**CMST 3169: Rhetoric of Social Movements**

Dr. Ashley Mack

**Office:**  COATES 132

**E-mail:** [ashleymack@lsu.edu](mailto:ashleymack@lsu.edu)

**Cell Phone:** (504) 322-8999

**Meeting day and time:** ONLINE

**Office hours:**  Thursdays from 10am-12pm. Chat link available through Moodle, you can also come to my office in Coates 132 during this time. I am also available to meet by appointment.

*“If there is no struggle there is no progress. Those who profess to favor freedom yet deprecate agitation are men who want crops without plowing up the ground; they want rain without thunder and lightning. They want the ocean without the awful roar of its many waters . . . Power concedes nothing without a demand. It never did and it never will.”*

*Frederick Douglass*

**COURSE CATALOG DESCRIPTION**

Persuasive strategies used to build social identities and collectively agitate for social change.

**ADDITIONAL DESCRIPTION**

What is politics? If we are to believe the vast majority of news media and mainstream popular culture, politics takes place in ornate domed buildings or on the campaign trail. Politics is often what we associate with nauseating gridlock in the halls of Congress and overblown rhetoric from both sides of the aisle. While the likes of *CNN*, *Fox News*, and *MSNBC* provide the average citizen with near 24-hour access to the day-to-day dynamics of electoral politics, contemporary political discourse often neglects the role of social movements as a key engine of American political history.

However, as the emergence of the Black Lives Matter, Tea Party, and Alt-Right movements in the United States, as well as recent uprisings in Northern Africa, the Middle East, Europe, and several American cities suggest, protest continues to be a major force for making controversial issues visible and advancing changes in public policy.

This course offers an exploration of protest and social movements by scrutinizing their rhetorical dynamics in public culture. Emphasis will be placed on the role of communication in seeking social change and the various rhetorical strategies employed to gain movement support, gain media access, and impact various audiences. Though we will discuss several earlier and later movements, our focus will center on major American social movements.

**COURSE OBJECTIVES**

Students will develop a stronger appreciation for and critical understanding of the role of social movements in democratic culture. This will be accomplished by achieving the following:

* Engaging concepts that help explain the persuasive dynamics of social movements
* Understanding the exigencies that produce social movements
* Appreciating various ethical and other dilemmas faced by social movements
* Recognizing the role of the state and other institutions in suppressing social movements
* Understanding how changes in technology and global capitalism have changed the nature of social movements in the twenty-first century
* Examining case studies that illuminate the successes and failures of social movements across history

**COURSE FORMAT**

This course occurs entirely online. Our primary course website is accessible through Moodle. We will also make use of YouTube, and various other websites to create a dynamic and interactive course environment. Because this is an online course, it is required that you visit Moodle and check your email regularly for updates. You must have access to a consistent internet connection throughout the duration of the course.

This course is organized into weekly units. On Monday of most weeks, you will find the following on Moodle under that week’s unit heading:

1. Video lecture(s) from me (I may also direct you to additional content or websites I want you to read or watch)
2. Weekly readings
3. A weekly engagement assignment (e.g. quiz, discussion prompt, engagement activity, etc.) that must be completed by Friday at 5pm CST

***Weekly Schedule*** *(there are some exceptions to this, please see the course schedule)*

|  |  |
| --- | --- |
| **Monday** | **Friday by 5pm CST** |
| \*Lecture / Readings Available | \*Weekly Engagement assignment must be completed |

This course, by nature, requires a significant amount of written work and individual drive. We will not necessarily have formalized discussions each week to “count” your engagement (sometimes we will). Instead, each week you are tasked with completing various types of engagement assignments. You will also work with classmates through a group project to enable engagement in an online environment.

**REQUIRED COURSE MATERIALS**

* All readings/materials will be posted online through Moodle
* Access to and competency with online search engines and university libraries is essential for success in this course
* Video editing software (see below)
* Consistent and reliable internet connection

**ASSIGNMENTS**

**Assignment Weights**

|  |  |
| --- | --- |
| ASSIGNMENT | Points |
| Weekly Engagement | 10 points each x 13 = 130 points |
| Exam(s) OR Research Paper(s) | 100 points each x 2 = 200 points |
| Movement Presentation | 170 points |
| TOTAL | 500 |

**Grade Scale**

|  |  |
| --- | --- |
| **Letter Grade** | **Point Range Needed** |
| A+ | 98-100% |
| A | 92-97.9% |
| A- | 90-91.9% |
| B+ | 88-89.9% |
| B | 82-87.9% |
| B- | 80-81.9% |
| C+ | 78-79.9% |
| C | 72-77.9% |
| C- | 70-71.9% |
| D+ | 68-69.9% |
| D | 62-67.9% |
| D- | 60-61.9% |
| F | 0-59% |

**Assignment Descriptions**

**Weekly Engagement (10 points each x 13 = 130 total)**

Each week I will post a video lecture and an accompanying quiz or activity for you to complete to get weekly engagement credit. This may be a quiz to cover that week’s lecture content, or I might ask you to respond to an item or participate in a discussion with your classmates. Please see each unit for instructions. You cannot complete weekly engagement assignments early and they cannot be made up late.

