Soc 3322w:
Social Movements, Protest & Change

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Fall 2021
T/Th, 1:00-2:15pm, Blegen 250

Course overview

This course is an introduction to social movements from a sociological perspective. Social movements are collective, organized and sustained vehicles for challenging authorities, power-holders and cultural institutions. Social movements are also one side of a broader category of “contentious politics” through which people demand and work for change in the social order. They come in many different forms, and they work on many different issues, yet they are always one key arenas for the articulation of social, political and personal alternatives to the status quo.

Most of us are interested in social movements because we are committed to the work that particular movements do. But as sociologists, we also seek to understand them comparatively, from a scientific perspective. In this class, we examine the origins, dynamics and consequences of many different social movements. Along the way, we study why individuals join or leave movements, how movements are organized, and how movement organizations interact with broader environments. Although we draw upon a variety of case studies and theories, the emphasis will be on applying what we learn to understand the movements and movement organizations that you care about, and thereby – hopefully – to better understand the turbulent modern world in which we live.
LE theme and learning outcomes

This course meets the requirements of the Council of Liberal Education's Civic Life and Ethics theme, and we address ethical issues throughout the course. In this way, we foster skills for effective citizenship and lifelong learning. For example, we discuss tensions between individual interest and community responsibility in thinking about why people protest. In our discussion of movement strategies and tactics, we also address moral issues concerning civil disobedience and the conditions, if any, under which it is justifiable to break the law. The course speaks to the broader goals of liberal education in a general sense, for example as we consider the role of movement participants as historical actors who are shaped by the world around them, even as they seek to change it.

Reading and communication

Our core orienting text is *Protest Politics Today* by Devashree Gupta. This is a very good, grounded introduction to the key ideas in the study of protest and social movements. You will have to buy it – but it is in paperback and it is not too expensive. We will also go much deeper into these ideas as we explore the professional literature through book chapters and journal articles. These you can find via links or PDFs on our Canvas course page. You will have to sign in via the University’s library system to access many of these readings, but access is paid for through student fees. The journal articles especially will require some getting used to, but we will provide reading questions to guide you each week.

Our office hours and email addresses are at the top of the syllabus and on our Canvas page. Email is the best way to connect with us usually, though please remember that graduate students and faculty have a lot of different jobs and may not always be able to respond immediately. We aim to get back to you within 24 hours and usually will except when life gets truly crazy for us. We also encourage you to connect with us in office hours, either for specific questions about the class or broader issues you want to talk through. At particular points in the semester, we may schedule group check-ins via Zoom.

Class organization

Reading and discussion topics are assigned for each class. Most class days will feature a mix of lecture and discussion, as well as group work designed to help develop the papers. On days when we read a chapter from our core text by Gupta, lecture will feature more heavily. On days when we are reading chapters or articles, discussion will be more central. But you should be ready to participate in discussion every class.
COVID and course modality

What will be our modality? We are planning for in-person education! Masks are necessary for keeping that on track, so please be a civic-minded and responsible person and wear an appropriate mask appropriately, or we will ask you to leave. But I can't guarantee that we won't have to shift to Zoom at some point in the semester. If that comes to pass, we will let you know and post the link on our Canvas page.

By the way, part of our civic responsibility this semester will also be looking out for each others’ health and well-being. Rapid COVID tests are now widely available, please use them if you are feeling ill or suspect you have had exposure. By the same token, attendance is important, but it is not everything – if you are ill or test positive, please let us know via email and don’t come to class. We will be as flexible as possible on that score, and we will ask your patience with us if we have similar issues. Let’s be decent to one another as much as we can. Please also see below on disability and mental health.

Grading standards & policies

According to CLA guidelines, we expect that it will take about 9 hours of work per week inside and outside of the classroom for an average student to achieve an average grade in the class. This includes reading, studying and working on the assignments. You should also know that the grades in the course do not reflect our esteem for you as a person; they simply reflect your performance on the work assigned. We have high standards but not impossible standards, and the course is designed to reward growth and effort. If you need help or are having trouble understanding our expectations or feedback, please let us know. The graded course requirements are:

**Application papers** The main requirement for the course is a series of three analytic papers based on your original research on a movement of your choice. Each paper deals with one segment of the course. The first (15%) concerns the movement’s origins, activists, and targets. The second (15%) deals with the movement organizations, messages, and tactics. The third (30%) includes updated versions of the first two, plus a section on the social and state responses to social movements, and the effect of movement activism on participants.

