Gumucio Dagron (2001). Making Waves
http://www.communicationforsocialchange.org/pdf/making_waves.pdf

Tuesday, 17 July 2012

Lecture 10: Case Studies of Media Activism and Social Change (Guest lecture by Stefan Tor Straten: <http://www.thorstraten.eu>). Cases that will be presented and discussed:

- The use of video blogging in refugee camps in Lebanon.
- The use of video for conflict mitigation in Jerusalem.
- 'Voices of youth' video blogging in Ghana.
- Climate ambassadors' use of social media.

Different media activism tools will be introduced and applied during the session.

Required Reading

Will be announced later.

Important: Today is the deadline for students to submit their half page abstracts to the course coordinators. Students will receive a detailed supervision plan by the close of Wednesday, 18 July 2012.

Wednesday, 18 July 2012

No class today.

Thursday, 19 July 2012

Lecture 11: Contemporary Cases of Media and Social Change

With a focus on the Occupy Movement and the Arab Spring, we will use this session to analyze and discuss the role of new information and communication technologies and how this changed the ways in which activists communicate, collaborate and demonstrate for social change.

Student Tasks

Different aspects of the two movements will be analysed by groups of students with a focus on the communication strategies used by the movements.

Required Reading

Jeffrey S. J. (2012) 'Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation', *American Ethnologist* Volume 39, Issue 2: 259–279

Skinner, J. (2011) 'Social Media and Revolution: The Arab Spring and the Occupy Movement as Seen through Three Information Studies Paradigms', *Sprouts: Working Papers on Information Systems*, 11(169)

Additional Reading

Cottle, S. (2011). Media and the Arab Uprisings of 2011: Research Notes. *Journalism* 12(5): 647-659.

Important Reminder: Tomorrow, we will have the individual supervision sessions as per the schedule sent out by the course coordinators.

Friday, 20 July 2012

Lecture 12: Contemporary Cases on Media and Social Change

In this class, we analytically look back at the different case studies examined throughout the week and see if a pattern emerges: what, on the bases of these case studies, determines a successful appropriation of media by social movements to further social change processes?

Student Tasks

Select a social movement from any country and critically look at how the particular movement used different ICTs in their strategies communicating within the movement and to the outside world. **What worked well and what did not?**

Required Reading

Downing, J. (2008) 'Social Movement Theories and Alternative Media: An Evaluation and Critique', *Communication, Culture & Critique* Communication, Culture & Critique: 40–50
(**Jacob this reference seems incomplete?**)
<https://we.riseup.net/assets/29704/Downing%202008%20SocialMovementTheoriesAlternativ eMedia.pdf>

Smith, J. (2000) 'Globalizing resistance: The battle of Seattle and the future of social movements', *Mobilization* 6 (1): 1-19

Additional Reading

Van Laer, J. and van Aelst, P. (2010). Internet and Social Movement Action Repertoires: Opportunities and Limitations. *Information, Communication and Society* 13(8): 1146-1171.

Important: Individual supervisions take place today after the main session.

Week 4: Wrapping Up: Line Thomsen, Jacob Thorsen and Teke Ngomba

From Monday, 23 July 2012 to Friday 27 July 2012

Monday 23 July to Thursday, 26 July: We do not have classes on these days. Students are expected to be working on their final essays and final group presentation. The deadline for students to submit their final essays is **12:00 on Thursday, 26 July 2012.**

Friday, 27 July 2012: Wrapping Up the Course

During this last session, we will have a conclusive lecture tying together all the core themes addressed in the course and listen to the final group presentations. We will also use this final session to formally evaluate and end the course.

Important: Please note that this will be a longer session than ordinary sessions and do kindly check the 'Practical Information for Students' sheet for more specific details about this session.