

Social Movements & Social Media

An American Cultures Engaged Scholarship (ACES) Course
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University of California, Berkeley - Haas School of Business
Wednesday, 5:00 - 8:00pm, Chou Hall N470
UGBA 192AC - 3 units
Final Exam: 5/15 3-6pm, Location TBD
Spring 2020 Syllabus v12.0

Course Description

Social Movements and Social Media provides a critical survey of innovative social movements and their complex relationships to social media technologies.

Spanning a wide variety of movements, the course will examine the evolution from pre-social-media to present-day mobilizing strategies and the interplay between explicitly policy- and advocacy-focused approaches and related efforts rooted in music, visual arts, popular culture, and celebrities. The course will place into comparative relief the discourses of explicitly racially- or ethnically-defined movements and movements that mobilize based on other, sometimes overlapping categories of analysis including class, immigration status, gender identity, disability, and occupational category. From the Freedom Movements of the 1960's to the modern-day Tea Party mobilization, the course will consider the organizational structures and cultural context of change, from church pews to hashtag activism and clicktivism.

As part of the American Cultures Engaged Scholarship (ACES) program, you will have the opportunity to work directly with the Global Lives Project, a video library of life experience around the world, as this local nonprofit (founded by the instructor) prepares for an exhibit on the Berkeley campus during this semester. The course format will be divided into roughly equal parts seminar, lecture and guest speakers.

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[Guest Speakers:](#)

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Learning Outcomes

Through this course, you will:

1. Develop a comparative analysis of social movements and their racial/ethnic form, examining the ways in which social movements that are explicitly constituted along racial or ethnic lines differ discursively and strategically from other types of movements.
2. Develop a nuanced understanding of the complex relationships between a variety of social movements and social media technologies.
3. Build a comparative, cross-movement understanding of the relationships between individual activists, informal movement networks, and formally constituted organizations and institutions, and the roles that each can play in movement building.
4. Explore the advantages and disadvantages of development of bespoke platforms for social movements, as compared to utilizing existing social media platforms or easily customized movement-building tools.
5. Contextualize online social movement dynamics through the lens of artificial intelligence, algorithms, machine learning and advertising-based revenue models. Ownership of policy making and its influence.
6. Relate cutting-edge movement-building strategies to earlier theories of social movements and social change from the disciplines of sociology, political science and anthropology.
7. Learn to boldly edit Wikipedia.
8. Feel confident in your ability to analyze and drive engagement on social media.
9. Understand the role of video, audio, storytelling, narrative, aesthetics and emotion in the creation and growth of social movements through social media.
10. Gain relevant work experience with a community partner organization, learning to analyze social media and website performance, and develop and evaluate new content.

Assignments & Grading

Attendance and Class Participation (15%)

You are expected to participate actively in all class sessions. Each student is responsible for presenting their online guide to social movements (see below) to the class and facilitating a class discussion around this. On days when guest speakers are present, you may facilitate class conversations with the guest speaker. Attendance and Class Participation grade will be given at the end of the semester. Note: You will be asked to create new accounts or use your existing accounts on social media as part of this course, including but not limited to Twitter and Facebook.

MoveMe.Berkeley.edu Guide to Social Movements & Social Media (25%)

You will work in a group to write a chapter of the MoveMe.Berkeley.edu Guide to Online Social Movements, a website produced by the class. The class will identify and use online

collaboration technologies to write their chapters over the course of the semester, presenting drafts of their chapters in writing and as slideshows to the rest of the class on the weeks that correspond to the movements they write about. Each chapter will be a comprehensive written profile of a movement discussed in the class. These profiles will describe the key social media methods and strategies of each movement, highlighting the most important platforms used by each movement, and the most influential pieces of content posted on those platforms. They will also enumerate the key organizations, activists, celebrities, publications and other actors that play prominent roles in each movement. The final work will be distributed under the [Creative Commons Attribution-Sharealike License](#), and may be revised and expanded by students in future semesters. One group of students will take responsibility for the meta-level tasks of coordinating, formatting, publishing and marketing the website over the course of the semester. Drafts will be due at the date of your class presentation and the final version will be due at the end of the semester.

Students will have the option to update an existing chapter and add depth to it by conducting original interviews with three or more movement leaders, or doing original quantitative analysis of social media in one or more movements, using data science, content analysis, machine learning or other tools presented in the class, or learned in other classes, such as data visualization.

Wikipedia (25%)

Informed by your work the Berkeley Guide to Social Movements, you will contribute to Wikipedia over the course of the semester. You will create your own Wikipedia user page and submit it for credit, using the Wikiedu.org platform. You are expected to interact with other students through Wikipedia discussion pages, and to revise and edit each other's work. This assignment will have interim deadlines throughout the semester and be due at the end of the semester.

Midterm Exam (15%)

A midterm will be held between weeks 6-9, and will be announced in advance. It will cover all material presented in the class and in readings up to the exam date, including guest speakers.

Final Exam (20%)

The final exam will cover all material presented in the class and in readings up to the exam date, including guest speakers.

Note: A laptop or tablet is required for the Midterm and Final Exams. Please [arrange a loan](#) from the library if you don't have your own.

American Cultures Engaged Scholarship (UGBA192T - by application)

UGBA 192T Social Movements and Social Media is an add-on course to *UGBA 192AC Social Movements and Social Media*. The primary focus of *UGBA 192T* centers around the work of the [Global Lives Project](#) (GLP), a media arts nonprofit (founded by the instructor) dedicated to building a library of human life experience by faithfully producing 24-hour day-in-the-life videos

of people all over the world. As part of the American Cultures Engaged Scholarship (ACES) program, students work collaboratively to research and implement key strategies around GLP's use of social media technologies as it relates to the organization's mission.

By enrolling in *UGBA 192T*, students earn an additional unit for the course, as well as assignment exemptions from *UGBA 192AC*. The expected time commitment per week for this course amounts to around 9-11 hours a week, which is accounted for both in the 1 unit of additional credit, as well as the time we expect you to save in not doing two major assignments in *UGBA192AC* (Wikipedia editing and the MoveMe.berkeley.edu website contribution).

Office Hours

David Harris: Wednesday, 4-5pm, by appointment. Email in advance. Haas School of Business F502.

Ayşe Naz Erkan: by appointment

Dave Yoon: by appointment

Accommodations for Students with Disabilities:

Please see me as soon as possible if you need particular accommodations, and we will work out the necessary arrangements.

Scheduling Conflicts:

Please notify me in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). I will try my best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

Collaboration and Independence:

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do together with one's fellow students. We recommend this. However, homework assignments should be completed independently and materials turned in as homework should be the result of one's own independent work. Some assignments, namely the preparation for class presentations and work with community partner organizations, are meant to be done together in a group.

Attendance:

One absence per semester does not affect your grade. This includes doctor appointments, family emergencies, recruiting sessions, etc. Use this wisely. If you have a second absence also for a reason beyond your control, please submit a note from the doctor, etc., specifying the date of class and that you can't attend. Showing up at the beginning of class and leaving in the middle will result in zero attendance points unless you explain why in advance via email. If you explain in advance, you can get a half-point if you stay for more than half the class. You may be able to reduce the impact of absences on your grade through extra credit.