**Response paragraphs** In weeks we do not have papers due, you will write a short substantive response to the week’s assigned readings (about 3 paragraphs or 1 single-spaced page). Your responses can be based on the discussion questions but should capture your thoughts about what you consider to be the key aspects of the readings, and how they may relate to the movement you have chosen to study. Aim to get your thoughts on ideas to explore further, issues to clarify and
think through, or ideas to challenge. Cumulatively, these sketches can form the
basis for the points you elaborate in your paper. Responses are due online before
5pm on Thursday (20%).

Attendance and participation  Regular attendance and active participation are required.
We will regularly have individual or collaborative active learning exercises and
will often begin with a warm-up writing question (20%).

We do not grade on a strict curve. This means that it is possible for everyone
in the class to earn an excellent grade by doing excellent work. Grades for this class
are assigned by point values as follows: A (93% points and above), A- (90.0-92.9),
B+ (87.0-89.9), B (83.0-86.9), B- (80.0-82.9), C+ (77.0-79.9), C (73.0-76.9), C-
(70.0-72.9), D+ (67.0-69.9), D (60.0-66.9), F (59.9 and below).

Because our own schedules are hectic and because we need to maintain fairness
in the class, we have to adhere to stated deadlines and policies. Please read the at-
tached CLA and department guidelines closely. Late papers and assignments will be
penalized the equivalent of one letter grade for every day it is late. To receive a final
grade of A or A- you must complete all assignments, and be an active and engaged
participant in class. Please note that grades of “incomplete” will only be given in rare
circumstances and will require a prior written agreement between the student and
instructor.

Academic ethics
We take the integrity of academic work very seriously and we expect you to do the
same. Academic dishonesty in any portion of the work for this course will be grounds
for awarding a failing grade for the entire course. This includes plagiarism and cheat-
ing on papers and exams. We encourage collaborative study, but the work you turn
in must be your own. If you have any questions about what constitutes academic dis-
honesty in any portion of your work for this course, please talk to us before turning it
in.

Disability and mental health
As a student you may experience a range of issues that can cause barriers to learn-
ing, such as strained relationships, increased anxiety, alcohol/drug problems, feeling
down, difficulty concentrating and/or lack of motivation. These mental health con-
cerns or stressful events may lead to diminished academic performance or reduce your
ability to participate in daily activities. University of Minnesota services are available
to assist you with addressing these and other concerns you may be experiencing. You
can learn more about the broad range of confidential mental health services available on campus; see http://www.mentalhealth.umn.edu.

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

• If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
• Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
• If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
• If you are registered with the DRC and have questions or concerns about your accommodations please contact your access consultant or disability specialist.

Resources

There are also some important writing and study resources that you might want to explore:

• Center for Writing, Nicholson Hall
  http://writing.umn.edu/sws/
• Disability Resources Center, McNamara Alumni Center
  https://disability.umn.edu
• University Counseling and Consulting Services
  http://www.mentalhealth.umn.edu
Class schedule

Tues., Sept. 7  Introduction: Welcome

Reading:
– No assigned reading today. Read syllabus and other material carefully!

Thurs., Sept. 9  Introduction: What are Social Movements?

Reading:
– Devashree Gupta, Chapter 1, “The Politics of Protest.”
Due:
– Response paragraphs by 5pm.

Tues., Sept. 14  Introduction: Where and When?

Reading:
– Jennifer Cobbina, Chapter 4, “United We Stand: Why Protesters Marched” & Chapter 6 “Public Disorder” (from Hands Up, Don’t Shoot: Why the Protesters in Ferguson and Baltimore Matter, and How They Changed America [2019]).

Thurs., Sept. 16  Movement Activists: Crowds Versus Actors

Reading:
– Gustave Le Bon, Chapter 2, “The Setiments and Morality of Crowds” (from The Crowd: A Study of the Popular Mind [1895]).
Due:
– Response paragraphs by 5pm.

Tues., Sept. 21  Movement Activists: Reason and Recruitment

Reading:
– Doug McAdam, “Recruitment to High Risk Activism: The Case of Freedom Summer” (American Journal of Sociology 92,1 [1986]).
Thurs., Sept. 23  Movement Activists: Rituals and Effervescence

Reading:
- Randall Collins, “Interaction Ritual Chains” (from *Interaction Ritual Chains* [2004]).

