DIGITAL/AMCULT 358
Global Digital Activism
(Topics in Digital Studies)
Winter 2021

Dr. Elisabetta Ferrari – elifer@umich.edu

Tuesday 4:00 – 5:30pm – Synchronous discussion section (on Zoom)
Thursday – Asynchronous lecture(s) (available through Canvas)

Office Hours
2:00 – 3:00pm Tuesday
4:00 – 5:00pm Thursdays (in place of scheduled class time)
If these times do not work at all, please get in touch with me.
Please sign-up for office hours at: [Youcanbookme URL]

Course overview
This seminar examines the forms, causes, and consequences of global digital activism, defined broadly as activism associated with the use of digital media technologies (e.g., Facebook, Twitter, mobile phones). The goal is to provide students with a tool-kit for analyzing digital activism and to develop a critical understanding of the nature of contemporary activism and its implications for global social change. Major cases to be examined include the "Occupy Wall Street" and "Black Lives Matter" movements in the US, the Arab Spring, and the Umbrella Revolution in Hong Kong.

Course structure
The class is organized in 13 thematic modules. Each module (with a few noted exceptions) corresponds to two class sessions (the async "Thursday" lecture and the sync Tuesday session). As you will see below, for each session you are expected to do the assigned readings, watch the recorded lecture(s), and complete a short exercise before coming to the sync Tuesday session. You can complete the readings, watch the video(s) and do the exercise at any time during the week, as long as you do it before the Tuesday class.

Required readings
All the required readings will be available through Canvas. We will be using a combination of peer-reviewed journal articles, book chapters, and nonacademic sources (magazine articles, podcasts, etc.). Readings might change during the course of the class; we will discuss such changes in class and they will also be communicated via email. I encourage you to do each week's readings in the order stated in the syllabus.

Grading/assessment

Attendance/Participation	10%
Weekly Exercises	15%
Final Project	40%
Benchmark Assignment #1	5%
Benchmark Assignment #2	20%
Benchmark Assignment #3	10%

Attendance/Participation (10%)
I expect you to be a full participant in the class: to watch the asynchronous lectures (Thursday class), to complete the readings and the exercises before class, and to attend the synchronous discussion sessions (Tuesday class). Just attending all sync classes will not translate into the highest participation grade. I also expect you to do the readings in advance, take notes about them and to come to class prepared to discuss and consider other opinions and points of view. And even more importantly, I expect you to be engaged, to participate and to challenge each other, but also to be kind and respectful towards your fellow students and myself.
I understand that the ongoing Covid-19 pandemic, in addition to other longstanding systemic conditions, can make attending sync classes difficult. If you are unable to attend the sync class due to illness, family emergency, etc., you must email me in advance of the session you will be missing and I will let you know how to make up the class (likely by completing an activity or writing a short response paper). Note: if you are experiencing an ongoing (not just one day), significant, or unanticipated illness or other issue that will affect attendance, please let me know as soon as possible so we can work together to formulate a plan. If there are religious or cultural observances that coincide with this class and might affect your attendance, please let me know in advance.

Note: while I will certainly appreciate seeing your faces during the sync sessions, you are not required to have the camera on to fully participate in the class. You can just turn on the mic or write in the chat.

Weekly Exercises (15%)
Throughout the semester, you will complete short exercises alongside your readings. You should read the instructions for each exercise in the Course Plan and on Canvas in order to complete it. The exercises need to be completed before the sync sessions each Tuesday, because you will be asked to use your work to engage with your classmates. These exercises are designed to complement the week's readings and you should be able to complete them relatively quickly. The deadline for submitting the complete exercises through Canvas is each Tuesday 11:59pm – this gives you some time to edit the exercises after class if you feel you need to. If you are unable to come to the sync sessions, you should still submit the exercises through Canvas.

Final Project – due April 27 (40%)
You can choose the format of your final project.

Option A: an 8-10-page literature review, which addresses one specific topic related to global digital activism, reviews the relevant literature and offers *your* argument on this literature.