Electronic Devices:

This is a no electronic devices class, except for the purpose of taking photos of or with guest speakers or in situations where the professor asks you to use electronic devices. During each class, one or two students will be asked to volunteer to take notes for the rest of the class in a collaborative note-taking document that is shared with the class.

Cheating:

Anyone caught cheating will receive a failing grade and will also be reported to the University Office of Student Conduct.

Plagiarism/Self-plagiarism:

You must be original in composing the writing assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example:

<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism><http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Academic Integrity and Ethics

Cheating on exams and plagiarism are examples of violations in the realm of ethics and integrity. Honesty, integrity, and ethical behavior are of great importance in all facets of life. They are so important that it is generally assumed that one has learned and internalized these qualities at an early age. As a result, these issues rarely get explicitly addressed by the time one gets to be a university student. However, it cannot be overstated just how important honesty is to the academic enterprise.

This is particularly relevant to this course, as you will be contributing work to online communities such as Wikipedia, their own blogs, and possibly to collaborative class publications. Plagiarism in these communities places you and your collaborators at risk.

Turnitin

UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for you to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit <http://ets.berkeley.edu/academic-integrity>.

Late Assignments

10% of the total point value of the assignment, or roughly a full letter grade, will be deducted for every day late that an assignment is turned in.

Course Schedule



The Moral Monday protests have developed from traditional grassroots organizing and coalition building by the NC NAACP: HK on J protest, Raleigh, NC Feb. 2013. Credit: Jen Schradie

Background

What is a social movement? What does it mean to build a movement? How does the way that we interact affect our ability to organize? Can Facebook, Twitter and Instagram stir a generation to civic activism and social change? What is the legacy of past great movements such as the Civil Rights and the Southern Freedom Movements for the #Dreamers of today? Is social media just one more tool in the playbook of communicating connection, or is it its own political infrastructure and platform?

The ACES component of this course will provide opportunities for you to participate in collaborative projects with community partners, engage in experiential learning, create meaningful collaborative research environments with partners outside of the university, support reflective engagement on broad social issues and interests, and explore the possibilities and challenges of collaborative scholarship for both community partners and academic communities.

Week 1 (1/22): Introductions - Logistics, syllabus review, goals, expectations

“From the IndyMedia peer-sharing websites during the anti-globalization protests in Seattle against the World Trade Organization (WTO) to the so-called Facebook and Twitter revolutions of the Arab Spring and Occupy Wall Street, many have suggested that digital architecture and platforms in general, and social media in particular, have shepherded in a new way to organize with less organization/s.” (Schradié, 2014:2)

Social media is used as often as a light bulb is turned on, and as such is part of our everyday existence, including our political worlds. How does this rise of social media mobilize political engagement and what does this look like across different groups, racial, intersectional and otherwise?

Students will embark upon the task of constructing a comparative analysis of social movements and their racial/ethnic form. Our principal community partner will introduce their work in the context of the digital landscapes in which contemporary cultural institutions operate. During this session, we will review the social movements to be covered during this course in their historical context.

In the tradition of reflexive sociology, the instructor will present his own experience of founding and leading the [Global Lives Project](#), a nonprofit organization rooted in multiple social movements, and operating online via social media and in new media installations at museums, schools and public spaces. The goal of the Global Lives Project is to break down barriers between people of different nationalities, races, ethnicities, religions, genders and classes, by deepening understanding of everyday lived experience.

Week 2 (1/29): Immigration reform movement (#DREAMers, Define American)

How important was social media for the rise of the Immigration reform movement? Are campaigns like that of the #DREAMers particularly well-suited toward different social media platforms given the sensitivities of participants in publicly revealing their immigration status? How does the connection between movement rallying online and in protests connect to lobbying and policy advocacy efforts? How are the #DREAMers and #BlackLivesMatter hashtags and movements similar or different in this regard? What can we learn from historic Filipino-Mexican alliances in agricultural labor organizing and the [grape boycott](#) that could be applied today?

How do discourses of race, class and language intersect in these two movements? How do organizations like the [Ella Baker Center for Human Rights](#), [Define American](#) or [FWD.us](#) see their relationship to these movements as a whole? How do independent movement activists view the participation in their movements of formalized organizations like these?

How do personal narratives, theater and documentaries play a role in this and other social movements? What lessons can we learn about the craft of storytelling and its importance to social movements from the cultural works of Jose Antonio Vargas and Gary Soto? Can nonprofit organizations like Define American simultaneously harness and amplify the cultural momentum generated by successful journalistic efforts?

Required media

- ❑ Tufekci, Zeynep, *Twitter and Tear Gas*, Yale University Press, 2017. (Introduction & Part One: Making a Movement)
- ❑ Immigration Battle, Frontline, PBS Oct 10, 2015
<https://www.pbs.org/video/frontline-immigration-battle/>
- ❑ <https://www.washingtonpost.com/news/post-politics/wp/2014/06/26/timeline-the-rise-and-fall-of-immigration-reform/>
- ❑ Genevieve Negron-Gonzales, "Navigating Illegality: Undocumented Youth and Oppositional Consciousness." *Children and Youth Services Review*, 35, 2013.
<https://doi.org/10.1016/j.childyouth.2013.04.016>
- ❑ Gonzalez, Marc-Tizoc. "Critical Ethnic Legal Histories: Unearthing the Interracial Justice of Filipino American Agriculture Labor Organizing." *UC Irvine Law Review* 3 (2013): 991.
<https://ssrn.com/abstract=2599794>
- ❑ Vargas, Jose Antonio. "My Life as an Undocumented Immigrant." *The New York Times*, June 22, 2011.
<http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>
- ❑ Vargas, Jose Antonio, *White People*. MTV. July 22, 2015.
https://www.youtube.com/watch?v=_zj1PmJcRM
- ❑ Soto, Gary. *In & Out of Shadows*. <http://sfyouththeatre.org/InandOutofShadows.html>

Optional media

- ❑ Vargas, Jose Antonio, *Dear America, Notes of an Undocumented Citizen*, Dey Street Books, 2018.
- ❑ Nicholls, Walter. *The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate*. Stanford University Press, 2013. (Introduction)

Week 3 (2/5): Open Source, the Commons and Civic Tech

Guest Speaker: Josh Hendler, CTO, Purpose/DNC

When does it make sense for a social movement to step away from existing platforms like Facebook and Twitter and develop their own social media technologies? How have the movements for open source software and free culture influenced the way that the social movements previously discussed in the course have used online tools to their advantage? Have organizations like [Creative Commons](#) and the [P2P Foundation](#) succeeded in their efforts to

transmit the culture and values of open source sharing and collaboration to fields beyond software?

The civic technology movement has drawn a variety of institutional actors—non-profit, for-profit and government—to seek out ways to deepen citizen involvement in the political process. Some of these initiatives verge on direct or “[liquid democracy](#),” while others seek to deepen relationships between government officials and agencies with the public without changing overall structures (i.e., [Participatory Politics Foundation](#), [Sunlight Foundation](#), [Participatory Budgeting Project](#)). How are each of these types of institutional actors different in their approaches to social media and platform construction? Which is best-suited, if any, to succeed in bringing about long-term political change? Are for-profit institutions with non-profit-emulating brands like [Change.org](#) or [Rally.org](#) ethical?

