

DIGITAL RESISTANCE

Political activism and protest online

This course studies the proliferation, and implications, of digital technology in political resistance. The goal is to provide students with analytical tools and skills for understanding the strengths, weaknesses of contemporary digital

perspective is on the

out in the 'everyday life' of

resistance that might be

individual or small scale,

disguised or even hidden. It

'private' or 'personal' can

the creativity of 'cultural

Where there is power
there is resistance

Michel Foucault

Particular interest will be
sources of power and their
acts of digital resistance.

participants will gain a

understanding of the role played by technology, and technology providers, in the performance of, and

resistance to, power. Course participants will develop a critical understanding of the nature of technology and its implications for local, regional, and global justice.

resistance. The course'
resistance that is played
'ordinary' people: a
widespread and diffused,
implicitly political,
brings to light how the
be political and explores
resistance'.

payed to the study of new
ability to subvert or censor
By taking this course the
sophisticated

The course will present the basics of theories of social movements, civil resistance and disobedience before
moving on to dig deeper

digital technology both

activism. The focus on

practice of activism and

the course participant to

ways in which

ability to both enable

interactions.

Where there is
resistance, there is
power

Lila Abu-Lughod

The course will also dig
understanding of the
ways in which

media portray and participate with activism in order to both present themselves as good corporate citizens

but also to maintain the structures of power that have been assembled. By mixing theory and practice, history and the present, academia and case studies this course offers its participants the space to observe social and political activism from an array of perspectives.

into the ways in which
supports and hinders
digital technology in the
resistance will enable
better understand the
technology has the
and subvert our social

deeper into the
activist identity, the
corporations and the

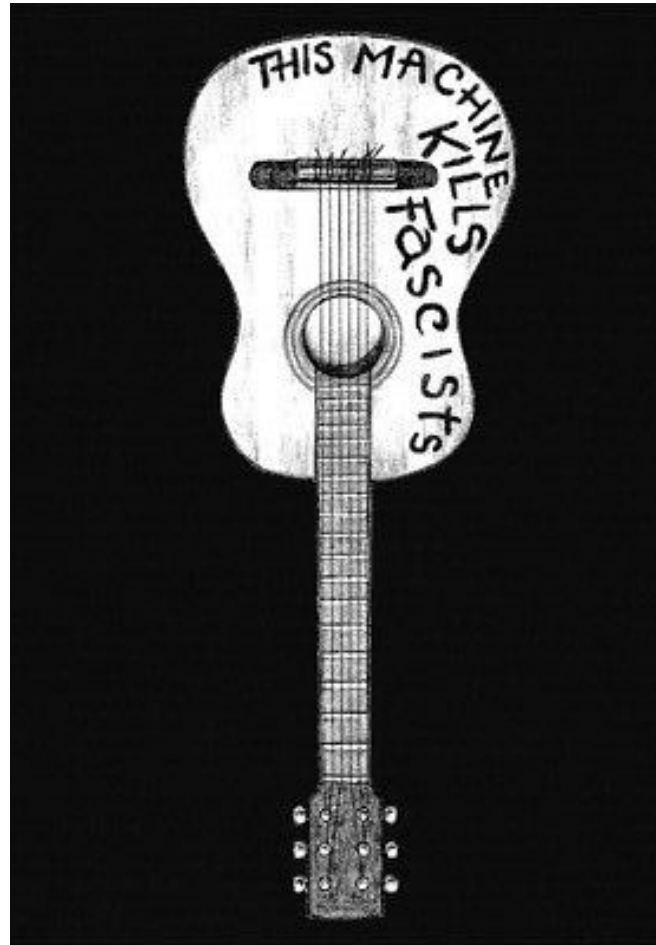
This course is held entirely online. The instructor is Dr Mathias Klang who can be reached via email mklang@fordham.edu, cell phone (215) 882 0989, Twitter & Instagram @klangable, and his website www.klangable.com The class Zoom link is <https://fordham.zoom.us/j/8897318580>

How this course works...