Due:
- Response paragraphs by 5pm.

Tues., Sept. 28  Movement Activists: Generating and Sustaining Commitment

Reading:
- Julie Gouweloos, “Intersectional Prefigurative Politics: Queer Cabaret as Radical Resistance” (*Mobilization* 26,2 [2021])

Thurs., Sept. 30  Movement Targets: Who and Why

Reading:
- Devashree Gupta, Chapter 4, “The Target.”

Due:
- Response paragraphs by 5pm.

Tues., Oct. 5  Movement Targets: Class, Status, Location

Reading:
- Ziyad Munson, “Mobilizing on Campus: Conservative Movements and Today’s College Students” (*Sociological Forum* 25,4 [2010]).
- Rory McVeigh and Kevin Estep, chapter 7 “Status and White Nationalism” (from *The Politics of Losing: Trump, the Klan, and the Mainstreaming of Resentment* [2019]).
Thurs., Oct. 7  Movement Messages: Framing Problems and Solutions

Reading:
- Devashree Gupta, Chapter 5, “The Message.”

Due:
- Paper 1 draft due by 5pm.

Tues., Oct. 12  Movement Messages: What Are We Fighting Over?

Reading:
- Kathleen Hull, “The Political Limits of the Rights Frame: The Case of Same-Sex Marriage in Hawaii” (Sociological Perspectives 44,2 [2001]).
- Kristin Luker, Chapter 7, “World Views of Pro- and Anti-Abortion Activists” (from Abortion and the Politics of Motherhood [1984]).

Thurs., Oct. 14  Movement Messages: The Media and the Internet

Reading:
- Sarah Sobieraj, chapter 4, “Apparently They Don’t Like Succinct and Articulate” (from Soundbitten: The Perils of Media-Centered Political Activism [2011]).
- Zaynep Tufekci, chapter 3, “Leading the Leaderless” (from Twitter and Tear Gas [2017]).

Due:
- Response paragraphs by 5pm.

Tues., Oct. 19  Movement Organizations: The Role of SMOs and Networks

Reading:
- Devashree Gupta, Chapter 3, “The Organization.”

Thurs., Oct. 21  Movement Organizations: Spaces and Norms

Reading:
- Christoph Haug, “Organizing Spaces” (Organizational Studies [2013]).

Due:
- Paper 1 final due by 5pm.
Tues., Oct. 26  Movement Organizations: Life, Death, Timelines

Reading:

Thurs., Oct. 28  Movement Tactics: Types and Repertoires

Reading:
- Devashree Gupta, Chapter 6, “The Tactic.”

Due:
- Response paragraphs by 5pm.

Tues., Nov. 2  Movement Tactics: Where do Repertoires Come From?

Reading:
- Francesca Polletta, chapter 3: “Strategy as Metonymy: Why Actors Choose the Strategies They Do” (from *It Was Like a Fever: Storytelling in Protest and Politics* [2006]).

Thurs., Nov. 4  Movement Tactics: When Order Breaks Down

Reading:
- Benjamin S. Case, “Contentious Effervescence: The Subjective Experience of Rioting” (*Mobilization* 26,2 [2021]).

Due:
- Response paragraphs by 5pm.
Tues., Nov. 9  Movement Tactics: Interactional Democracy

Reading:
- Paul Lichterman, chapter 2, “Personalized Politics: The Case of the US Greens” (from The Search for Political Community: American Activists Reinventing Commitment [1996]).
- Francesca Polletta, chapter 7, “Democracy in Relationship: Community Organizing and Direct Action Today” (from Freedom is an Endless Meeting: Democracy in American Social Movements [2002]).

Thurs., Nov. 11  Movement Responses: The State and Other Actors

Reading:
- Devashree Gupta, Chapter 7, “The Response.”

Due:
- Paper 2 by 5pm.

Tues., Nov. 16  Movement Responses: Parties and Movements

Reading:
- Theda Skocpol and Vanessa Williamson, Chapter 3 “Mobilizing Grassroots and Billionaires” & Chapter 5, “How the Tea Party Boosts the GOP and Prods it Rightward” (from The Tea Party and the Remaking of Republican Conservatism [2012]).