Groups like [Anonymous](#) and [Wikileaks](#) reflect the failure of existing government agencies to build trust with their citizenry. The relative ease of hacking and online information sharing has made these groups ever more powerful. How can governments respond to the challenges posed by these groups and movements? How can new technologies like blockchain governance make existing governance structures less relevant or even obsolete?

Required media

- ❑ Mina, An Xiao, *Memes to Movements: How the World's Most Viral Media Is Changing Social Protest and Power*, Beacon Press, 2019.
 - ❑ Introduction: Hands Up, Umbrellas Up
 - ❑ Chapter 1: The Revolution of the Cat
 - ❑ Chapter 2: All About the Feels
- ❑ Heimans, Jeremy, and Henry Timms. “Understanding ‘New Power.’” *Harvard Business Review*, December 1, 2014. <https://hbr.org/2014/12/understanding-new-power>
- ❑ Heimans, Jeremy. “What New Power Looks like.” TEDSalon Berlin, June 2014. https://www.ted.com/talks/jeremy_heimans_what_new_power_looks_like?language=en
- ❑ Benkler, Yochai, and Helen Nissenbaum. “[Commons-Based Peer Production and Virtue](#).” *Journal of Political Philosophy* 14, no. 4 (December 1, 2006): 394–419.
- ❑ Coleman, Gabriella, “Culture’s Open Sources: The Political Agnosticism of Free and Open Source Software and the Inadvertent Politics of Contrast,” *Anthropological Quarterly*, Volume 77, Number 3, Summer 2004, pp. 507-519. <https://doi.org/10.1353/anq.2004.0035>
- ❑ Jordan, Michael, “[Artificial Intelligence, The Revolution Hasn’t Happened Yet](#),” Medium, April 18, 2018.
- ❑ Yuval Noah Harari and Tristan Harris interviewed by Wired [Video](#).

Optional media

- ❑ “Wikipedia:Funding Wikipedia through Advertisements.” Wikipedia, the Free Encyclopedia, July 9, 2017. https://en.wikipedia.org/w/index.php?title=Wikipedia:Funding_Wikipedia_through_advertisements

- ❑ “The Blockchain Is a New Model of Governance.” *CoinDesk*, July 26, 2015.
<http://www.coindesk.com/consensus-algorithm-and-a-new-model-of-governance/>.
- ❑ Franco, Marisa , B Loewe and Tania Unzueta. Medium, Jun 22, 2015. “How We Make Change is Changing, Part II: Open Source Campaigns for the 21st Century”
https://medium.com/@marisa_franco/how-we-make-change-is-changing-part-ii-7a5ca6170a9e#.3ed4obnxf
- ❑ Jordan, Tim. “Online Direct Action: Hacktivism and Radical Democracy.” In *Radical Democracy and the Internet*, edited by Lincoln Dahlberg and Eugenia Siapera, 73–88. Palgrave Macmillan UK, 2007.
- ❑ Coleman, Gabriella. *Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous*. Verso Books, 2014. (Introduction & chapter 5)
- ❑ Vis, Farida and Pia Mancini, “[How Do Digital Platforms Shape Our Lives?](#)” *World Economic Forum*. October 26, 2015.
- ❑ Lerner, Josh. “[Participatory Budgeting: Building Community Agreement around Tough Budget Decisions](#).” *National Civic Review* 100, no. 2 (June 1, 2011): 30–35.

Week 4 (2/12): Climate Change and Environmental Justice in Brazil

Guest Speaker: Victoria Robinson, American Cultures Center

Dr. Robinson is a lecturer at UC Berkeley in Ethnic Studies and Women’s Studies, teaching courses addressing race and ethnicity in the United States and global female migrations. Her most recent area of research addresses the gendering of post-industrial return migrations to the Caribbean.

At UC Berkeley, as director of The American Cultures Center, Victoria has continued to build the nationally-recognized undergraduate diversity curriculum. Within this curriculum, Victoria co-taught the ‘Big Ideas’ course ‘Prison’ with faculty from Law, Architecture and Native American Studies. Working with several local and national prison reform and abolition organizations, the ‘Prison’ course reflects Dr. Robinson’s personal and scholarly commitment to the work of social justice in higher education. Dr. Robinson’s most recent scholarship and teaching reveals the woven connections between mass incarceration, immigration detention and deportation, and centrally those community-based movements which seek to mobilize the political and social rights of those inside and between walls and cages.

Dr. Robinson is a graduate of Oxford University (Post-doctoral studies in Comparative Migration Systems), the University of London (Ph.D. Political and Cultural Geography) and the University of Wales at Aberystwyth (B.A. in Geography and International Relations). Her initial graduate studies addressed the migrations of women from Somalia and The Philippines to Southern Europe, while working in Rome at ‘La Mensa d’

Trastevere', a non-profit organization facilitating the incorporation of undocumented immigrants.

Guest Speaker: Paul Paz y Miño, Associate Director, Amazon Watch

Paul joined Amazon Watch in 2007. He has an MA in International Affairs from George Washington University. Since 1995, he has volunteered as Colombia Country Specialist for Amnesty International USA and was the Guatemala/Chiapas Program Director at the Seva Foundation for seven years. Paul has lived in Chiapas, Mexico and Quito, Ecuador, promoting human rights and community development and working directly with indigenous communities. Paul is also an Associate Fellow at the Institute for Policy Studies and served on the board of Peace Brigades International USA.

Follow Paul on Twitter: [@paulpaz](https://twitter.com/paulpaz)

Indigenous peoples' assertion of rights, land and sovereignty is a powerful and central force in the international human rights movement, that seeks to create common ground for all individuals, peoples and nations. How have indigenous people's contemporary mobilizations evolved, particularly from the protests against the 500th anniversary celebrations of Columbus in 1994, to the UN Convention on the Declaration on the Rights of Indigenous Peoples (UNDRIP) in 2007? How does celebrity support and engagement affect these movements? How do mobilizations for indigenous people's rights inside and outside the US differ?

In urban Brazil over the past four years, a series of social-media-enabled protests against government corruption have rattled an entrenched political elite. How have Brazil's new social movements paralleled Occupy Wall Street and other movements from other countries? How have indigenous people's movements connected with the anti-corruption movements? How do centrally designed campaigns like [Purpose's "Meu Rio"](#) connect with or alienate grassroots activists?

Required media

- ❑ Tufekci, Zeynep, *Twitter and Tear Gas*, Yale University Press, 2017. (Part Two: A Protester's Tools)
- ❑ Poirier, Christian. "[As President Bolsonaro Takes Power, Brazil's Indigenous Movement Prepares to Resist: Brazilian social movements and their allies brace for an assault on rights and environmental protections](#)," Amazon Watch, January 1, 2019.
- ❑ "[Native Nations Rise from Standing Rock to the Amazon](#)," Amazon Watch, February 27, 2017.
- ❑ "[The Adventures of Donny Rico](#)," Amazon Watch, April 28, 2015.
- ❑ Amazon Watch. "[KEEP THE OIL IN THE GROUND](#)," YouTube, September 18, 2014.
- ❑ Champagne, Duane. "The Indigenous People's Movement: Theory, Policy and Practice," *'Kalfou', A Journal of Comparative and Relational Ethnic Studies*, Spring, 2010:77. ([speech by same title](#))
- ❑ Park, Sungjin, Jihye Lee, Seungjin Ryu, and Kyu S. Hahn. "The Network of Celebrity Politics: Political Implications of Celebrity Following on Twitter." *The ANNALS of the*

American Academy of Political and Social Science 659, no. 1 (May 1, 2015): 246–58.