Option B: an 8-10-page mock documentary outline. Imagine you had the possibility to make a documentary on a case of global digital activism or a topic in the literature on global digital activism, and that you had the ability to interview academics, activists and other actors. Who would you interview? What would you want them to say? What kind of primary sources would you use/show? What visuals would you rely on? This outline should read like a detailed summary of your documentary, including how you develop your argument and the sources/interviewees/characters you bring in. [Needless to say, you will not make a documentary for this class, you will just write up an outline]

Regardless of the format you choose, in this final assignment I am looking for: a) a well-developed argument about one aspect/topic/case in the global digital activism literature b) an understanding of the literature on global digital activism, including both texts that we cover in the class and texts that you find and read on your own c) a reflection on the conversations we have in class. I am indifferent to the format you choose, and your choice will not affect your grade.

I will provide more detail on the format of the assignment and its assessment during the class. I encourage you to focus on cases of activism that are global or located outside of the United States, but I will also accept work that focuses on U.S. cases.

Benchmark #1 – Submit 3 potential topics – March 2nd **(5%)**
You will write up 3 possible options for topics that you might focus on. If you already have an idea of the format that you will choose for the final project, please add that. You will receive my feedback to help you choose which topic to pick or how to narrow down/expand your focus.

Benchmark #2 – Annotated bibliography – March 25th **(20%)**
Submit a topic overview with annotated bibliography of 10-15 sources (you may not end up using them all for the final project but it's a good place to start). The majority of these sources should be scholarly rather than information you've found on the web or in the popular press. The "Further Reading" section of the syllabus might be useful (wink wink).

Benchmark #3 – Argument – April 8th (**10%**)
Submit a paragraph that explains the central argument (or thesis statement) that you will pursue in your final project and how you will use the literature/the "cast" of your documentary to support it. Please make sure to also describe the topic you are addressing and the format you have chosen for your final assignment.

Late work
To keep up-to-date in the course, you should complete each module's work by the date listed in the syllabus and complete all assignments by their due date. If you are experiencing challenges completing work or need an extension, email me at least 24 hours in advance of the due date and we will determine

a new due date. If you email me to do this twice during the semester, we will work out a new due date, but you are required to have a check-in meeting with me. If you are experiencing ongoing personal difficulties or challenges (e.g., health or family emergency), please let me know; I am always here to support you – your health (physical, mental, emotional) always comes first. We will work out an arrangement for outstanding assignments.

Grade conversion
Rounding up from .5 and rounding down from .4

93-100%:	A
90-92%:	A-
87-89%:	B+
84-86%	B
80-83%	B-
78-79%	C+
74-77%	C
70-73%	C-
67-69%	D+
63-66%	D
60-62%	D-
Below 60%	F

Communicating with the instructor. Get in touch with me via email and/or via Canvas. I will do my best to answer your emails within 24 hours on weekdays. If you don't hear back from me after 48 hours, write again. I tend to respond more quickly during the afternoon. I usually don't respond to emails between 5 pm and 8 am and during weekends. Also make sure you are signed up for notifications from Canvas. You can adjust the settings in Canvas by going to Account > Notifications. It is crucial that you get instant notifications for Announcements (that are sent out to the entire class) and Conversations (i.e. messages that can be specifically directed at you); I strongly suggest you also allow notifications for other activities on Canvas.

Zoom policies
In general, I will not be recording the sync classes we hold on Zoom. I will notify you ahead of time if I need to make exceptions to this policy, so that you can decide how to engage in the class.
You are prohibited from recording/distributing any class activity without my written permission, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.
As previously mentioned, while I will certainly appreciate seeing your faces during the sync sessions, you are not required to have the camera on to fully participate in the class. You can just turn on the mic or write in the chat.
Zoom hosts can download full transcripts of the chats that happened during the session, and I expect I will do this to make sure I don't miss any of your contributions and can better assess the quality of your

participation in chat. Please remember that Zoom hosts also have access to the full "private" chats between users on the call, so be mindful of this if you use the chat to talk "privately" to another student in the class.

Academic Misconduct
The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html

Academic Writing Support
The Sweetland Center for Writing offers free one-to-one writing support to all undergraduate and graduate students at the University of Michigan, regardless of background or discipline. Sweetland faculty and peer writing consultants meet with student writers to help with any stage of the writing process, from initial brainstorming to final revisions. Learn more at https://lsa.umich.edu/sweetland.

