

University of Calgary
Department of Communication, Media and Film

Communications Studies COMS 401.37 L01
Special Topics in Communications Studies

Digital Activism

Fall 2015

Mon., Sept. 14 – Mon., Dec. 07 (excluding Oct. 12)

Lectures: M 12:00-14:45

Instructor: Dr. Joanna Redden
Office: SS 304
Office Phone: 403-220-8728
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Web Page: D2L available through MyUofC portal
Office Hours: Thurs. 10:00–12:00 (or by appointment)

Course Description

In this course we consider how activists are using digital technologies to organize, protest, evade surveillance, and share information. We will place these emerging practices in historical, political, and social context. Our aims are to view these practices as part of a longer history, and to also contextualize digital activism and ask critical questions about impact, use, and implications.

The course is structured in two sections. In the first half of the course we consider a range of contextual factors and conceptual tools that will help us better understand and assess contemporary activist practices and case studies. We will discuss key concepts like hegemony, power and resistance and how they help us assess political dynamics. We will place contemporary digital activism in historical context, and also consider the influence of political repression and surveillance on activist practices. We will take a detailed look at the political economy of social media, and discuss digital tools with a view to their affordances and limitations. Throughout the course we take a case study approach and look at specific examples of activist uses of digital technologies. Our case studies will include: Feminist Activism, the environmental movement, the Labour movement, No One is Illegal, Black Lives Matter, whistle blowers with a focus on Snowden and WikiLeaks, Occupy and Anti-Austerity Protests, the Arab Spring, Idle No More, and Hackers.

Objectives of the Course

By the end of this course students will be able to:

- Better understand contemporary activist practices, activist uses of digital technologies, and how these practices relate to wider contextual factors.
- Articulate the affordances and limitations of digital technologies, specifically in relation to organizing, protest, sharing information, and surveillance.

- Critically discuss contemporary activism in relation to its social, political, and historical context.
- Present a complex and nuanced argument about a specific case study by drawing on their own empirical research.

Textbooks and Readings

Readings will be posted on D2L.

Internet and electronic communication device information

Phones, laptops, and tablets should only be used for class related activities. All devices should be silent. I may ask you to turn off a device if it becomes a distraction to other students.

Assignments and Evaluation

Participation:	10%	Ongoing
Group Presentations:	30%	Due dates will vary.
Essay 1:	25%	Due Oct. 19
Essay 2:	35%	Due Dec. 7

Participation:

This class requires active participation. Participation is not measured solely by how often you speak. Informed, thoughtful contributions to discussion are more important than frequent contributions. An ability to demonstrate familiarity with the required readings is also crucial. Attentive listening matters – students who interrupt others, distract their classmates, or use electronic devices in a way that distracts the instructor or other students will see an impact on their participation grade. Students are also expected to participate by engaging with the presentations of fellow students by attending presentations, asking questions, and offering thoughtful and constructive commentary.

Group Presentations:

Groups will present on one specific case study. A signup sheet for presentation groups will be available on the first day of class – those who do not sign up will be assigned to a group. Each group will be responsible for providing an overview and assessing one specific case study, for example the Occupy Movement. Presentations will be 30 minutes. Each group is responsible for providing an overview of the movement / organization being discussed, summarizing and highlighting key ideas presented in the readings, discussing and detailing the role of digital technologies to the movement, and generating class discussion. More detail about group presentations will be provided in class and posted to D2L.

Research Essays

The research essays for this course give you an opportunity to pursue a topic of your choice related to course content. You may choose to further research a topic covered in the course, or you may choose a research topic of your own interest. For example, you might choose to write your essays about a movement we do not discuss in this class.

Both essays will be on the same topic, Essay 2 will be a revision of and further development to Essay 1.

Essay 1: 1500 words

The first essay should be approximately 1500 words in length and should be double-spaced, in a 12 point font, with one inch margins. Proper citations and referencing are required. I suggest making an appointment with me to discuss your essay idea. I am also happy to provide research guidance and assistance.