This class is scheduled twice a week on Tuesdays and Fridays. In order to be able to cover the material I have decided that we will have an in person discussion on Tuesdays and work asynchronously on Fridays. Therefore, to prepare for our Tuesdays we will need to read the texts via the Perusal platform. The point of Perusal is that you should mark, comment, and question what you read. All these will be visible to the rest of the class (and to me) and you are encouraged to reply and comment back.

One drawback with Perusal is that once the instructor makes a comment everyone else nods in agreement and any discussion stops. This means I will be participating but trying my best not to control or stifle the discussion. As I am passionate about this topic it is very, very difficult for me – so we shall see how that whole thing works.

When we meet on Tuesday you should be prepared to discuss the reading. I may call on any of you to give me your read on what the author has said. Here is a good short guide to critical reading to give you an idea of what you should be thinking about when you read <https://pcur.princeton.edu/2017/04/in-between-the-lines-a-guide-to-reading-critically/>



Woody Guthrie's guitar 1940s

Sometimes it's
appropriate to scream
at them.

Helen Caldicott

Naturally I will be giving my take on the reading and adding additional materials and ideas. So you may still need to take notes (even on Zoom). I will make my slides and other materials available after class so that you can refer back to them if you want.

Movements are most powerful when they begin to affect the vision and perspective of those who do not necessarily associate themselves with those movements.

The Friday session will consist of video or audio material (but some reading may occur) and an assignment that shall be handed in over the weekend.

In addition to the weekly work there will be (1) an introduction video, (2) a Non Western Activism “midterm” assignment, (3) a group project on Protest Safety, and (4) a short final paper on Digital Resistance: The American Experience

**Angela Y.
Davis**

Date	Topic & Readings	Due
Fri 8/28	Introduction	
Tue 9/1 Fri 9/4	Social Movements and Resistance DeFronzo & Gill - Sociology of Social Movements Civil Resistance: A First Look	Crip Camp: A Disability Revolution (2020)
Tue 9/8 Fri 9/11	Social Movements and the Internet Madison & Klang – The Case for Digital Activism Jackson - Progressive Social Movements and the Internet	How Facebook Changed the World: The Arab Spring
Tue 9/15 Fri 9/18	Civil Disobedience James - the orthodox theory of civil disobedience Thoreau - Civil Disobedience	A Force More Powerful (1999) Sir, No Sir (2005)
Tue 9/22 Fri 9/25	Everyday Resistance & Everyday Activism Scott – Everyday forms of resistance Madison & Klang - Recognizing Everyday Activism	Nae Pasaran (2018)
Tue 9/29 Fri 10/2	Digital Activism Milan & Barbosa - Enter the WhatsApp DeAtley - Mobile Ambivalence at Standing Rock	The Internet's Own Boy: The Story of Aaron Swartz (2014)
Tue 10/6 Fri 10/9	Identity Bobel - I'm not an activist, per se, though I've done a lot of it Milan - From social movements to cloud protesting	The Death and Life of Marsha P Johnson - Netflix (2017)
Tue 10/13 Fri 10/16	Crowd Surveillance (and resistance) Aston - State Surveillance of Protest Klang & Madison - Entire History of You	Citizenfour (2014)
Tue 10/20 Fri 10/23	Markets for activism Kovic et al – digital astroturfing Pezzulo - Contextualizing Boycotts and Buycotts	Boycott (2001) Midterm assignment
Tue 10/27 Fri 10/30	Red Power Movement Hitchmough - Performative Protest Woodward - An Alternative to Red Power	Awake (2017)
Tue 11/3 Election Day Fri 11/6	Violence & Non-Violence Letter from a Birmingham Jail by Martin Luther King The Ballot or the Bullet by Malcolm X https://americanradioworks.publicradio.org/features/blackspeech/mx.html	Black Power Mixtape 1967-1975 (2011) The Black Panthers (2015)
Tue 11/10 Fri 11/13	Case Studies: From Women's Rights to #MeToo	She's Beautiful When She's Angry (2014)
Tue 11/17 Fri 11/20	Case Studies: From Civil Rights to BLM	Freedom Riders (2010) Whose Streets (2017)
Tue 11/24 Fri 11/27	Case Studies: From Workers Rights to Occupy Thanksgiving NO CLASS	Harlan County, U.S.A. (1977)
Tue 12/1 Fri 12/4	From Environmentalism to Thunberg	Earth Days (2009) YouTube
Tue 12/8	Closing	