**Exams OR Research Paper (100 points each x 2 = 200 points total)**

There will be two exams (including a non-cumulative final) during the semester. Exams will consist of multiple choice, short answer, and/or essay prompts. Exams will cover material from readings, activities, *and* lectures.

***Research Paper Option*** In lieu of an exam, you may opt to write a 10-12 page paper that critically analyzes social movement rhetoric. ***You must consult me if you choose this option***. An effective essay, at a minimum, will:

* Choose to critically analyze a piece of social movement rhetoric with high social relevance **(from a movement other than the one you and your group have selected)**
* Use materials from inside and outside of class to frame your discussion
* Provide concrete details from your case study. This includes, but is not limited to, direct quotations and visual examples
* Use an appropriate citation method (e.g. MLA, APA, Chicago)
* Be free of spelling and grammatical errors

Each paper is due via email by 5pm CST on the day of the exam. ***If you choose to write a paper, you may not take the concurrent exam***.

**Movement Presentations (170 points total)**

Working in groups of three or four, you are responsible for professionally presenting a rhetorical history of a major social movement in a thoughtfully produced video posted on Moodle on your assigned date. An effective presentation, at a minimum, will:

* Clearly identify a discrete social movement with high social relevance
* Provide a concise, but thorough, history of the movement that illuminates its internal development and any factions or disagreements within the movement, as well as the historical circumstances that inspired it (i.e. the social problems/institutions the movement targeted, institutional responses to the movement, salient cultural changes at the time)
* Identify a minimum of ***three*** distinct rhetorical strategies the movement used, providing clear examples of each (i.e. direct quotations, images, videos)
* Draw on materials from inside and outside of class to frame your analysis
* This video should not just be a video of individuals presenting in front of a room. Imagine you are producing a mini-documentary. Use video and audio clips, images, voice over, or interviews to help bring your movement to life.
* Demonstrate professionalism and preparedness
* Equally distribute work among participants
* Last 10-15 minutes

Keep in mind that presenting a rhetorical history of a movement is different from taking a position. It is not your job to support or oppose the movement’s rhetoric, but focus on the rhetorical strategies its participants used (or use) to advance an agenda.

Within groups, group members do not always participate equally in the preparation of group projects; however, all group members share equally in the final grade. To assess individual contributions to the group project, each student will be asked to rate the extent to which each of his or her group members contributed to the semester project. The average of the ratings you receive from members of your group, coupled with my own evaluation of your contribution, will be factored into your final assignment grade.

In addition to the presentation, each group will be responsible for submitting a digital dossier containing the following:

* A detailed outline of your presentation
* A timeline of your movement that indicates key events in the designated time-period
* A bibliography citing a minimum of ten high quality sources, only three of which may be course readings (using an appropriate citation method)
* Individuals will submit to me, via separate link, their private peer reviews

**The video presentation and accompanying dossier will be worth 120 points. Each member of the class is required to watch each presentation and participate in the accompanying discussion by Friday at 5pm CST. Your engagement in these discussions will be individually graded and worth 70 points.**

POSSIBLE TOPICS FOR MOVEMENT PRESENTATIONS

While this is a fairly exhaustive list, you may select a topic not included below if you consult me. Appropriate topics will be movements with a discrete history and significant social impact.

Occupy Wall Street (2011-Present)

American Temperance Movement (1851-1920)

Death Penalty Abolition Movement (1976-Present)

Anti-Abortion/Pro-Life Movement (1973-Present)

Slavery Abolition Movement (1780-1865)

Black Power Movement (1966-1972)

Gay Liberation Movement (1969-1981)

Gun Rights Movement (1994-Present)

Anti-Vietnam War Movement (1964-1975)

American Socialist Movement (1901-1936)

Women’s Suffrage Movement (1848-1920)

Animal Rights Movement (1965-Present)

Modern Anti-War Movement (2003-Present)

Modern LGBTQ Rights Movement (1989-Present)

Tea Party Movement (2008-Present)

Modern Immigrant Rights Movement (2006-Present)