Essay 2: 3000 words

Essay 2 is to enable you to delve deeper into your object of study, refine your ideas and your arguments, and gain valuable experience with the revision and drafting process. The aim with Essay 2 is to develop the ideas and arguments presented in Essay 1 by doing more research. Essay 2 also gives you the opportunity to develop ideas and arguments in light of the comments and suggestions provided on Essay 1.

More information about essay requirements will be provided in class and on D2L

Registrar-scheduled Final Examination: No

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

Submission of Assignments: Please hand in your essays directly to me if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

Note: It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
2. When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
3. For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. However, assignments, exams, and other work in this course will be graded using raw scores (e.g., a score out of 15 for an assignment worth 15 /100 of the final grade)

The following grade scale percentage equivalents are used in the Department. If letter grades are used for an assignment or other course component, the percentage equivalent in the final column will be used for calculating the final grade:

Grade Point Value	Description	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject	A	90 - 95.99%	93.0%

	matter.			
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good—clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	00 - 49.99%	0%

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program 	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App 	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

Schedule of Lectures and Readings

Readings and screenings may change. The final reading schedule will be distributed the first day of class. Additional screenings will be added.

Part 1: Context

Sept. 14 **Introductory Lecture: Critically Engaging with Digital Activism**

In the first half of this class I provide an overview of the topics and debates we will be discussing this term. We will discuss the course outline, assignments, and course expectations. We will also form groups, and groups will sign up for their presentation material and dates.

In the second half of the class we will put contemporary activist uses of digital technologies into historical context. We will consider the various ways that activists have been using media for more than a century.

In Class Screening: "This is What Democracy Looks Like."

Suggested Reading:

Greg Martin (2015) "Social Movements, Old and New," *Understanding Social Movements*, New York: Routledge, 61-97.

Wolfson, Todd (2014) "Strategy: Communications and the Switchboard of Struggle," *Digital Rebellion: The Birth of the Cyber Left*, Urbana IL: University of Illinois Press, 157-179.

Further reading:

della Porta, Donatella and Mario Diani (2006) "Social Changes and Social Movements," *Social Movements: An Introduction*, pgs. 33-63.

Dencik, L. (2015) "Social Media and the 'New Authenticity' of Protest," *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*, Dencik, L. and Leistert, O. (eds.), New York: Rowman and Littlefield, 203-218.

Edwards, Gemma (2014) *Social Movements and Protest*, New York: Cambridge University Press.

Haunss, Sebastian (2015) "Promise and Practice in Studies of Social Media and Movements," *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*, Dencik, L. and Leistert, O. (eds.), New York: Rowman and Littlefield, 13-34.

Sept. 21 **Conceptual Tools**

This class provides an overview of some of the concepts that help us better understand the relationships between activism, media, politics and social change. The concepts we will be covering include: radical media, power, hegemony, resistance, social movements, collectivism, individualism, democracy and the public sphere.

Required Reading:

John Downing, *Radical Media: Rebellious Communication and Social Movements*, Chapters 1-5 (pgs. 1-55).

Further reading:

Gamson, William A. (2014) "Bystanders, Public Opinion, and the Media," *The Blackwell Companion to Social Movements*, D. Snow, S.A. Soule and H. Kriesi (eds.), Malden, MA: Blackwell Publishing, 242-261.

Hall, Stuart (1986) "Gramsci's Relevance for the Study of Race and Ethnicity," *Journal of Communication Inquiry*, 10, 5-27.

Sept. 28

Political Repression

While contemporary activist practices are part of a longer history of activism, contemporary activism has also been influenced by historical and ongoing attempts to control, preempt, and prevent protest. In this class we consider the various ways that authorities engage with activists as central to understanding contemporary protest practices. We focus on feminist activism as our case study, as well as G20 protests.

In Class Screening: "Preempting dissent," Greg Elmer and Andy Opel.

Required Reading:

Whitaker, Reg, Kealey, Gregory S. and Parnaby, Andrew (2012) "Conclusion: Policing Canadian Democracy," in *Secret Service: Political Policing in Canada from the Fenians to Fortress America*, Toronto: University of Toronto Press, 521-544.