<https://doi.org/10.1177%2F0002716215569226>

- ❑ Jampolsky, Jacquelyn Amour. “Activism Is the New Black - Demonstrating the Benefits of International Celebrity Activism through James Cameron’s Campaign against the Belo Monte Dam.” *Colorado Journal of International Environmental Law and Policy* 23 (2012): 227.
<http://heinonline.org/HOL/Print?collection=journals&handle=hein.journals/colenvlp23&id=229>
- ❑ Ortellado, Pablo. “[On Processes and Outcomes: Remarks on the Brazilian Protests of June, 2013, and Other Experiences of “New Movements,”](#) Hot Spots, *Cultural Anthropology* website, December 20, 2013.
- ❑ O2 Play Filmes. JUNHO (first 6 minutes). 2014.
<https://www.youtube.com/watch?v=YJqe9FF1CJo>

Optional media

- ❑ SLAPP Suits: Last Week Tonight with John Oliver (HBO), November 10, 2019
<https://www.youtube.com/watch?v=UN8bJb8biZU>
- ❑ “James Cameron Brings Arnold Schwarzenegger to Amazon to See Firsthand a Battle Between Old and New Energy.” *Amazon Watch*. March 26, 2011.
<http://amazonwatch.org/news/2011/0326-james-cameron-brings-arnold-schwarzenegger-to-amazon>
- ❑ Holston, James. ““Come to the street”: Urban Protest, Brazil 2013.” Hot Spots, *Cultural Anthropology* website, December 20, 2013.
<http://www.culanth.org/fieldsights/458-come-to-the-street-urban-protest-brazil-2013>
- ❑ Recuero, Raquel, Gabriela Zago, Marco T. Bastos, and Ricardo Araújo. “Hashtags Functions in the Protests Across Brazil.” *SAGE Open* 5, no. 2 (April 1, 2015).
- ❑ “Interview with Meu Rio’s Alessandra Orofino.” *Rio Gringa*. May 1, 2013.
http://www.riogringa.com/my_weblog/2013/05/interview-with-meu-rios-alessandra-orofino.html

Week 5 (2/19): #ArabSpring & #OccupyGezi

How were social media tools used in different parts of the Arab Spring movements. How can we explain the success of mobilizations in Tunisia in comparison with the continuing struggles and regression in Egypt, Libya and Bahrain? Did Tunisia’s grassroots-based mobilization, followed by a participatory process to write a new constitution for the nation set an example for the region? Does support from the US and other international military coalitions make it more difficult for grassroots mobilization to succeed? How has the US intelligence establishment engaged social media in the course of the Arab Spring uprisings?x

Required media

- ❑ Tufekci, Zeynep, *Twitter and Tear Gas*, Yale University Press, 2017. (Part Three: After the Protests)
- ❑ *The Square* (movie), 2013, 105 minutes. Available for free viewing when authenticated on Berkeley Library VPN or on campus through Kanopy. <https://www.kanopystreaming.com/product/square-egyptian-revolution>
- ❑ Bruns, Axel, Tim Highfield, and Jean Burgess. "The Arab Spring and Social Media Audiences: English and Arabic Twitter Users and Their Networks." *American Behavioral Scientist* 57, no. 7 (July 1, 2013): 871–98. <http://abs.sagepub.com/content/57/7/871.short>
- ❑ Schwartz, Lowell H., Dalia Dassa Kaye, and Jeffrey Martini. "Artists and the Arab Uprisings." RAND Corporation, 2013. http://www.rand.org/pubs/research_reports/RR271.html
- ❑ [Where Countries Are Tinderboxes and Facebook Is a Match](#), Amanda Taub and Max Fisher, NYT, 2018

Optional media

- ❑ Howard, Philip N., and Muzammil M. Hussain. *Democracy's Fourth Wave?: Digital Media and the Arab Spring*. Oxford University Press, USA, 2013. (Introduction)
- ❑ Mitchell, Claudia, and Jacqueline Reid-Walsh. "The Time of the Girl." *Girlhood Studies* 5, no. 2 (December 14, 2012): 1–7.
- ❑ Howard, Philip N., and Malcolm R. Parks. "Social Media and Political Change: Capacity, Constraint, and Consequence." *Journal of Communication* 62, no. 2 (April 1, 2012): 359–62.
- ❑ [Production Company](#): Show of Force: Social Good. <http://showofforce.com/sof-socialgood/>
- ❑ *Creative Dissent: Arts of the Arab World Uprisings*. November 8, 2013 - February 9, 2014. Exhibit website. <http://artsoftheArabWorldUprisings.com/> [original website unavailable, see archived version: <https://web.archive.org/web/20170424093604/http://www.artsoftheArabWorldUprisings.com/>]
- ❑ Thomas, Elsa Ashish, and Rashid Narain Shukul. "Framing of Malala Yousafzai: A Comparative Analysis of News Coverage in Western and Pakistani Mainstream English Print and Alternative Media." *Media Asia* (February 16, 2016): 1–17. <http://www.tandfonline.com/doi/full/10.1080/01296612.2016.1142248>
- ❑ Campaign: Half the Sky Movement: Turning Oppression into Opportunity for Women Worldwide. <http://www.halftheskymovement.org/>

Week 6 (2/26): #OccupyWallSt to #OccupyCentral

Examine historical antecedents, the evolution from pre-social-media to present-day mobilizing strategies used by the [Occupy Wall Street](#) movement, and alliances between more explicitly policy- and advocacy-focused approaches and their relationships to music, visual arts, popular culture and celebrities. If Occupy Wall Street (OWS) is not the first time that people have organized to critique the economic system, how does OWS borrow, appropriate and learn from those particularly racial-ethnic antecedents such as the [Poor People's Campaign](#)? How can we

track the “success” or “failure” of a movement like OWS? How has OWS impacted the 2016 presidential election?

How did the Anti-Globalization Movement, also known as the Global Justice Movement—at its peak roughly a dozen years before OWS—inspire, set the stage for, or complicate the mobilization of OWS? How are the discursive underpinnings of the two movements related? How did organizations like [Adbusters Magazine](#), [Global Exchange](#) and others engage differently with the two movements? How did the two movements construct narratives that connected racial and economic injustices in the US and abroad differently?