American Anarchist Movement (1905-1950)

Men’s Rights Movement (1970-Present)

Catholic Worker Movement (1933-Present)

Black Lives Matter Movement (2013-Present)

Liberation Theology (1955-Present)

Anti-LGBTQ Rights Movement (1977-Present)

American Indian Movement (1968-1978)

Prison Abolition Movement (1970-Present)

Farm Workers Rights Movement (1962-1972)

Puerto Rican Nationalist Movement (1968-1983)

Second Wave Feminist Movement (1963-1979)

Modern Feminist Movement (1979-Present)

U.S. HIV/AIDS Movement (1981-Present)

Modern U.S. Labor Movement (1981-Present)

9-11 Truth/New World Order Movement (2001-Present)

American Patriot Movement (1958-1996)

U.S. Alt-Right Movement (2008-Present)

Anonymous Hacktivist Movement (2003-Present)

Antifaschistische Aktion/Antifa International (1932-Present)

**COURSE POLICIES**

**Communication Environment**

This course is entirely online. We will have ample opportunity to engage over text and through Moodle. Therefore, we have to be aware of our communication in this precarious context. Think about how you communicate to your instructor and classmates in person and via digital communication.

We will sometimes engage in difficult discussions about important topics that individuals may have polarized opinions about. We will be approaching all material, topics, and content from an academic perspective and for the purpose of understanding communication practices better. Just because we watch or read something, should not reflect that your classmates or I are promoting it. Instead, we should approach all content as resources for deliberation and discussion.

The success of this course depends on productive interactions generated between all of us. I do expect you to participate actively discussions when we have them, share your ideas and opinions, comment on and assess those of your fellow classmates. Disagreement is the fuel of democracy. However, I do demand that everyone treat each other with respect. Ridicule or disrespect of any sort will not be tolerated.

***When texting or emailing in general:***

* Be aware that even though we are communicating via online text, this is still a professional and collegial environment.
* Remember that tone is not always easily ascertained through textual communication. Make efforts to make your tone clear to your recipients and also as a recipient make an effort to not presume or project tone onto your colleagues.
* Disrespectful/flippant communication and inappropriate content will not be tolerated.

***Communicating with me:***

If you have questions that are relevant to the course (clarifications on assignments, due dates, information, etc…) please feel free to engage with me informally through email, text message, or ask questions via the Office Hours chat on Moodle during scheduled times.

**E-mail:** [ashleymack@lsu.edu](mailto:ashleymack@lsu.edu)

**Cell phone**: 504-322-8999

**Office Hours chat:** Thursdays from 10am-12pm (link available through Moodle, you can also come to my office in Coates 132.

**Please allow 24 hours for a response. While I try to make myself available as much as possible, do not expect that because this is an online class I am available 24 hours a day. I will not respond to an email or text between 6pm and 9am on weeknights or at all on the weekends. Also, please do not text me on my cell phone during these times.**

If you have issues regarding your individual performance on assignments, you must contact me formally through e-mail. I will not respond to text messages regarding grades or performance. When communicating with me via e-mail, please follow these guidelines.

* + - Address me professionally (ex: “Hello, Dr. Mack”)
    - Please sign your name (I might think [LSUcutiepie@gmail.com](mailto:LSUcutiepie@gmail.com) is spam and delete it).
    - Check your grammar.
    - Remember tone is harder to make out in e-mail. Assume a polite and professional tone, and my response will be the same.
    - Make sure to include any necessary background information needed for me to “make sense” of what you are e-mailing about. Also, make sure to be clear (just like in an essay) of what you want out of the e-mail.
    - Do not text me from your phone in all caps, or in broken English. Always use proper punctuation, complete spellings, etc...
    - Courtesy in this class gives most people 24 hours to respond to e-mail. I will not assume you will get an e-mail in less time; don’t assume I will either. Weekends may take longer.
    - If you fail to follow these guidelines, I will not answer your e-mail.
    - If you are appealing a grade, please see the formal grade appeal policy outlined in the syllabus.

**Late Work**

Sometimes life just happens and you are unable to turn in an assignment on time (maybe you are stressed out, overwhelmed by other assignments in other classes, got drunk the night before and slept through your alarm, etc…). I will accept late work, but with a penalty. If you can’t make an assignment deadline, you can turn the assignment in for **increasingly fewer points** throughout that day, up **until 11:59pm CST**. After that point, work will be accepted within the following week for the **maximum grade of a C** (see below for extenuating circumstances). After 7 days, late work will no longer be accepted for credit. (Life happens, but not without consequences.)