Course Assignments

The final grade for the course is based on the following percentage scale: A 94 or above A- 90–93, B+ 87–89, B 83–86, B- 80–82, C+ 77–79, C 73–76, C- 70–72, D+ 67–69, D 63–66, D- 60–62, F 59 or below.

Recurring Assignments

Perusall (Due Mondays) = 20% total grade

Weekly Exercise (Due Sundays) = 20% total grade

Single Assignments

Video (Due 9/1) = 5% total grade

Non-Western activism (Due 10/20) = 15% total grade

Protest Safety Group assignment (Due 9/28) = 15% total grade

Final Paper (Due 12/10) = 25% total grade



Covid protest Michigan by Jeff Kowalsky (2020)

Introduction video

Due 9/1

In order to build a better sense of community the participants will create a short (2-3 minute) video introduction of themselves and upload it to the course Google Drive space (which I will create and invite you to). Remember these videos will be available to the whole class, but only to the class. The uploaded video file name should be your surname. The video should address the following things (in any order):

- Introduction of yourself and your favorite object (other than your phone)
- A cause that you are passionate about.
- A personal reflection/experience related to

protest. It's ok if you have never participated I want you to give us your impressions.

In addition to this you can include any number of things, such as what: things do you do during your spare time? do you want to do after you graduate? are your career goals?

Non Western Activism (“midterm”)

Due 10/20, length minimum 1000 words.

There are a whole range of factors that lead to the news prioritizing certain events and ignoring others. This usually means that our knowledge outside these ‘spheres of interest’ is very limited. The goal of this project is for you to find and explain the root causes, tactics, participants, and results of activism in ‘lesser known’ regions. In order to do this you must first find a cause or campaign then check with me if it counts as ‘lesser

known'. The cause you chose cannot be online (obviously it may have an online component) check in with me if you are unsure about this.

Perusal commenting

Due Weekly (Latest Midnight Monday)

Perusall is an e-reader platform that allows students and faculty to annotate the assigned readings and engage the reading material in a style akin to social media posting. Students can write full comments, "like" comments, use hashtags, link URLs to their comments and even use emoticons.

READ: How [Perusall Works](#) & how [Perusall scoring works](#)



anti-Vietnam march, by Marc Riboud (1967)

Weekly Individual exercises

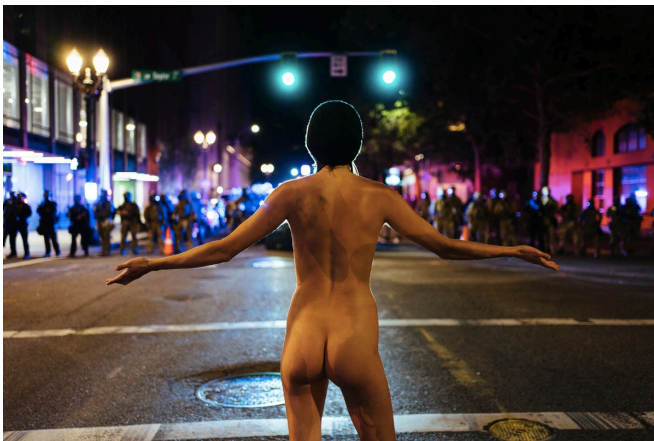
Due Weekly (Latest Midnight Sunday)

Each week will have its own asynchronous work assignment. These will be made available at the beginning of the week and will consist of materials to watch/listen to and a question to be answered. You should use all the resources at your disposal to explore the assignment. Each assignment should be 400-500 words. Only 10 of these assignments need be submitted.

Protest Safety Group Assignment

Due 10/16

For this work you will be decided into groups. Each group will research and present a document examining what individuals can do to maintain safety and security while participating in public protests. More details TBA.