Thurs., Nov. 18  Movement Responses: Policing and Protest

Reading:
- Jennifer Cobbina, Chapter 5, “Repressive Policing and the Future of Activism” (from Hands Up, Don't Shoot: Why the Protesters in Ferguson and Baltimore Matter, and How They Changed America [2019]).
- Chloe Haimson, “Interactional Resistance During Black Lives Matter Protests: The Political Stakes of Rebelling Against Public Order” (Mobilization 25,2 [2020]).

Due:
- Response paragraphs due by 5pm.
Tues., Nov. 23  No class; Catch-up Day

To do:
- Catch up on work so far; instructor and TA available for consultations!

Thurs., Nov. 25  No class; Thanksgiving.

To do:
- Be with the family of your choice!

Tues., Nov. 30  Movement Responses: Stigma and Soft Repression

Reading:
- Jan Jämte and Rune Ellefsen, “The Consequences of Soft Repression” (Mobilization 25,3 [2020]).
- Pete Simi and Robert Futrell, “Negotiating White Power Activist Stigma” (Social Problems 56,1 [2009]).

Thurs., Dec. 2  Aftermath: What Counts as Success?

Reading:
- Devashree Gupta, Chapter 8, “The Aftermath.”

Due:
- Response paragraphs by 5pm.

Tues., Dec. 7  Aftermath: Destabilized Identities

Reading:
Thurs., Dec. 9  Aftermath of Movements: Outcomes for Movements and Activists

Reading:
– Doug McAdam, chapter 6, “The Morning After: The Seventies and Beyond” (from Freedom Summer [1988]).

Due:
– Response paragraphs due by 5pm.

Tues., Dec. 14  No class; Catch-up Day

To do:
– Catch up on work so far; instructor and TA available for consultations.

Thurs., Dec. 16  Paper 3 due by 5pm
COLLEGE OF LIBERAL ARTS POLICIES

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
A- 3.67 grade points
B+ 3.33 grade points
B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
B- 2.67 grade points
C+ 2.33 grade points
C Achievement that meets the basic course requirements in every respect (2.00 grade points)
C- 1.67 grade points
D+ 1.33 grade points
D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
F Performance that fails to meet the basic course requirements (0 grade points)
I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at [https://onestop.umn.edu/academics/final-exam-times](https://onestop.umn.edu/academics/final-exam-times)): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the final examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies ([https://policy.umn.edu/education/makeupwork](https://policy.umn.edu/education/makeupwork)).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined on-line at [https://communitystandards.umn.edu/know-code/consequences](https://communitystandards.umn.edu/know-code/consequences)).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: [http://policy.umn.edu/education/studentresp](http://policy.umn.edu/education/studentresp).

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop"). For the complete policy, visit: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [http://www.mentalhealth.umn.edu/](http://www.mentalhealth.umn.edu/).

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A REMINDER OF RELEVANT POLICIES AND PROCEDURES
* SOCIOLOGY DEPARTMENT POLICIES *

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through the MyU Portal.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor. Students need to have completed a substantial portion of the course in order to be even considered for an Incomplete.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara. https://disability.umn.edu

SEXUAL HARASSMENT: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Faculty, Graduate Students, and full time Staff are Mandated Reporters for prohibited conduct. Such behavior is not acceptable in the University setting. If you have experienced sexual misconduct, discrimination, harassment, or related retaliation; or if you have questions about any EOAA-related issue, please contact Equal Opportunity and Affirmative Action (EOAA) at (612) 624-9547 or eoaa@umn.edu For the complete policy, visit https://regents.umn.edu/sites/regents.umn.edu/files/2020-08/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. Students interested in majoring in Sociology should view the online-information session about the major. Due to COVID-19, further information can be obtained from the following persons via email or online at http://cla.umn.edu/sociology

  General information, Sociology Department – soc@umn.edu
  Coordinator of Undergraduate Advising, Bobby Bryant – socadvis@umn.edu
  Director of Undergraduate Studies, Prof. Teresa Swartz – tswiftz@umn.edu
  Soc Honors Faculty Representative, Prof. Teresa Swartz – tswiftz@umn.edu
  Director of Graduate Studies, Professor Joe Gerteis – gerte004@umn.edu
  Graduate Program Associate, Becky Drasin – drasi001@umn.edu

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - https://sociologyundergrad.wordpress.com/