***Extenuating circumstances:*** I reserve the right to accept late work without penalty when a student has provided **proper documentation** of a university sanctioned emergency or conflict that has inhibited them from turning in an assignment on time. University sanctioned emergencies or conflicts include:

* family death/emergency
* debilitating or contagious sickness
* religious observance
* serious weather conditions
* varsity athletic competition
* sanctioned curricular requirements with documentation
* court-imposed legal obligations

For more information on university policy on student absences, see <https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/>

**Video Production & Editing**

This course requires that you produce and edit video content. This may be a new endeavor for you as a student, but it is a vocabulary and skill that will be incredibly useful in your professional lives. Studies suggest that 80% of people communicate visually in the internet age, and honing this skill in your classes in college is necessary. If you have never used video editing software, this is your opportunity to hone these skills! I am here to help. Please plan ahead and do not start work on your video presentations the night before they are due.

*Other Video Editing Programs*

While there are many programs available for editing that you can purchase. There are free programs available to you that are incredible proficient for the purposes of these assignments.

* If you have a Mac computer, Apple provides free software in iMovie. iMovie comes installed on every Mac computer and is user friendly.
* If you have a computer that operates on Windows, Windows Movie Maker comes for free with your operating system. Other available options are Wondershare Filmora, Lightworks, and Shotcut, to name a few.

**Quality of Written Work**

Take pride in the quality of your work in this class. Written work must be spell-checked, grammar-checked, and proofread: The quality of your writing will affect your grade.

All written work must be typed in 12-point font, double-spaced, 1-inch margins, with a clear heading up at the top. Your name must be included. A bibliography of works cited in an accepted citation style (MLA, APA, or Chicago Style) must accompany all work.

**Grade Discussions and Appeals**

If you would like to speak with me about an exam, assignment, final grade, or any other graded material you must come to my office and speak with me face-to-face or schedule a video conference appointment during my office hours. If you cannot come to my office hours, I will gladly schedule an appointment that works with your schedule.

If you wish to appeal a grade on an assignment or seek a change in your grade, you must submit a written letter requesting to appeal your grade within 7 days of receiving the grade/feedback, and you must follow the procedure I outline below*. I will not casually discuss the specifics of grades over e-mail due to FERPA (a federal law designed to protect your privacy).*

***Grade Appeal Procedure:***

* Wait at least 24 hours after receiving your grade and feedback before setting up an appointment with me and submitting your written grade appeal. This grace period ensures that you have time to carefully read and consider the feedback.
* After reading my feedback, submit a written appeal through e-mail that identifies the specific issue in question (i.e. exam question, etc.) and explains the specific and well-supported reasons you believe the grade should be changed. Some thoughts on these appeals:
  + Please refer to any class materials that support your rationale for a change.
  + Focus less on explaining that you deserve a certain grade (i.e. “I came to every class and deserve an A”), and more on proving that you accomplished specific objectives on this specific assignment that you were not given the appropriate credit for (i.e. “You state in my feedback that I did not appropriately meet X grading criteria. However, according to lecture and the assignment description, we were expected to do Y, see pages 5-7 of my assignment where you can see I meet this criteria by doing Z.”).
  + Make sure to cite specific instances from your assignment to provide support for your claims.
  + Please attach to the email a graded copy of the assignment in question (i.e. exam, etc.) and any additional evidence to support your claims.
* The written appeal should be submitted at least 24 hours prior to the appointment you have scheduled with me. During this meeting, we will review your appeal.
* After meeting with you, I may wish to contemplate the matter. In any case, I will decide within two school days whether to change or uphold the grade.
* I will provide you with a written justification of my decision through Moodle (see comments on the graded item in question).
* Remember, you can only submit a grade appeal within one week (7 days) of the grade’s issue. Grade appeals will not be considered after that “statute of limitations” has expired.
* If we cannot come to an agreement, you are welcome to follow the formal grade appeal procedure as outlined in the Student Code of Conduct.

**Academic Misconduct**

Don’t plagiarize. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. You can find the official LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html> .**Your work would be considered as plagiarism in part or entirely if it involves any of the following:**

* Submitting work that was written by someone other than you (an online source, a friend, etc.).
* Submitting work in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
* Submitting work in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
* Submitting work that you have written together with a friend as if it was solely your own intellectual property.
* Submitting work that you wrote verbatim for another class.

**Students with Disabilities**

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is [www.lsu.edu/disability](http://www.lsu.edu/disability). To receive academic accommodations for this class, please obtain the proper Disability Services forms and meet with me at the beginning of the semester.

