JUPS 403 Literature, Media, Social Change  
Prof. Schwarz  
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Description:  
This Seminar provides a critical introduction to the topic of Literature, Media and Social Change. It is not a summary introduction, nor an intensively focused seminar on a single topic, but rather a general exploration of how intellectuals, artists and writers engineer social change. This course is a Doyle Seminar, part of the Doyle Engaging Difference Program, a campus-wide curricular initiative, and gives faculty the opportunity to enhance the student research component of upper-level seminars that address questions of national, social, cultural, religious, moral, and other forms of difference. The Doyle seminars are intended to deepen student learning about diversity and difference through enhanced research opportunities, interaction with thought leaders, and dialogue with the Georgetown community and beyond. You can read more about Doyle Seminars below.

Literature, Media and Social Change will focus on great books and cultural events that changed the world. We will examine how these books and events precipitated actual social movements beyond the sphere of private reading. We will adopt a critical methodology derived from Peace Studies and Conflict Transformation, as practiced by canonical authors such as Lederach, Galtung, Sharp, Boulding and others, and place that tradition in perspective with complementary social and cultural descriptions drawn from prior radical thought such as Marxism, feminism, civil rights, sexual equality and national independence. What is the role of literature in social change? How can cultural representations influence real political struggles? Beginning with the Arab Spring and “Twitter revolutions” of recent years, special focus will be on contemporary media practices and the changing face of the current media environment, 2013. We will consider historical examples of anti-slavery, the women’s movement, and revolutionary non-violence to inform our discussions.

Requirements and Evaluation:  
Attendance and participation  30%  
One short paper with revisions (5 pp.)  20%  
One final research paper (12-15 pp.)  30%  
One research paper proposal (3 pp.)  10%  
One in class oral presentation (15 – 20 mins.)  10%

Texts could include:  
Schedule:
September
3 Introduction. Arab Spring, Twitter Revolutions, Gene Sharp, M. K. Gandhi and Karl Marx.


17 How it Gets Told: Media Education, Criticism and Literacy: Robert McChesney and John Nichols, Digital Disconnect: How Capitalism is Turning the Internet Against Democracy (2013); Noah Chomsky and Robert Herman, from Manufacturing Consent (Bb); Media Literacy Project website.

24 How to Think it: Peace Studies Theory: John Paul Lederach, Elise Boulding, Johan Galtung, Jonah Barash (Bb)

Oct.
2 How to Retell it: Amy Goodman, The Silenced Majority; Independent Media and Museum Studies (Bb); Democracy Now website

8 Global Lives Project comes to campus

15 Structural Violence: Narrative of the Life of Fredrick Douglass, and Angela Davis, “Lectures on Liberation”; Bb essays on legacies of slavery

First 5 pp. Paper Due

22 Possible filed trip to Gandhi Memorial, DC

29 In class meeting with instructor to discuss writing and final paper topics. Emphasis on methodology.

Nov.
5 How to Fight Back: “Please Don’t Beat Me, Sir” and Budhan Theatre on Bb; Theatre of the Oppressed, Augusto Boal. We will sample scenes from a one hour documentary, practicing art and culture for conflict transformation.

19 Explore the Rutgers University internet project on Susan B. Anthony and Elizabeth Cady Stanton: Seneca Falls Declaration of 1848 and Declaration of Rights of Women, 1876; Elise Boulding, "Peace Movements and their Organizational Forms" (Bb); **Half class devoted to workshopping final paper prospectus.**

**Three page prospectus for final paper due this week on Bb.**

26 **Thanksgiving Break, no class—But: Intensive meeting with instructor about final project**

Dec.
3 Workshop of student paper proposals. 10 min. oral presentations; feedback; discussion of methodology

Final research paper due during the final exam period, after study days.

The Doyle Seminar guidelines include:

- Ensure the core course content addresses issues and debates about national, social, cultural, religious, moral, and other forms of diversity and difference and helps equip students with ways of understanding different perspectives and developing a tolerant, global perspective;
- Focus the written work of the course on the semester-long process of developing and drafting a substantial research paper. The intensive mentoring process includes guidance of topic formation, appropriate research methods, substantial oversight of all stages of the drafting process and should include multiple individual and group meetings beyond class time working with students on research methods and writing improvement;
- Include guest expert participation during the course who will offer written or in-person feedback and guidance about student research and writing;
- Incorporate at least 2 weeks at the end of the course for in-class discussion of student drafts (this may be in dialogue with visiting guest experts);
- Work with Berkley Center staff to produce a brief report about the class which presents the best student writing;
- Participate in two faculty workshops at a mutually agreeable time, to discuss logistics and best practices in teaching research methods and writing.