Student Well-Being
Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. **If the source of your stressors is academic, please contact me so that we can find solutions together**. For personal concerns, U-M offers the following resources:
- **Counseling and Psychological Services (CAPS)** - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more, counselors are embedded in some schools.
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- **Multi-ethnic Student Affairs (MESA**) - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities

- **Sexual Assault Prevention and Awareness Center (SAPAC)** - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night
- **Well-being for U-M Students website** - searchable list of many more campus resources
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching and much more

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at sapac.umich.edu. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

Basic Needs

About 30% of students experience food insecurity during their college experience and the Covid-19 pandemic has made students' conditions even more precarious. If you find yourself in this situation, you can find some support through the U-M Maize & Blue Cupboard. They serve anyone with a valid U-M ID and provide confidential services.

Note

This syllabus, like any other syllabus, cannot cover all the cases or readings or points of view that exist. Constructing a syllabus requires making a lot of choices about the topics and readings to include. In this syllabus, I've tried to cover foundational cases in global digital activism, bringing in literature that has

become crucial in this area of scholarship, while also including very recent texts and cases. I've also tried to strike a balance between cases/readings that focus on the United States and those that look at other countries. And, as much as possible, I've also tried to assign readings that are engaging and accessible. If you look at the "Further Reading" section, you will find more readings about the topics that we are covering in class, as well as topics that we are unfortunately not able to cover; you are not expected to read the texts on this list, but they might be a useful starting point for your literature review.

Course plan

** I would like to have a short chat with each of you at the beginning of the semester. Please sign up for a 15-minute slot through https://drferrari.youcanbook.me. (I'm adding more available slots beyond regularly scheduled office hours during the first two weeks of the semester). **

Module 0 – Introduction
Tuesday, January 19
No assigned readings or exercises.

Module 1 – What is global digital activism?
Thursday, January 21
Tuesday, January 26

Readings
Gladwell, M. (2010) Small change: why the revolution will not be tweeted. *The New Yorker*. https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell

Shirky, C. (2010). The Political Power of Social Media. *Foreign Affairs*. https://www.foreignaffairs.com/articles/2010-12-20/political-power-social-media

Gladwell, M. & Shirky, C. (2011). From Innovation to Revolution: Do Social Media Make Protests Possible? *Foreign Affairs*. https://www.foreignaffairs.com/articles/2011-01-19/innovation-revolution

Yang G (2016) Activism. In: Peters B (ed.), *Digital keywords: A vocabulary of information society and culture*, Princeton, NJ: Princeton University Press, pp. 1–17.

Taylor, A. (2016, March). Against activism. *The Baffler*. Retrieved from
https://thebaffler.com/salvos/against-activism

Hu, J. (2020, August 3). The second act of social-media activism. *The New Yorker*. Retrieved from
https://www.newyorker.com/culture/cultural-comment/the-second-act-of-social-media-activism

Exercise

Look for 2 definitions of "activism", "digital activism" or "online activism". Make note of the author (person/organization/website) and of the source. They don't need to be academic, but they can certainly be. Please don't use the definitions provided in the assigned readings.

Module 2 – The long history of digital activism, or why we should care about the printing press
Thursday, January 28
Tuesday, February 2

Readings

McMillian, J. (2011). Introduction. In *Smoking typewriters: The Sixties underground press and the rise of alternative media in America* (pp. 1-12). New York, NY and Oxford, UK: Oxford University Press.

Hamilton, J. F. (2020). Critical celebrations of independent media centers 20 years on. *Media, Culture & Society*, *42*(6), 1019–1023.

Glaser, A. (2019, August 3). Another network is possible. *Logic Magazine*. Retrieved from https://logicmag.io/bodies/another-network-is-possible/

Exercise
Search the Independent Voices archive (https://voices.revealdigital.org). It is a digitized archive of underground, alternative, radical publications from different times. You can search the archive by title, year, topic (series tab) or by typing a keyword.
Pick one issue of any publication you are interested in and skim it. You are welcome to read it in full, if you are interested, but you are only required to get a general sense of what the publication is about. Then answer the following questions (through Canvas):

1) Please indicate the name of the publication, its location and the date of the issue you are consulting.
2) If a friend asked you what you were reading, how would you describe this publication?
3) What are the topics of the main articles?
4) If there are cartoons, what are they about?