**Majoring in Communication Studies**

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, “To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills.” We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

*A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.*

More information is available at [www.lsu.edu/cmst](https://email.lsu.edu/exchweb/bin/redir.asp?URL=http://www.lsu.edu/cmst) or by contacting our undergraduate advisor Mr. Kent Filbel ([kfilli@lsu.edu](mailto:kfilli@lsu.edu)), whose hours are posted at his office, 135 Coates Hall

**COURSE SCHEDULE**

***Course format:*** This course is organized into weekly units. Each week, you will be able to access a video lectures from me and a weekly engagement assignment. You will be responsible for completing the readings, watching the lecture, and completing the accompanying weekly assignments by Friday at 5pm CST of each unit.

***Please Note:*** You are responsible for all readings and watching all lectures. The syllabus is provisional and is subject to revision as necessary. Additional readings may be assigned from time to time, and/or assigned readings may be omitted.

(SSD=Stewart, Smith, & Denton; BOJ=Bowers, Ochs, & Jensen)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Unit** | **Readings** | **Assignments Due by Friday at 5pm CST** |
| 8/21-24 | Politics by other means | Anderson; Lorde; Chow | \*Engagement Assignment 1 |
| 8/28-9/1 | Citizenship in the Public Sphere | SSD ch 1; Douglass; Thompson (a.k.a. ?uestlove); Gross  Additional Readings: Goodnight & Hingstman | \*Engagement Assignment 2 |
| 9/4-8 | Struggle over the Status Quo | Landy; Barstow; Brydum; Faludi | \*Engagement Assignment 3 |
| 9/11-15 | Persuasion in Movements | SSD Ch 3; Darsey;Gould; *Jesus Camp* | \*Engagement Assignment 4 |
| 9/18-22 | Raising hell | BOJ Ch 2; King (I); King (II); Carmichael | \*Engagement Assignment 5 |
| 9/25-29 | Moderates and radicals | Obama; Hernandez; Jones; Shoemaker; Against Equality; Pulley; Packnett; Hedges; Dupuy & Cook; Zero; Newsome | \*Engagement Assignment 6 |
| 10/2-6 | Identity Politics & Other-Centered Movements | Frank; Karen; Bhatia; Dzodan; FreeQuency; Gillis, Zanichkowsky, & Chávez; Smith; Asenas, McCann, Feyh, & Cloud; Cole | \*Engagement Assignment 7  \*Exam I or Paper Due |
| 10/9-13 | Culture & Organic Intellectuals | Hebdige; Sheehan; Lynskey;  Abu-Jamal; McCorvey & Thomas; Watercutter; D’Addario | \*Engagement Assignment 8 |
| 10/16-20 | Networked Movements | Vats; Dean; Morozov; Van der Linden; Shirky; McDonald & Woo | \*Engagement Assignment 9 |
| 10/19-22 | ***Fall Break*** | | |
| 10/23-27 | Taming the Masses | BOJ Ch 3; Jossey; Rosenfeld; Gould-Wartofsky; COINTELPRO; Film, *Let the Fire Burn* | \*Engagement Assignment 10 |
| 10/30-11/3 | Revolution! | Davis; Adbusters; Boggs | \*Engagement Assignment 11  \* Select Movement Presentation groups |
| 11/6-10 | Violence | Rand; Gitlin; B. Ginsberg; Coates; Rudolph; Williams; Chenoweth | \*Engagement Assignment 12  \* Select Movement Presentation topics |
| 11/13-17 | Collective Memory of Movements | Doerr; Hoerl | \*Engagement Assignment 13 |
| 11/20-24 | ***Thanksgiving Break*** | | |
| 11/27-12/1 | Movement Presentations due Monday by 8am CST |  | \*Movement Engagement due Friday by 5pm CST |
| 12/8 | Exam II |  | \*Exam II or Paper Due |

**Readings, Films, and Music**

“A Brief History of Revolution.” *Adbusters*, 1 September 2010. <https://www.adbusters.org/magazine/92/brief-history-revolution.html>

Anderson, Kurt. “The Protestor.” *Time*, 14 December 2011.

<http://content.time.com/time/specials/packages/article/0,28804,2101745_2102132_2102373,00.html>

Asenas, Jennifer, Bryan J. McCann, Kathleen Feyh, and Dana Cloud. “Saving Kenneth Foster: Speaking with Others in the Belly of the Beast of Capital Punishment.” In *Communication Activism, Volume3: Struggling for Social Justice Amidst Difference*, pp. 261-90. New York: Hampton Press, 2012.