Milberry, Kate and Clement, Andrew (2014) "Policing as Spectacle and the Politics of Surveillance at the Toronto G20," in *Putting the State on Trial: The Policing of Protest during the G20 Summit*. Margaret E. Beare, Nathalie Des Rosiers and Abigail C. Desham (eds.). Vancouver: UBC Press, 127-147.

Required Viewing:

#YesAllWomen

Further reading:

Elmer, Greg and Opel, Andy. 2008. *Preempting Dissent: The Politics of an Inevitable Future*, Winnipeg: Arbeiter Ring Publishing.

Hewitt, Steve and Sethna, Christabelle (2012) "Sex Spying: The RCMP Framing of English-Canadian Women's Liberation Groups during the Cold War," *Debating Dissent: Canada and the 1960s*, Campbell, Lara, Clément, and Kealey, Greg (eds.), Toronto: University of Toronto Press.

Grace, Elizabeth and Leys, Colin. 1989. "The Concept of Subversion and Its Implications." *Dissent and the State*. Franks, C.E.S. (ed.). Oxford: Oxford University Press. 62-85

Wilson, Dean and Serisier, Tanya (2010) "Video Activism and the Ambiguities of Counter-Surveillance," *Surveillance & Society*, 8(2):

166-180

- Earl, Jennifer. 2011. "Political Repression: Iron Fists, Velvet Gloves, and Diffuse Control." *Annual Review of Sociology*. 37: 261-284.
- Treré, Emiliano (2015) "The Struggle Within: Discord, Conflict and Paranoia in Social-Media Protest," *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*, Dencik, L. and Leistert, O. (eds.), New York: Rowman and Littlefield, 165-182.
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Oct. 5

Surveillance

We are only beginning to understand the incredible size, scope and capabilities of new and emerging surveillance practices. This class provides an overview of these practices, and discusses how activists are responding to this changing communication ecology by focusing on sousveillance as one approach.

In Class Screening: "United States of Secrets," Frontline.

Required Reading

- Bennett, Colin J., Haggerty, Kevin D., Lyon, David and Steeves, Valerie (2014) "Introduction: How Canadian Lives Became Transparent to Watching Eyes," and "Expanding Surveillance: From the Atypical to the Routine," in *Transparent Lives: Surveillance in Canada*, Edmonton: Athabasca University Press, 3-37.
- Brown, Ian (2015) "Social Media Surveillance," *The International Encyclopedia of Digital Communication and Society*, Robin Mansell and Peng Hwa Ang (eds.), John Wiley & Sons, Inc., 1-7.

Further reading and viewing:

- Greenwald, Glen (2014) *No Place to Hide: Edward Snowden, the NSA, and the U.S. Surveillance State*. New York: Metropolitan.
- Therrien, Daniel (2015) "Bill C-51, the Anti-Terrorism Act, 2015." Submission to the Standing Committee on Public Safety and National Security of the House of Commons. March 5. Accessed March 14, 2015. https://www.priv.gc.ca/parl/2015/parl_sub_150305_e.asp [accessed 14 March 2015].
- Mann, Steve (2014) "Maktivism: Authentic Making for Technology in the Service of Humanity," *DIY Citizenship: Critical Making and Social Media*, Ratto, Matt and Boler, Megan (eds.), Cambridge MA: MIT Press, 29-53.
- Deibert, Ronald J. (2013) *Black Code: Surveillance, Privacy, and the Dark Side of the Internet*, Toronto: McClelland and Stewart.
- Christopher Soghoian: Government Surveillance – this is just the beginning - <https://www.youtube.com/watch?v=FrxDrpi1XNU>
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Oct. 12

No Class Thanksgiving

Oct. 19

Political Economy of Social Media

While social media platforms have been and continue to be used by activists to organize and share information, many are also corporately owned profit-driven enterprises. In this class we consider how social media platforms make money, how our data is collected and used, and how activists navigate the conflicts that can exist between their goals and their tools.