Required media

- ❑ Mina, An Xiao, *Memes to Movements: How the World's Most Viral Media Is Changing Social Protest and Power*, Beacon Press, 2019.
 - ❑ Chapter 3: Ahem, Attention Please
 - ❑ Chapter 4: Narrating Our Way to Power
- ❑ Costanza-Chock, Sasha. “Mic Check! Media Cultures and the Occupy Movement.” *Social Movement Studies* 11, no. 3–4 (August 1, 2012): 375–85.
<http://dx.doi.org/10.1080/14742837.2012.710746>
- ❑ Juris, Jeffrey S. “Reflections on #Occupy Everywhere: Social Media, Public Space, and Emerging Logics of Aggregation.” *American Ethnologist* 39, no. 2 (May 1, 2012): 259–79.
<https://jeffjuris.squarespace.com/s/reflections-on-occupy-everywhere.pdf>
- ❑ Zlutnick, David, Rinku Sen, Yvonne Yen Liu. “Where’s the Color in the Occupy Movement? Wherever We Put It.” *Colorlines*, May 1, 2012.
<http://www.colorlines.com/articles/wheres-color-occupy-movement-wherever-we-put-it>
- ❑ Hayduk, Ron. “Global Justice and OWS: Movement Connections.” *Socialism and Democracy* 26, no. 2 (July 1, 2012): 43–50.
<http://www.tandfonline.com/doi/pdf/10.1080/08854300.2012.686276?needAccess=true>
- ❑ Vries-Jordan, Helma G. E. de. “The Global Justice Movement and Occupy Wall Street: Spillover, Spillout, or Coalescence?” *Global Discourse* 4, no. 2–3 (July 3, 2014): 182–202.
<http://www.tandfonline.com/doi/abs/10.1080/23269995.2014.904547>

Optional media

- ❑ Elam, Michele. “How Art Propels Occupy Wall Street” *CNN*. November 4, 2011.
<http://www.cnn.com/2011/11/01/opinion/elam-occupy-art/index.html>.
- ❑ Gleason, Benjamin. “#Occupy Wall Street: Exploring Informal Learning About a Social Movement on Twitter.” *American Behavioral Scientist*, March 15, 2013,
- ❑ DeLuca, Kevin M., Sean Lawson, and Ye Sun. “Occupy Wall Street on the Public Screens of Social Media: The Many Framings of the Birth of a Protest Movement.” *Communication, Culture & Critique* 5, no. 4 (December 1, 2012): 483–509.
- ❑ Levitin, Michael. “The Triumph of Occupy Wall Street.” *The Atlantic*, June 10, 2015.
<http://www.theatlantic.com/politics/archive/2015/06/the-triumph-of-occupy-wall-street/395408>
- ❑ “The Fight for ‘Real Democracy’ at the Heart of Occupy Wall Street.” *Foreign Affairs*, October 11, 2011.

<https://www.foreignaffairs.com/articles/north-america/2011-10-11/fight-real-democracy-heart-occupy-wall-street>.

- ❑ “New York’s MOMA Acquires Occupy Wall Street Art Prints.” *The Guardian*, October 10, 2013.
<http://www.theguardian.com/world/2013/oct/10/moma-acquires-occupy-wall-street-art-prints>.
- ❑ Elliott, Justin. “The Origins of Occupy Wall Street Explained.” Salon. October 4, 2011.
http://www.salon.com/2011/10/04/adbusters_occupy_wall_st/
- ❑ Martin, Andrew, “How to Get 1000 People to Your Event.” December 4, 2011.
<http://www.slideshare.net/amartin3/how-to-get-1000-people-to-your-event-10594120>.
- ❑ Clark, John D., and Nuno S. Themudo. “Linking the Web and the Street: Internet-Based ‘dotcauses’ and the ‘anti-Globalization’ Movement.” *World Development* 34, no. 1 (2006): 50–74.
- ❑ Juris, Jeffrey S. *Networking Futures: The Movements against Corporate Globalization*. Duke University Press, 2008. (Introduction, Chapter 1, Appendix 4)

Week 7 (3/4): #GoodWorkCode, Domestic Workers, the Worker’s Lab

Guest Speakers: Adrian Haro & Jeshua John, The Worker’s Lab

Adrian assumed the role of Interim CEO in November 2019. He joined The Workers Lab in 2017 as Managing Director. In that role, he oversaw the formation of The Workers Lab non-profit corporation and doubled the budget and staff. Prior to The Workers Lab, Adrian worked at Civitas Public Affairs Group where he provided a cross-section of communications, project and organizational management, and strategic planning expertise. In 2014, he served in-house with Autism Speaks, the world’s leading autism awareness organization, to help shape and drive a global research, advocacy, and public policy agenda. He also worked closely with Voto Latino, the Alliance for Safety and Justice, the True Colors Fund, and the Astraea Lesbian Foundation for Justice.

Before Civitas, Adrian served as speechwriter to U.S. Secretary of Labor, Hilda L. Solis. Adrian worked as a press officer on the Hispanic Media Team at the 2012 Democratic National Convention and has been recognized by the National Association of Government Communicators for his work as a speechwriter. He began his political career as a field organizer on Barack Obama’s 2008 presidential campaign. Adrian worked for American Latino producer, entertainment executive, and community activist, Moctesuma Esparza before his career in politics and government. He is a native Spanish speaker and holds a bachelor of arts degree in political science and communications from California State University, Long Beach. He was born and raised in Pico Rivera, California.

Jeshua is currently the Program Manager at The Workers Lab. Collaborating with the Program Director, he manages the strategy, development, data collection, and evaluation of all programming for The Workers Lab, such as the Innovation Fund, Design Sprint, and Learning Lab. Previous to joining The Workers Lab, Jeshua was an associate intern at Business for

Social Responsibility (BSR), a global management consultancy dedicated to sustainability, where he primarily developed the strategy and data architecture for Tech Against Trafficking, a coalition of top technology companies collaborating with global experts to eradicate human trafficking using scaled technology.

Prior to BSR, Jeshua co-authored publications and analyses as a sustainability consultant and research intern at Berkeley Haas on Tesla's supply chain optimization, waste-to-energy production in the U.S., Life Cycle Assessments of Levi's jeans, and stakeholder management of Forest Resilience Bonds. His early career included leading growth and partnerships at a tech startup, and interning as a consultant at BTPN, a microfinance bank specializing in empowering and providing services for over 2.5 million low-income Indonesians. Upon graduation, he was named one of Poets&Quants' Best & Brightest Undergrads for the Class of 2019. Jeshua is a proud transfer student, and graduate of UC Berkeley and the Blum Center for Developing Economies, with a B.S. in Business Administration and a minor in Global Poverty & Practice.

Explicitly excluded from the 1938 Fair Labor Standards Act, domestic workers have long struggled to receive the same basic labor rights that workers in other sectors of the economy take for granted. How have efforts to organize domestic workers in certain parts of the US been stymied by language barriers and immigration status? How have efforts to organize by latino domestic workers differed from efforts to organize black or white domestic workers?

How do new on-demand technology platforms for flexibly contracting domestic labor like [TaskRabbit](#) or [Handy](#) present new challenges to this movement? How do the narratives, discourses and strategies differ between the [National Domestic Workers Alliance Good Work Code](#) campaign, [Domestic Workers United](#), and [Human Rights Watch's domestic workers](#) campaign?