Barstow, David. Tea Party Lights Fuse for Rebellion on the Right. The New York Times, 15 February, 2010. <http://www.nytimes.com/2010/02/16/us/politics/16teaparty.html?pagewanted=all>

Bhatia, Pooja. “American Populism is Back – On Both Sides of the Aisle.” *USA Today*, 4 August 2014. <http://www.usatoday.com/story/news/nation/2014/08/04/ozy-american-populism/13569321/>

Boggs, Grace Lee. *The Next American Revolution: Sustainable Activism for the Twenty-First Century*. Berkeley: University of California Press.

Bowers, John W., Donovan J. Ochs, and Richard J. Jensen. *The Rhetoric of Agitation and Control*, 2nd Edition. Long Grove, IL: Waveland Press.

Brydum, Sunnivie. “Focus on the Family leader: We lost the entire culture war.” *Advocate*, 3 December, 2015. <https://www.advocate.com/marriage-equality/2015/12/03/watch-focus-family-founder-says-we-lost-entire-culture-war>

Carmichael, Stokely. “Black Power,” 29 October 1966. <http://voicesofdemocracy.umd.edu/carmichael-black-power-speech-text/>

Chenoweth, Erica. “The Success of nonviolent civil resistance.” YouTube.com, 4 November 2013. <https://www.youtube.com/watch?v=YJSehRlU34w>

Chow, Toby. “Social Movements – a primer.” Youtube.com, 2 May, 2013. <https://www.youtube.com/watch?v=Yw13pS7qB7w>

Churchill, Ward, and Jim Vander Wall. *The COINTELPRO Papers: Documents from the FBI’s Secret War against Dissent in the United States*. Cambridge, MA: South End Press, 2002.

Coates, Ta-Nehisi. “Nonviolence as Compliance.” *The Atlantic*, 27 April 2015, <http://www.theatlantic.com/politics/archive/2015/04/nonviolence-as-compliance/391640/>

Cole, Teju. “The White-Savior Industrial Complex.” *The Atlantic*, 21 March 2012. <http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

D’Addario, Daniel. “Why the Kendall Jenner Pepsi Ad Was Such a Glaring Misstep.” *Time Magazine*, 5 April, 2017. <http://time.com/4726500/pepsi-ad-kendall-jenner/>

Darsey, James. *The Prophetic Radical Tradition and Radical Rhetoric in America*. New York: NYU Press, 1997.

dead prez. “Hell Yeah (Pimp the System).” *RBG: Revolutionary but Gangsta*. Sony Records, 2004.

Dean, Jodi. “The Limits of Communication.” *Guernica*, 1 October 2012. <http://www.guernicamag.com/features/the-limits-of-communication/>

Douglass, Frederick. “The Meaning of July Fourth for the Negro,” 5 July 1852. <http://www.pbs.org/wgbh/aia/part4/4h2927t.html>

Doerr, Nicole. “Memory and Culture in Social Movements.” In *Conceptualizing culture in social movement research*, B. Baumgarten, P. Daphi EDS. New York: Springer, 2014, pgs 206-226.

Dupuy, Tina, and Josh Cook. “Diversity of Tactics or Divide and Conquer?” *The Occupied Wall Street Journal*, 4 February 2012. <http://occupiedmedia.us/2012/02/diversity-of-tactics-or-divide-and-conquer/>

Dylan, Bob. “Blowin’ in the Wind.” *The Freewheelin’ Bob Dylan*. Columbia, 1963.

Dzodan, Flavia. “My Feminism Will Be Intersectional or It Will Be Bullshit!” *Tiger Beatdown*, 10 October 2011. <http://tigerbeatdown.com/2011/10/10/my-feminism-will-be-intersectional-or-it-will-be-bullshit>

Faludi, Susan. *Backlash: The Undeclared War Against American Women*. New York: Crown Publishing, 1991.

Frank, Thomas. *What’s the Matter with Kansas?: How Conservatives Won the Heart of America*. New York: Metropolitan/Owl.

FreeQuency. “On White People, Solidarity, and (Not) Marching for Mike Brown.” *FreeQuency Frequently Writes*, 24 August 2014. <http://freeqthamighty.tumblr.com/post/95573664816/on-white-people-solidarity-and-not-marching-for>

Gillis, Colin R., Anders Zanichkowsky, and Karma R. Chávez. “Let Them Have Weddings: Cops, Cake, and (In)equality.” *Madison Mutual Drift*, 17 June 2014. <http://www.madmutualdrift.org/2014/06/cops-cake-and-inequality.html>

Ginsberg, Allen. “America.” In his *Howl and Other Poems*. San Francisco: City Lights, 1956.