In Class Screening: DoNotTrack-doc.com

Required Reading:

Angwin, Julia (2015) "A Short History of Tracking," *Dragnet Nation: A Quest for Privacy, Security, and Freedom in a World of Relentless Surveillance*, New York: St. Martin's Griffin, 21-36.

Van Dijck, José (2013) "Chapter 3: Facebook and the Imperative of Sharing," *The Culture of Connectivity: A Critical History of Social Media*, New York: Oxford University Press, 45-67.

Further reading and viewing:

Turow, Joseph (2011) *The Daily You: How the New Advertising Industry is Defining Your Identity and Your Worth*, New Haven: Yale University Press.

U.S. Federal Trade Commission (2014) *Data Brokers: A Call for Transparency and Accountability*, Washington, D.C.: U.S. Federal Trade Commission.

60 Minutes "The Data Brokers: Selling Your Personal Information," CBS News, <http://www.cbsnews.com/news/data-brokers-selling-personal-information-60-minutes/>

Mosco, Vincent (2014) *To the Cloud: Big Data in a Turbulent World*, Boulder, CO: Paradigm.

Leistert, Oliver (2015) "The Revolution Will Not Be Liked: On the Systemic Constraints of Corporate Social-Media Platforms for Protests," *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*, Dencik, L. and Leistert, O. (eds.), New York: Rowman and Littlefield, 35-52.

Oct. 26

Digital technologies: Assessing hardware and software capabilities

In this class we focus on the digital tools that activists use. Our aim is to detail and discuss "the affordances and constraints" of social media, and to also consider a variety of activist tools and modifications. We will focus on environmental activism as our case study in this class.

In Class Screening: TBA

Required Reading:

Cammaerts, Bart (2015) "Technologies of Self-Mediation: Affordances

and Constraints of Social Media for Protest Movements,” in *Civic Engagement and Social Media: Political Participation Beyond Protest*. Uldham, Julie and Vestergaard, Anne (eds.) London: Palgrave Macmillan, 97-110.

Milberry, Kate (2014) “(Re)making the Internet: Free Software and the Social Factory Hack,” *DIY Citizenship: Critical Making and Social Media*, Ratto, Matt, Boler, Megan and Deibert, Ronald (eds.), Cambridge, MA: MIT Press, 53-63.

Required Viewing:

www.informationactivism.org

Further reading:

Edwards, Frank, Howard, Philip N., and Joyce, Mary (2013) *Digital Activism & Non-Violent Conflict*, Digital Activism Research Project, available: <http://digital-activism.org/2013/11/report-on-digital-activism-and-non-violent-conflict/>

Callum, Brannon (2010) “Devices: The Power of Mobile Phones,” in *Digital Activism Decoded: The New Mechanics of Change*, Mary Joyce (ed.), New York: IDEBATE Press, 47-70.

Part 2: Case Studies

Nov. 2

Whistle Blowers

In this class we discuss how whistle blowers have used digital media by focusing specifically on the cases of Edward Snowden and Wikileaks.

In Class Screening: Citizenfour

Required reading:

McCurdy, Patrick (2013) “From the Pentagon Papers to Cablegate: How the Network Society Has Changed Leaking,” *Beyond WikiLeaks: Implications for the Future of Communications, Journalism and Society*, Brevini, B., Hintz, A., and McCurdy, P. New York: Palgrave MacMillan, 123-145.

Required Viewing:

The Snowden Archive: www.cjfe.org/snowden

WikiLeaks SpyFiles: www.wikileaks.org/the-spyfiles.html

Snowden Ted Talk - <http://blog.ted.com/2014/03/18/we-dont-have-to-give-up-liberty-to-have-security-edward-snowden-at-ted2014/>

NSA Response, Ted Talk, <http://blog.ted.com/2014/03/20/the-nsa-responds-to-edward-snowdens-interview-at-ted/>

Further reading and viewing:

Poitras, Laura and Greenwald, Glenn (2013) Edward Snowden interview, *Guardian*, <http://www.theguardian.com/world/video/2013/jun/09/nsa-whistleblower-edward-snowden-interview-video>

Wizner, Ben (2015) "Keynote," Surveillance and Citizenship: State-Media-Citizen Relations after the Snowden Leaks, Conference, Cardiff University, 18-19 June, available: <http://www.dcssproject.net/conference/conference-programme/>

Nov. 9

Black Lives Matter

The Black Lives Matter movement which began in the United States in response to police violence has grown into a worldwide movement. In this class we discuss the Black Lives Matter movement, uses of social media, and bearing witness in a digital era.