Required media

- ❑ [These 3 Policy Failures Are Killing the American Dream](#)
- ❑ [Carmen Rojas & Aki Ito Discuss The Future of Work | Accelerate Good Global 2019](#)
- ❑ [It's Not the 'Future of Work,' It's the Future of Workers That's in Doubt](#)
- ❑ [The Fed's New Message: The Economy Can Get a Lot Better for Workers](#)

Optional media

- ❑ [Time for a New Grand Bargain with American Workers](#)
- ❑ [The Future of Real Jobs: A Prospect Roundtable](#)
- ❑ [The Future of Workplace Regulation: Series of Essays](#)
- ❑ Cuaron, Alfonso (2018). Roma (Movie, available on Netflix)
- ❑ Poo, Ai-Jen, "Domestic Workers Bill of Rights: A Feminist Approach for a New Economy," The Scholar & Feminist Online, Barnard Center for Research on Women. Issue 8.1, Fall 2009. http://sfonline.barnard.edu/work/poo_01.htm

- ❑ Swerts, Thomas (2015). Review of The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate. *American Journal of Sociology*, 120(5), 1552–1555. <http://dx.doi.org/10.1086/679645>
- ❑ Kornhaber, Spencer. “White People 101.” *The Atlantic*, July 23, 2015. <http://www.theatlantic.com/entertainment/archive/2015/07/white-people-mtv-jose-antonio-var-gas-backlash-lessons-privilege/399302>
- ❑ Janiak, Lily, “Q&A with Gary Soto, Playwright of In and Out of Shadows, Ruthless Self-Challenger, Baker of Cookies.” *SF Weekly*. February 1, 2013. <http://www.sfweekly.com/exhibitionist/2013/02/01/qanda-with-gary-soto-playwright-of-in-and-out-of-shadows-ruthless-self-challenger-baker-of-cookies>

Week 8: #BlackLivesMatter and Midterm Exam (3/11)

Guest Speakers:

Sharon Cooper

Adrian Schurr, Google.org

Note: A laptop or tablet is required for the Midterm and Final Exams. Please [arrange a loan](#) from the library if you don't have your own.

Does the rise of the Movement for Black Lives represent a break with previous movements against police violence and mass incarceration? What would this movement have looked like without social media? How did the media landscapes in which Black Lives Matter and the Civil Rights Movement of the 1960s arose differ, and how did these differences affect the movements? How do inequities in policing and incarceration connect to broader political economic forces at play?

What are the roles of music and entertainment in Black Lives Matter and other related movements? How does the cultural impact of a music video like Beyoncé's [Formation](#) #BlackLivesMatter compare that of Bob Dylan's 1975 song, [Hurricane](#)? What role have intergenerational connections played in the development of Black Lives Matter?

How have Alicia Garza's writings (see below) on queer theory and leadership within the Black Lives Matter influenced the structure and network of the movement as it has grown? How have Garza and Patrisse Cullors (two of the movement's three founders) communicated about their identities as queer black women in leadership roles in the movement?

Required media

- ❑ [Trigger warning—to discuss in class] Say Her Name: The Life and Death of Sandra Bland. HBO Documentary Films, 2018. <https://www.kanopy.com/product/say-her-name> (requires Airbears2 of VPN)
- ❑ Kelley, Robin D. G. “Black Study, Black Struggle.” *Boston Review*, March 7, 2016. <https://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle>.
- ❑ Ince, J., Rojas, F., & Davis, C. A. “The social media response to Black Lives Matter: how Twitter users interact with Black Lives Matter through hashtag use.” *Ethnic and Racial Studies*, 40, 1814–1830. 2017. <https://doi.org/10.1080/01419870.2017.1334931>
- ❑ “A Herstory of the #BlackLivesMatter Movement by Alicia Garza.” The Feminist Wire, October 7, 2014. <http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>
- ❑ Campbell, Perri. “Occupy, Black Lives Matter and Suspended Mediation: Young People’s Battles for Recognition in/between Digital and Non-digital Spaces.” *YOUNG*. 26(2) 1-16, 2017. <http://journals.sagepub.com/doi/abs/10.1177/1103308817713584>
- ❑ Ross, Janell. “How Black Lives Matter Moved from a Hashtag to a Real Political Force.” *The Washington Post*, August 19, 2015. <https://www.washingtonpost.com/news/the-fix/wp/2015/08/19/how-black-lives-matter-moved-from-a-hashtag-to-a-real-political-force/>
- ❑ Big Data: [A Report on Algorithmic Systems, Opportunity, and Civil Rights](#), Executive Office of the President, 2016.

Optional media

- ❑ Frank Leon Roberts. Black Lives Matter: 4 Ways of Understanding the Movement. August 3, 2016. https://www.youtube.com/watch?time_continue=1&v=sBOrm3k4ZA8
- ❑ teleSUR English. History of the #BlackLivesMatter W/ Patrisse Cullors & Damon Turner. February 24, 2015. <https://www.youtube.com/watch?v=7E6ILlYigsc>
- ❑ Ransby, Barbara. (2015). The Class Politics of Black Lives Matter. *Dissent* 62(4), 31-34. University of Pennsylvania Press.
- ❑ “Queerness on the front lines of #BlackLivesMatter.” MSNBC, February 19, 2015. <http://www.msnbc.com/msnbc/watch/queerness-on-the-front-lines-of-blacklivesmatter-401658435959>
- ❑ Bassett, Mary T. “#BlackLivesMatter — A Challenge to the Medical and Public Health Communities.” *New England Journal of Medicine* 372, no. 12 (March 19, 2015): 1085–87.
- ❑ Ohikuare, Judith,. “Meet the Women Who Created #BlackLivesMatter.” *Cosmopolitan*, October 17, 2015. <http://www.cosmopolitan.com/entertainment/a47842/the-women-behind-blacklivesmatter/>
- ❑ “A Q&A With Opal Tometi, Co-Founder of #BlackLivesMatter.” *The Nation*. Accessed March 30, 2016. <http://www.thenation.com/article/qa-opal-tometi-co-founder-blacklivesmatter/>.
- ❑ Organization: Ella Baker Center for Human Rights. <http://ellabakercenter.org/>
- ❑ Organization: Black Youth Project. <http://blackyouthproject.com/>
- ❑ Angwin, Julia, Jeff Larson, Surya Mattu and Lauren Kirchner, “Machine Bias,” *ProPublica*. 2016. *ProPublica*. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>

Week 9 (3/18): Tenants' Rights Movement (anti-eviction, anti-gentrification)

Guest Speaker: Margaretta Lin [postponed]

Margaretta Lin is a serial social and racial justice impact innovator in urban planning, public policy, education, community development, and law. Margaretta is currently the Managing Director of Just Cities, a platform for advancing racial and social equity initiatives, and founding Director of the Dellums Institute for Social Justice. She has served as the City of Oakland's Deputy City Administrator and founding Director of Strategic Initiatives, the founding Director of East Bay Community Law Center's Community Economic Justice practice, the founding Director of Youth Together, and Staff Attorney at Public Advocates. She has designed a Restorative Justice in Planning/Policy class for Urban Studies majors and has been an inaugural Urban Equity Fellow at the Institute for Urban & Regional Development at UC Berkeley, Co-Instructor of Berkeley Law's Economic Justice course, and Desegregation Specialist and Research Associate at ARC Associates. Margaretta has a JD and Masters in Asian Studies from UC Berkeley and a BA in Religious and Asian Studies from the University of Virginia.

She has led the design and development of innovative racial and social equity analyses and Housing Justice policies and programs including the following: the State's strongest Fair Chance Housing laws; Anti-displacement and racial equity framework for the Los Angeles Department of Transportation's Vision Zero Community Engagement program; the Oakland Housing Equity Roadmap, comprehensive housing and anti-displacement policies adopted by the Oakland City Council; the Oakland Sustainable Neighborhoods Initiative comprehensive equitable development and transit equity plans for the International Boulevard Corridor.