Ginsberg, Benjamin. “Why Violence Works.” *The Chronicle of Higher Education*, 12 August 2013. <http://chronicle.com/article/Why-Violence-Works/140951/>

Gitlin, Todd. *The Whole World Is Watching: Mass Media in the Making & Unmaking of the New Left*. Berkeley: University of California Press, 2003.

Goodnight, G. Thomas and David B. Hingstman. “Studies in the Public Sphere.” *Quarterly Journal of Speech* 83 (1997): 351-99.

Gould, Deborah B. *Moving Politics: Emotion and ACT UP’s Fight Against AIDS*. Chicago: University of Chicago Press, 2009.

Gould-Wartofsky, Michael. “Five Tools the Police Are Using in Their War against Activists,” *The Nation*, 5 May 2015, <http://www.thenation.com/article/5-tools-police-are-using-their-war-against-activists/>

Green Day. “American Idiot.” *American Idiot*. Reprise, 2004.

Gross, Terry. “Personhood in the Womb: A Constitutional Question.” *NPR: Fresh Air*, 21 November 2013. <http://www.npr.org/2013/11/21/246534132/personhood-in-the-womb-a-constitutional-question>

Guthrie, Woddy. “This Land Is Your Land.” *The Asch Recordings, Vol. 1*. Smithsonian Folkways Recordings, 1999.

Hebdige, Dick. *Subculture: The Meaning of Style*. London: Routledge, 1979.

Hedges, Chris. “The Cancer in Occupy.” *Truthdig*, 6 February 2012. <http://www.truthdig.com/report/item/the_cancer_of_occupy_20120206/>

Hernandez, Greg. “HRC’s Joe Solmonese Responds to Critics.” *Greg in Hollywood*, 14 October 2009. <http://greginhollywood.com/hrcs-joe-solmonese-responds-to-critics-14030>

Hoerl, Kristen. (2009) Burning Mississippi into Memory? Cinematic Amnesia as a Resource for Remembering Civil Rights, Critical Studies in Media Communication, 26:1, 54-79

Holiday, Billy. “Strange Fruit.” *Strange Fruit*. Commodore, 1939.

*Jesus Camp*. Directed by Heidi Ewing and Rachel Grady. 2006; Los Angeles: A&E Indie Films; New York: Loki Films.

Jones, Cleve. “National Equality March Rally: Cleve Jones Speaks.” *YouTube.com*, 11 October 2009. <http://www.youtube.com/watch?v=R6M8WZ5eIXM>

Jossey, Paul. “How we killed the Tea Party.” *Politico.com*, 14 August, 2016. <http://www.politico.com/magazine/story/2016/08/tea-party-pacs-ideas-death-214164>

Karen, Anthony. “Ku-Klux-Klan” [Photography portfolio]. *Anthony Karen.com*. <http://www.anthonykaren.com/Image-galleries/Ku-Klux-Klan/>

King, Jr., Martin Luther. “Beyond Vietnam: A Time to Break Silence.” *CommonDreams.org*, 15 January 2004. <https://www.commondreams.org/view/2012/01/16-6>

King, Jr., Martin Luther. “I Have a Dream.” *ABC News*, 28 August 1963. <http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231>

Landy, Marcia. “Antonio Gramsci.” In *Postmodernism: The Key Figures*. Edited by Hans Bertens and Joseph Natoli (pp. 162-7). Oxford, UK: 2002.

Le Tigre. “Deceptacon.” *Le Tigre*. Mr. Lady, 1999.

*Let the Fire Burn*. Directed by Jason Osder. 2013; New York: Zeitgeist Films.

Lorde, Audre. “The Transformation of Silence Into Language and Action.” In *Sister Outsider: Essays and Speeches*. New York: Cross Press, 2007.

Lynskey, Dorian. *33 Revolutions per Minute: A History of Protest Songs, from Billie Holiday to Green Day*. New York: HarperCollins.

“Marriage.” *Against Equality: Queer Challenges to the Politics of Inclusion*, 2011. <http://www.againstequality.org/about/marriage/>

McCorvey, Norma and Gary Thomas. “Roe v. McCorvey.” *Roe No More Ministry: Norma McCorvey Testimony*. <http://www.leaderu.com/norma/nmtestimony.html>

McDonald, Brent and John Woo. “#BlackTwitter after #Ferguson.” *The New York times*, 10 August 2015. <http://www.nytimes.com/video/us/100000003841604/blacktwitter-after-ferguson.html?smid=tw-share>

Morozov, Evgeny. “Why Social Movements Should Ignore Social Media.” *The New Republic*. 4 February, 2013. <https://newrepublic.com/article/112189/social-media-doesnt-always-help-social-movements>