In Class Screening: TBA

Required Reading:

Harris, Fredrick C. (2015) "The Next Civil Rights Movement," *Dissent*, 63(3): 34-40.

Kang, Jay Caspian (2015) "Our Demand is Simple: Stop Killing Us," *New York Times*, May 4, available: http://www.nytimes.com/2015/05/10/magazine/our-demand-is-simple-stop-killing-us.html?_r=0

Allan, Stuart (2013) "Witnessing Crises in a Digital Era," *Citizen Witnessing*, Cambridge: Polity Press.

Required Viewing:

<http://thisisthemovement.launchrock.com/>

<http://blacklivesmatter.com/>

Further reading:

Bonilla, Yarimar and Rosa, Jonathan (2015) "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States," *American Ethnologist*, 42(1): 4-17.

Gregory, Sam (2015) "Ubiquitous Witnesses: Who Creates the Evidence and the Live(d) Experience of Human Rights Violations?" *Information, Communication & Society*, (ahead-of-print), 1-15.

Nov. 16

Occupy, Anti-Austerity Protests, and the Labour Movement

Much has been written about how the Occupy Movement has and continues to use social media to organize and share information. In this class we consider Occupy as a response to the Financial Crisis of 2007 and 2008, and as part of the larger movement challenging increasing poverty and inequality, wealth concentration, exploitation, and environmental degradation.

In Class Screening: 99%: The Occupy Wall Street Collaborative Film

Required Reading:

Milkman, Ruth, Luce, Stephanie, and Lewis, Penny (2014) "Chapter 4: Occupy Wall Street" in *Social Movements Reader: Cases and Concepts*. Goodwin, Jeff and Jasper, James M. (eds.). Malden Ma: John Wiley & Sons, Ltd., 30-44.

Dencik, L. and Wilkin, P. (2015) "Social Media, Digital Activism and Labour Movements – Worker Resistance in the New Protest Environment," *Worker Resistance and Media*, New York: Peter Lang, 81-106.

Required Viewing:

<http://wearethe99percent.tumblr.com/>

<https://www.facebook.com/OccupyWallSt>

Further Reading:

Graeber, David (2013) *The Democracy Project*, New York: Random House.

Juris, Jeffrey S. (2012) "Reflections on #Occupy Everywhere: Social Media, Public Space, and Emerging Logics of Aggregation," *American Ethnologist*, 39(2): 259-279.

Postill, John (2014) "Democracy in an Age of Viral Reality: A Media Epidemiography of Spain's Indignados Movement," *Ethnography*, 15(1): 51-69.

Nov. 23

Arab Spring

Since the uprisings in the Middle East and North Africa in 2011, which became popularly known as the Arab Spring, there has been a great deal of attention to the role that digital technologies played in these uprisings. In this class we consider discussions and research on this topic by looking at how activists make use of digital technologies and also how authoritarian regimes have used these technologies for surveillance and control.

In Class Screening: The Square

Required Reading:

Howard, Philip N. and Hussain, Muzammil M. (2013) "The Recent History of Digital Media and Protest," "Information Infrastructure and the Organization of Protest," and "Authoritarian Responses and Consequences," *Democracy's Fourth Wave?: Digital Media and the Arab Spring*, Oxford: Oxford University Press, 34-87.