The San Francisco Bay Area is currently a site of struggle for the rights of tenants seeking to remain in their homes in the face of rapidly increasing housing prices. Does this economic struggle fall along similar racial and ethnic lines as the struggle for domestic workers' rights? How do the two movements use similar strategies to mobilize across linguistic communities and in the face of complications caused for some constituents because of their immigration status?

Compare the approaches of the [San Francisco Tenants' Union](#), [Tenants Together](#), the [SF Anti-Displacement Coalition](#) and the [Anti-Eviction Mapping Project](#). How are race, ethnicity and class used to frame the movements' struggles differently by each group? How are comparisons to past waves of displacement of Irish and Italian communities used to justify current gentrification?

Required media

- ❑ Abileah, Rae and Nadine Bloch, "HOLY SH*T! 7 things to do instead of hoarding toilet paper: Beautiful Trouble's irreverent guide to activism in the time of pandemic. March 17, 2020. <https://wagingnonviolence.org/2020/03/beautiful-trouble-guide-activism-coronavirus/>

- ❑ Frock, Christian, Take this Hammer exhibit brochure.
<https://www.christianfrock.com/work#/takethishammer/>
- ❑ Beitel, Karl. *Local Protests, Global Movements: Capital, Community, and State in San Francisco*. Philadelphia: Temple University Press, 2013. (Chapter 2)
<https://muse.jhu.edu/chapter/821434/pdf>
- ❑ “Report: Nation’s Gentrified Neighborhoods Threatened By Aristocratization,” *The Onion*, March 31, 2008.
<http://www.theonion.com/article/report-nations-gentrified-neighborhoods-threatened-2419>.
- ❑ Levin, Sam. “Low-Income Families Face Eviction as Building ‘Rebrands’ for Facebook Workers.” *The Guardian*, September 21, 2016, sec. Technology.
<https://www.theguardian.com/technology/2016/sep/21/silicon-valley-eviction-facebook-trion-properties>
- ❑ Tweet (with embedded video): @ajplus: #SanFrancisco is in the midst of a #housing crisis. Here's a look at the no-fault #evictions since 1997, visualized:
<https://twitter.com/ajplus/status/520262665709441025>

Optional media

- ❑ Jr, Manuel Pastor, Chris Benner, and Martha Matsuoka. *This Could Be the Start of Something Big: How Social Movements for Regional Equity Are Reshaping Metropolitan America*. Cornell University Press, 2015. (Introduction) <https://muse.jhu.edu/book/43537/>
- ❑ Rushkoff, Douglas. *Throwing Rocks at the Google Bus: How Growth Became the Enemy of Prosperity*. Portfolio Penguin, 2016.
- ❑ Mina, An Xiao. “When Internet Memes Infiltrate the Physical World.” *The Atlantic*. May 4, 2017.
<https://www.theatlantic.com/technology/archive/2017/05/when-internet-memes-infiltrate-the-physical-world/523887/>
- ❑ Henderson, Jason. “Book Review: Local Protest, Global Movements: Capital, Community, and State in San Francisco.” *Urban Affairs Review* 50, no. 3 (May 1, 2014): 448–50.

Week 10: No Class - Spring Break

Week 11: #MAGA (4/1)

Guest Speaker: Andy Barkett, former CTO, Republican Party

How do the grassroots movements discussed in previous sessions relate to US political parties and the political process more broadly? What are the parallels and differences between conservative movements like the Alt-Right, the Tea Party and broadly liberal movements like Occupy Wall Street? How do the digital strategies of the Republican and Democratic parties and their partners compare to one another? How have these strategies evolved over the past two decades?

Required media

- ❑ “Charlottesville: Race and Terror.” VICE News Tonight on HBO.
<https://youtu.be/P54sP0NIngg>
- ❑ Agarwal, Sheetal D., Michael L. Barthel, Caterina Rost, Alan Borning, W. Lance Bennett, and Courtney N. Johnson. “Grassroots Organizing in the Digital Age: Considering Values and Technology in Tea Party and Occupy Wall Street.” *Information, Communication & Society* 17, no. 3 (March 16, 2014): 326–41.
<http://www.tandfonline.com/doi/abs/10.1080/1369118X.2013.873068>
- ❑ [Youtube, the Great Radicalizer, Zeynep Tufekci](#), NYT OpEd, 2018

Optional media

- ❑ “The Meticulously Engineered Grassroots Network Behind the Bernie Sanders Revolution.” Bloomberg Politics, February 24, 2016.
<http://www.bloomberg.com/politics/features/2016-02-24/behind-bernie-sanders-revolution-lies-a-meticulously-engineered-grassroots-network>
- ❑ Hochschild, Arlie Russell. *Strangers in Their Own Land: Anger and Mourning on the American Right*. The New Press, 2016.
- ❑ Skocpol, Theda, and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism*. Oxford University Press, 2011. (Introduction and Chapter 4)
- ❑ Stromer-Galley, Jennifer. *Presidential Campaigning in the Internet Age*. Oxford University Press, 2014. (Chapters 1, 6, 7)
- ❑ Kreiss, Daniel. *Taking Our Country Back: The Crafting of Networked Politics from Howard Dean to Barack Obama*. Oxford University Press, 2012.
- ❑ Karpf, David. *The MoveOn Effect: The Unexpected Transformation of American Political Advocacy*. Oxford University Press, 2012. (Chapters 1, 7)
- ❑ Engage. “Inside the Cave: The definitive report on the keys to Obama’s success in 2012.” October 23, 2013. <http://engage/projects/inside-the-cave/>

Week 12 (4/8): #MeToo

#MeToo emerged in 2017 to expose sexual harassment and abuse at some of the highest levels in entertainment, politics, and industry. The movement empowered victims to speak out and connect with one another and held many powerful men (and women) to account for their actions.

Rise, a national nonprofit, was founded by Amanda Nguyen, a survivor, in November 2014 to pen her own civil rights into existence along with the 25 million rape survivors in the United States. Rise’s immediate goal is to scale up a social movement to pass their Sexual Assault Survivors’ Bill of Rights - in all 50 states.

Since its inception, Rise has created civil rights protections for more than 60 million survivors of sexual assault through its passage of state-by-state bills.

Guest Speakers:

Flannery Houston & Jennifer Li, California Leads for Rise Justice Labs

Jennifer Li

Jennifer got involved with Rise to change the way survivors are treated by the system. After meeting Amanda Nguyen, Jennifer joined the Rise team to lobby for the passage of the historic federal 2016 Survivors' Bill of Rights Act. In 2017, she introduced and passed the California Sexual Assault Survivors' Bill of Rights, AB 1312. She identified a loophole in New York state law that allowed rape kits to be thrown away after 30 days. Governor Cuomo and the NY Legislature fixed that short retention timeline to 20 years in the 2019 Budget after a public push from the NY Rise team and Amanda herself. She is now a Regional Coordinator, mentor, and does communications work for Rise. Before joining Rise, Jennifer was the founder of a viral campaign #TakeDownJulienBlanc in 2014. She started the campaign to get the racist and sexist pick up artist cancelled when she saw a video of him publicly assaulting Japanese women, and training other men to do the same. In less than a month, her campaign got his visa revoked from 6 countries, and kicked out of 10 venues.