Moyers, Bill. “Mike Davis.” *Bill Moyers Journal*, 20 March 2009. <http://www.pbs.org/moyers/journal/03202009/transcript2.html>

Newsome, Bree. “When Oppression Is the Status Quo, Disruption Is a Moral Duty.” *The Root*, 7 August 2015, <http://www.theroot.com/articles/culture/2015/08/when_oppression_is_the_status_quo_disruption_is_a_moral_duty.html>

Obama, Barack. “Remarks by the President at the Human Rights Campaign’s Annual National Dinner,” 1 October 2011.<http://www.whitehouse.gov/the-press-office/2011/10/01/remarks-president-human-rights-campaigns-annual-national-dinner>

Packnett, Brittany. “I Sat beside Obama at the Black Lives Matter Meeting. This Was No Political Show.” *The Guardian*, 20 February 2016. <http://www.theguardian.com/commentisfree/2016/feb/20/barack-obama-black-lives-matter-meeting>

Papier, Noose. “The Abolition of Activism.” *The A Word*, 1 January 2008. [http://theanarchistlibrary.org/library/various-authors-the-a-word - toc38](http://theanarchistlibrary.org/library/various-authors-the-a-word#toc38)

Pulley, Aislinn. “Black Struggle Is Not a Sound Bite: Why I Refused to Meet with President Obama.” *Truthout*, 18 February 2016. <http://www.truth-out.org/opinion/item/34889-black-struggle-is-not-a-sound-bite-why-i-refused-to-meet-with-president-obama>

Rage Against The Machine. “Killing in the Name.” *Rage against the Machine*. Epic, 1992.

Rand, Erin J. “Thinking Violence and Rhetoric.” *Rhetoric & Public Affairs* 12 (2009): 461-77.

Rosenfeld, Seth. *Subversives: The FBI’s War on Student Radicals, and Reagan’s Rise to Power*. New York: Farrar, Straus and Giroux, 2012.

Rudolph, Eric Robert. “Full Text of Eric Rudolph’s Written Statement,” n.d. <http://www.armyofgod.com/EricRudolphStatement.html>

Sheehan, Cindy. “Cindy Sheehan Address Veterans for Peace Convention, August 5, 2005.” *Veterans for Peace*, 8 August 2005. <http://web.archive.org/web/20061101054305/http://www.veteransforpeace.org/convention05/sheehan_transcript.htm>

Shirky, Clay. *Here Comes Everybody: The Power of Organizing without Organizations*. London: Penguin.

Shoemaker, Silky. “Who We Are and What We Love.” *The Austin Chronicle*, 4 June 2010. <http://www.austinchronicle.com/features/2010-06-11/1040127/>

Smith, Andrea. “The Problem with ‘Privilege.’” *Andrea366*, 14 August 2013. <http://andrea366.wordpress.com/2013/08/14/the-problem-with-privilege-by-andrea-smith/>

Stewart, Charles J., Craig Allen Smith, and Robert E. Denton, Jr. *Persuasion and Social Movements*, 5th Edition. Long Grove, IL: Waveland Press, 2007.

Thompson, Ahmir Questlove. “Questlove: Trayvon Martin and I Ain’t Shit.” *New York*, 16 July 2013. <http://nymag.com/daily/intelligencer/2013/07/questlove-trayvon-martin-and-i-aint-shit.html>

Van der Linden, Sander. “The Surprising Short Life of Viral Social Movements.” *Scientific American*, 15 February, 2017. <https://www.scientificamerican.com/article/the-surprisingly-short-life-of-viral-social-movements/>

Vats, Anjali. Cooking Up Hashtag Activism: #PaulasBestDishes and Counternarratives of Southern Food.” Communication and Critical/Cultural Studies, 12/2 (June 2015): 209-213.

Watercutter, Angela. “Pepsi’s Kendall Jenner AD was so Awful it Did the impossible: It United the Internet.” Wired Magazine, 5 April, 2017. <https://www.wired.com/2017/04/pepsi-ad-internet-response/>

Williams, Robert F. “Is Violence Necessary to Combat Injustice? For the Positive: Williams Says ‘We Must Fight Back.’” In *The Eyes on the Prize Civil Rights Reader*. Edited by Clayborne Carson, David J. Garrow, Gerald Gill, Vincent Harding, and Darlene Clark Hine, pp. 110-1. New York: Penguin Books, 1991.

Wonder, Stevie. “Living for the City.” *Innervisions*. Tamla, 1973.

Zero, Nihilo. “The Folly of Christopher Hedges.” *Infoshop News*, 20 August 2013. <http://news.infoshop.org/article.php?story=20120206223816604>