Required Viewing:

<https://freedomhouse.org/regions/middle-east-and-north-africa>

Further reading:

- Aouragh, Miriyam and Alexander, Anne (2011) "The Arab Spring: The Egyptian Experience: Sense and Nonsense of the Internet Revolution," *International Journal of Communication*, 5(15), available: <http://ijoc.org/index.php/ijoc/article/view/1191>
- Youmans, William Lafi, and York, Jillian C. (2012) "Social Media and the Activist Toolkit: User Agreements, Corporate Interests, and the Information Infrastructure of Modern Social Movements," *Journal of Communication*, 62: 315-329.
- Dodge, Toby (2012) After the Arab Spring: power shift in the Middle East?: conclusion: the Middle East after the Arab Spring IDEAS reports - special reports, Kitchen, Nicholas, ed SR011. LSE IDEAS, London School of Economics and Political Science, London, UK.
- Hinnebusch, Raymond (2015) "Introduction: Understanding the Consequences of the Arab Uprisings – Starting Points and Divergent Trajectories," *Democratization*, 22(2): 205-217.
- Stacher, Joshua (2015) "Fragmenting States, New Regimes: Militarized State Violence and Transition in the Middle East," *Democratization*, 22(2): 259-275.
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Nov. 30

Idle No More

The Idle No More movement continues to unite Canadians through actions, arguments, and uses of social media. In this class we place the movement in historical and political context, and discuss the relationships between online and offline actions.

In Class Screening: TBA

Required Reading:

- Palmater, Pamela D. (2012) "Why We Are Idle No More," *Ottawa Citizen*, 29 December, B7.
- Palmater, Pamela D. (2013) "Idle No More: What Do We Want and Where Are We Headed?" *rabble.ca*, Jan. 4, available: <http://rabble.ca/blogs/bloggers/pamela-palmater/2013/01/what-idle-no-more-movement-really>
- Wotherspoon, T. and Hansen, J. (2013) "The 'Idle No More' Movement: Paradoxes of First Nations Inclusion in the Canadian Context," *Social Inclusion*, 1(1): 21-36.
- Donkin, Karissa (2013) "Social Media Helps Drive Idle No More Movement," *Toronto Star*, Jan. 11, available: www.thestar.com/news/canada/2013/01/11/social_media_helps_drive_idle_no_more_movement.html

Required Viewing:

<http://www.idlenomore.ca/>

Further reading:

Fitzgerald, Stephanie J. (2015) "Conclusion: 'Idle No More': First Nations Women and Environmental Struggles," *Native Women and Land: Narratives of Dispossession and Resurgence*, Albuquerque: University of New Mexico Press, 111-122.

Duplassie, Ryan (2015) "'Idle No More': Indigenous People's Coordinated Reaction to the Twin Forces of Colonialism and Neo-Colonialism in Canada," *Globalization and "Minority" Cultures: The Role of "Minor" Cultural Groups in Shaping Our Global Future*, Croisy, Sophie (ed.), The Hague: Martinus Nijhoff.

Dec. 7

Hackers

Hackers have gained a lot of attention in recent years. In this class we place contemporary hacktivism in historical context. We also consider recent examples of hacktivism such as Anonymous.

In Class Screening: Anonymous Documentary: How Anonymous Hackers Changed the World.

Required Reading:

Coleman, Gabriela (2014) "Chapter 5: Anonymous Everywhere," *Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous*, New York: verso.

Jordan, Tim and Taylor, Paul A. (2004) "Hacking and Hacktivism," *Hacktivism an Cyberwars: Rebels with a Cause*, New York: Routledge, 1-19.

Further reading:

Coleman, Gabriella (2013) "Anonymous in Context: The Politics and Power behind the Mask," Internet Governance Papers, paper no. 3, The Centre for International Governance Innovation, September, https://www.cigionline.org/sites/default/files/no3_8.pdf

König, Thomas "Revolutionaries' Tech Support: Hacktivism and Anonymous in the Egyptian Uprising," *Revolution as a Process, The Case of the Egyptian Uprising*, Hamed, A. (ed.), Bremen: Wiener Verlag, 80-100.

Goode, Luke (2015) "Anonymous and the Political Ethos of Hacktivism," *Popular Communication*, 13(1): 74-86.