Module 3 – Locating the Arab Spring
Thursday, February 4
Tuesday, February 9

Readings

Lim, M. (2012). Clicks, Cabs, and Coffee Houses: Social Media and Oppositional Movements in Egypt, 2004-2011. *Journal of Communication*, 62(2), 231–248. http://doi.org/10.1111/j.1460-2466.2012.01628.x

Kraidy, M. (2016). *The naked blogger of Cairo: Creative insurgency in the Arab World*. Cambridge, MA and London, UK: Harvard University Press. Pages 3-21.

Zuckerman, E. (2015). Cute cats to the rescue? Participatory media and political expression. In D. Allen & J. Light (Eds.), *From voice to influence: understanding citizenship in a digital age* (pp. 131–154). Chicago: The University of Chicago Press.

Exercise
Submit 3 questions that you would like us to address in class – either about specific aspects of the readings or about the Arab Spring in general. We will use them to structure our discussion in the sync session.

Module 4 – Global indignation: Occupy Wall Street & Indignados

Thursday, February 11
Tuesday, February 16
This week please complete the exercise before doing the readings and watching the lectures!

Readings

Castells, M. (2012). Occupy Wall Street: Harvesting the salt of the earth. In *Networks of outrage and hope: Social movements in the Internet age*, pp. 156-191. Cambridge: Polity Press.

Gerbaudo, P. (2012). Introduction. In *Tweets and the streets: Social media and contemporary activism,* pp. 1-17. Pluto Press.

Mattoni, A. (2013, February 14). Beyond Celebration: Toward a More Nuanced Assessment of Facebook's Role in Occupy Wall Street. http://culanth.org/fieldsights/84-beyond-celebration-toward-a-more-nuanced-assessment-of-facebook-s-role-in-occupy-wall-street

Taylor, A. (2019, December 17). Occupy Wall Street's legacy runs deeper than you think. *Teen Vogue*. Retrieved from https://www.teenvogue.com/story/occupy-wall-street-legacy

Exercise
Please write a short reflection (around 300 words) addressing the following questions:
- What did you know about Occupy Wall Street before this class?
- How do you know what you know?

- If you feel that you do not know much or anything at all about Occupy, why do you think that's the case?

Module 5 – The Movement for Black Lives
Thursday, February 18
Tuesday, February 23

Readings

Jackson, S. J., & Foucault Welles, B. (2016). #Ferguson is everywhere: initiators in emerging counterpublic networks. *Information Communication and Society*, 19(3), 397–418. http://doi.org/10.1080/1369118X.2015.1106571

Bonilla, Y., & Rosa, J. (2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist*, 42(1), 4–17. http://doi.org/10.1111/amet.12112

Harlow, S., Kilgo, D. K., Salaverría, R., & García-Perdomo, V. (2020). Is the Whole World Watching? Building a Typology of Protest Coverage on Social Media From Around the World. *Journalism Studies*, *21*(11), 1590–1608.
You are welcome to read the full article by Harlow et al., but I mostly need you to read pages 1590-1592.

Janzer, C. (2020, June 22). "Honestly, everything is not burning": An interview with Dr. Danielle Kilgo. *Columbia Journalism Review*. Retrieved from https://www.cjr.org/q_and_a/danielle-kilgo-protest-coverage.php

Jackson, S. J. (2020, June 3). The headlines that are covering up police violence. *The Atlantic*. Retrieved from https://www.theatlantic.com/culture/archive/2020/06/george-floyd-protests-what-news-reports-dont-say/612571

Exercise
In the sync session on Feb 23 we'll discuss the evolution of the media coverage of Black Lives Matter. Please find 3 articles (preferably by mainstream newspapers) that cover a Black Lives Matter protest: one from 2014, one from 2017, one from 2020. You should look at articles that are covering what is happening at the protests and that was published during/just after a protest took place (i.e. don't select an article that offers a retrospective or a review or metacommentary about the protests). If you find articles that are paywalled, please save them as pdfs, because we will all need to have access to them in class. In Canvas, all you have to do this week is send links to these three articles.