Protest in Portland by Alex Wittwer (2020)

Final Short Paper

Due 12/10

The final assignment for the course is a paper on Digital Resistance in relation to The American Experience. This paper will require you to explore the concept of resistance in relation to the the ambiguous term of American experience.

Important Information You Should Read

Zoom

Synchronous class sessions will be held LIVE AND ONLINE via our Zoom Classroom. Students are expected to make a reasonable effort to attend these online courses (**with video and audio on**), but the uncertainty of the situation means there will be flexibility offered to students in terms of attendance (see attendance policy).

I am also very sensitive to the fact that students have multiple reasons you may not want to use your webcam, not the least of which is privacy. I cannot in good conscience teach about protest and activism and yet "demand" you all use your webcams... YET, it is to all our enormous benefit to try to bond in a course dealing with super current issues. Black screens are truly a challenge and make the online environment even more disconnected. I ask you to please consider using your webcam for this course. It is so hard to get to know you -- and for you to know each other -- if we can't see each other's faces. If this is a hardship, please reach out and discuss it with me so I understand your situation and we can find a good workaround.

What are lecture (even online) for?

They are not about facts – even if they contain them. They are highly inefficient as transfers of information compared with reading a book. A lecture is about changing students ways of seeing things, about pushing students to think harder, helping them to take intellectual risks, and showing them how you (the lecturer) learnt to do that. It's a conversation not a performance even if one side is more talkative than the other. This is why eye contact is important. The lecturer needs to see when the students are lost, glaze over, or when they have that "aha-experience". For this the lecturer needs to 'feel' the room. It's the imperceptible difference between instructing and inspiring.

Effort

While it may seem odd to include in a syllabus, your effort is a required component of this course. The federal definition of course credit hours assumes a minimum of "two hours of out-of-class student work per Module for a semester hour." According to this metric, a student should assume at least six hours of out-of-class work per Module for each 3-credit course.

Inclusivity

Inclusivity: Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you

We protect ourselves
from knowing the pain
of others because it's
painful, and it's
uncomfortable.

Tunde Oyenehin

wish, and that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Attendance

Paradoxically, attendance is more difficult online. There are many things that can go wrong and prevent us from being in front of the camera (see Zoom policy) or even online. It's also easy for the instructor to not notice when something is amiss online. Therefore the attendance policy of this course is "Talk to me". If you cannot attend (or fail to attend) contact me as early as possible. There is work to be done and I want you to complete this course successfully. If you are experiencing difficulties with this course, I can help if you reach out to me. The worst thing you can do in college (and especially online) is to go dark and isolate yourself so please reach out.

Scheduling

Changes to the syllabus may be made at the instructor's discretion and if circumstances require. Participants will be notified of changes via Blackboard/university email. Participants are responsible for keeping up to date with these changes.

Once you have read this syllabus to completion please email me a picture of a cute puppy.

Writing Aid

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>

Writing Center

If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see www.fordham.edu/academics/programs_at_fordham/english/writing_center



Baton Rouge La. by Max Becherer (2016)

Contacting Me

Email is the best way to reach me for work related questions. Feel free email me anytime. Most often I reply within 24 hours, unless it is a holiday or weekend.

For more about communicating with faculty check out <http://klangable.com/blog/teaching/annoy-the-faculty/>

University Statement on Academic Integrity

A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As

a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others. Violations of academic integrity include, but are not limited to plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.

Plagiarism

The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me. For more information about how to cite see

Academic Coaching

Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.

Accommodations

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of *cura personalis*, members of the ODS staff work individually with each student to understand his or her

The fear of offense is a
really small price to
pay for freedom.

Andrena Sawyer

strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

Counseling and Psychological Services

University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/student_services/counseling_and_psych/

Student well-being

Any student who faces difficulty affording groceries or accessing sufficient food to eat everyday, or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me, or our dept chair, about these or other hardships you may be going through. Your well-being is of primary importance to us. if you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to reach out. **We can help.**