Module 6 – Indigenous struggles
Thursday, February 25

Tuesday, March 2

Readings

Brígido-Corachán, A. M. (2017). Material nature, visual sovereignty, and water rights: Unpacking the standing rock movement. *Studies in the Literary Imagination*, *50*(1), 69–90. https://doi.org/10.1353/sli.2017.0006

Massie, V. M. (2016, November 1). What the viral Facebook check-in at Standing Rock says about activist surveillance. *Vox*. Retrieved from https://www.vox.com/identities/2016/11/1/13486242/facebook-standing-rock

Barker, A. J. (2015). 'A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism. *Globalizations*, *12*(1), 43–65. https://doi.org/10.1080/14747731.2014.971531

Duarte, M. (2017). Connected activism: Indigenous uses of social media for shaping political change. *Australasian Journal of Information Systems*, *21*, 1–12. https://doi.org/10.3127/ajis.v21i0.1525

Excerpts from "*Our word is our weapon: Selected Writings*", Subcomandante Insurgente Marcos: "In Our Dreams We Have Seen Another World" p. 30-31; "Fourth Declaration of the Lacandon Jungle" p. 79-81; "Second Declaration of La Realidad for Humanity and against Neoliberalism" p. 104-106 (note that the title is ill formatted – look for it in the middle of p. 104); "The Spiral from the End and the Beginning" (p. 109-112).

Exercise
Read the excerpts from "Our word is our weapon" and answer the following questions:

1. How would you describe Marcos' writing style?
2. What do you think is the meaning of the metaphor of the spiral/conch shell?
3. How does Marcos talk about international solidarity?
4. How does Marcos talk about media?
5. Do you think that Marcos' writings are still relevant today? Why? Why not?

Module 7 – Digital feminist activism
Thursday, March 4
Tuesday, March 9

Readings

Hall, B. (2019). Gendering Resistance to Right-Wing Populism: Black Protest and a New Wave of Feminist Activism in Poland? *American Behavioral Scientist*, 63(10), 1497–1515. https://doi.org/10.1177/0002764219831731

Chenou, J. M., & Cepeda-Másmela, C. (2019). #NiUnaMenos: Data activism from the Global South. *Television and New Media*, 20(4), 396–411. https://doi.org/10.1177/1527476419828995

Loney-Howes, R., Mendes, K., Fernández Romero, D., Fileborn, B., & Núñez Puente, S. (2021). Digital footprints of #MeToo. *Feminist Media Studies*, 00(00), 1–18. https://doi.org/10.1080/14680777.2021.1886142

Exercise

Watch the TED talk by Kimberlé Crenshaw [posted with the regular lecture, too] and write short answers to the following question:
- What does intersectionality mean? Use your own words to explain the concept.
- Why are we looking at intersectionality during this module?

Module 8 – **Class, race and ideology in digital activism**
Thursday, March 11
Tuesday, March 16

Readings

Schradie, J. (2019). *The revolution that wasn't: How digital activism favors conservatives*. Cambridge, MA: Harvard University Press. Preface & Introduction.

Exercise

Complete the mid-semester feedback form at [URL]. When you submit the form, the confirmation page will show you a password that you will then type here on Canvas. The feedback form is anonymous, so the password is what will tell me that you've completed the form

Module 9 – **Annotated Bibliography / no classes**
Thursday, March 18
[Tuesday, March 23 wellness break]

This week we will not hold a sync session (in adherence to the U-M wellness break) and I will not ask you to do readings or watch a recorded lecture. You should use this time to complete Benchmark

Assignment #2, the Annotated Bibliography, which will be due Thursday, March 25. I will be available during regular office hours to chat about your assignment.

Module 10 – **Digital activism and the extreme right**
Annotated Bibliography due Thursday, March 25
Thursday, March 25
Tuesday, March 30

Readings

Daniels, J. (2009). Introduction. In *Cyber racism: White supremacy online and the new attack on civil rights*. Rowman & Littlefield Publishers.

Daniels, J. (2018). The Algorithmic Rise of the "Alt-Right." *Contexts*, *17*(1), 60–65. https://doi.org/10.1177/1536504218766547

Exercise
After doing the readings, write a paragraph answering the following questions:
What is Jessie Daniels' main point in the 2018 article? How does it relate to her other chapter from 2009?

Module 11 – **Digital activism in authoritarian contexts**
Thursday, April 1
Tuesday, April 6

For Module 11, the class will be divided into two groups. I've randomly assigned students to the groups. Each group will be in charge of 2 readings, so every member of the group should read the readings assigned to the group. In the sync session on April 6, each group will explain "their" readings to the other group. I'll pitch in, too!

Readings
Group 1 - China & Russia
Guobin Yang. 2013. "Power and Transgression in the Global Media Age: The Strange Case of Twitter in China." In Marwan Kraidy ed., *Communication and Power in the Global Era: Orders and Borders*. London: Routledge, 166-183.

Lokot, T. (2018). Be safe or be seen?: How Russian activists negotiate visibility and security in online resistance practices. *Surveillance and Society*, *16*(3), 332–346. https://doi.org/10.24908/ss.v16i3.6967

Group 2 - Hong Kong

Lee, F. L. F. (2015). Media communication and the Umbrella Movement: Introduction to the special issue. *Chinese Journal of Communication*, 8(4), 333-337. http://doi.org/10.1080/17544750.2015.1090154

Lee, F. L. F., Yuen, S., Tang, G., & Cheng, E. W. (2019). Hong Kong's summer of uprising: From anti-extradition to anti-authoritarian protests. *China Review*, *19*(4), 1–32.

Exercise

This week I want you to focus on the 2 readings assigned to you/your group. For the weekly exercise, your task is to take some notes about the readings, that you will then use in the sync session to explain the readings to the members of the other group, who read the other readings. You can take notes in whatever format you usually take notes (questions also count as notes!), don't feel that you need to produce anything specific for the weekly assignment. Just submit the notes you have and you'll get the points.

Module 12 – **The dark side of digital activism**
Thursday, April 8
Tuesday, April 13
Argument due Thursday, April 8

Readings

Everyone should read:
Joseph, G. (2018, August 2). Meet "Bob Smith," the fake Facebook profile Memphis Police allegedly used to spy on Black activists. *The Appeal*. Retrieved from https://theappeal.org/memphis-police-surveillance-black-lives-matter-facebook-profile-exclusive/

Choose one of the following:
Rone, J. (2019). Fake profiles, trolls, and digital paranoia: digital media practices in breaking the Indignados movement. *Social Movement Studies*. https://doi.org/10.1080/14742837.2019.1679108

Canella, G. (2018). Racialized Surveillance: Activist Media and the Policing of Black Bodies. *Communication, Culture and Critique*, *11*(3), 378–398. https://doi.org/10.1093/ccc/tcy013

Exercise
There is no exercise this week. Focus on your final paper!

Module 13 – **Wrap up / Digital activism and the pandemic**
Thursday, April 15
Tuesday, April 20

Listen/watch: "We Keep Each Other Safe: Mutual Aid for Survival and Solidarity" with Dean Spade, Mariame Kaba, and Ejeris Dixon (1:36 min, ASL + transcript available). https://bcrw.barnard.edu/event/we-keep-each-other-safe/

Exercise

Complete the survey linked through the Canvas assignment. It will ask you to rate the readings and activities that we did this semester and will help me plan future classes.

Further Reading

Theory / General / Comparative

Barassi, V. (2015). *Activism on the web: Everyday struggles against digital capitalism*. New York, NY and Oxon, UK: Routledge.

Bennett, W. L., & Segerberg, A. (2013). *The logic of connective action: Digital media and the personalization of contentious politics*. Cambridge, UK: Cambridge University Press.

Bennett, W. L., & Segerberg, A. (2012). the Logic of Connective Action. *Information, Communication & Society*, *15*(5), 739–768. https://doi.org/10.1080/1369118X.2012.670661 (this is a good explanation of the argument of their book)

Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest*. New Haven, CT: Yale University Press.

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