Flanner Houston

Flannery is the Director of Programs for Rise. She comes to Rise with an eclectic background in modern dance and choreography, immigration law, grassroots activism, hospitality, and sports and events marketing. In 2016, she joined Rise as a volunteer and helped write and pass the Sexual Assault Survivors Bill of Rights in both California and New York. She holds a Master's degree in Political Science from Long Island University Brooklyn and a Bachelor's degree in Contemporary Dance from University of North Carolina School of the Arts. She is originally from New York City.

Required Media

- ❑ Mendes, Kaitlynn, Jessica Ringrose, and Jessalynn Keller. "#MeToo and the Promise and Pitfalls of Challenging Rape Culture through Digital Feminist Activism." *European Journal of Women's Studies* 25, no. 2 (May 2018): 236–46. <https://doi.org/10.1177/1350506818765318>
- ❑ Michelle Rodino-Colocino (2018) Me too, #MeToo: countering cruelty with empathy, *Communication and Critical/Cultural Studies*, 15:1, 96-100, <https://doi.org/10.1080/14791420.2018.1435083>

Week 13 (4/15): New Economies, New Technologies

Guest Speaker: Bennet Wetch, Fair Trade USA

How have bespoke platforms like those developed by [Good World Solutions](#), [Coworker.org](#) and the [Slavery Footprint](#) advanced beyond what is possible on platforms like Facebook and

Twitter? How do these bespoke platforms connect with existing social media platforms? Why does the Basic Income Guarantee movement appeal to people at opposite ends of the the political spectrum.

How and why do campaigns and organizations like the [Robin Hood Tax \(USA\)](#) (UK) and [Fair Trade USA \(International\)](#) adopt different strategies in different countries?

How do offline worker cooperatives reflect the structures of open-source software communities? How have cooperatives begun using social media, and constructing their own online platforms to advance their goals? Will worker-owned cooperatives, individually or through associations like the [US Federation of Worker Cooperatives](#) or campaigns like the [United Nations International Year of Cooperatives](#), ever be able to compete with top-down technology solutions like Uber and Airbnb?

How did the movement for fair trade build on the Global Justice Movement? Can the fair trade movement's growth be directly traced to the successes of the Global Justice movement? Could the schism between fair trade activists and organizations in North America and Europe have been foreseen in the different ways in which Europeans and North Americans engaged with the Global Justice Movement a decade earlier?

Required media

- ❑ Scholz, Trebor. "Platform Cooperativism vs. the Sharing Economy." *Medium*, December 5, 2014.
<http://medium.com/@trebors/platform-cooperativism-vs-the-sharing-economy-2ea737f1b5ad>
- ❑ Hudson, Ian, and Mark Hudson. "Removing the Veil? Commodity Fetishism, Fair Trade, and the Environment." *Organization & Environment* 16, no. 4 (December 1, 2003): 413–30.
<http://journals.sagepub.com/doi/abs/10.1177/1086026603258926>
- ❑ Marx, Karl, and Ernest Mandel. *Capital: Volume 1: A Critique of Political Economy*. Translated by Ben Fowkes. Reprint edition. London; New York, N.Y: Penguin Classics, 1992. Originally published 1867. (Chapter 1, Section 4: The Fetishism of Commodities and the Secret thereof) <https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S4>
- ❑ Merchant, B. "Life and death in Apple's forbidden city." *The Guardian*. June 18, 2017.
<http://www.theguardian.com/technology/2017/jun/18/foxconn-life-death-forbidden-city-longhua-suicide-apple-iphone-brian-merchant-one-device-extract>

Optional media

- ❑ Painter, Anthony and Chris Thoung. *Power to Create: Creative citizen, creative state: the principled and pragmatic case for a Universal Basic Income*. RSA, London, 2015.
<https://www.thersa.org/discover/publications-and-articles/reports/basic-income/>
- ❑ "Organic Valley: A Cooperative on a Social Media Mission." *Social Media Breakfast Madison*, June 20, 2012.
<http://smbmad.org/organic-valley-a-cooperative-on-a-social-media-mission/>.

- ❑ Lawson, Aja, “Marketing and Promoting Your Cooperative Through Social Media How social media can be a success for your housing cooperative,” (slideshow) *National Cooperative Bank*, presented at NAHC 54th Annual Conference, October 15-18, 2014, St. Thomas, US Virgin Islands.
- ❑ Josephs, Mary. “Millionaire Grocery Clerks: The Amazing WinCo Foods Story.” *Forbes*. November 5, 2014.
<http://www.forbes.com/sites/maryjosephs/2014/11/05/millionaire-grocery-clerks-the-amazing-winco-foods-story/>
- ❑ Kaplan, Andreas M., and Michael Haenlein. “Users of the World, Unite! The Challenges and Opportunities of Social Media.” *Business Horizons* 53, no. 1 (January 2010): 59–68.
- ❑ Bennett, W. Lance, and Alexandra Segerberg. “Digital Media and the Personalization of Collective Action.” *Information, Communication & Society* 14, no. 6 (September 1, 2011): 770–99.
- ❑ RobinHoodTax. *The Banker*. YouTube, February 9, 2010.
https://www.youtube.com/watch?time_continue=1&v=qYtNwmXKlvM.
- ❑ “Basic Income.” Y Combinator Posthaven. January 27, 2016.
<https://blog.ycombinator.com/basic-income>
- ❑ Jaffee, Daniel. “Fair Trade Standards, Corporate Participation, and Social Movement Responses in the United States.” *Journal of Business Ethics* 92, no. 2 (August 10, 2010): 267–85.
- ❑ Clark, Simon, “A Furor over Fair Trade.” *Bloomberg Business*. November 3, 2011.
<http://www.bloomberg.com/bw/magazine/a-furor-over-fair-trade-11032011.html>.

Week 14 (4/22): Human Rights & Disinformation

Guest Speaker: Gisela Perez de Acha

Gisela Pérez de Acha is a journalist focused on data, digital verification and investigative reporting. She is a trained human rights lawyer, now student at the Graduate School of Journalism at UC Berkeley, where she also teaches cybersecurity for reporters with the Center for Long Term Cybersecurity. In addition, Gisela is an open source researcher at the Human Rights Center Investigations Lab, and a member of Amnesty International's Digital Verification Corps, a network of more than 100 volunteers at six global universities who fact-check social media posts regarding war crimes and grave human rights violations across the world. She has specialized in Internet studies and the politics of Latin America for over a decade. Born and raised in Mexico, Gisela speaks fluent Spanish, English, French and Portuguese.

[Amnesty International](#), [Human Rights Watch](#), [WITNESS](#), and [Invisible Children](#) are four of the most media-savvy organizations in the field of human rights. The four organizations rose to prominence in intervals roughly 10-20 years apart from each other. How did the media environments in which they arose affect the structure of the organizations themselves and their strategies?

The “[Global Goals](#)” campaign, a brand that evolved out of the [UN Sustainable Development Goals](#), has leveraged relationships with celebrities, multinational corporations and marketing and branding agencies to launch a massive social-media campaign. How does a campaign with such a centralized core motivate individual activists to join? With multi-million dollar advertising budgets and corporate partnerships, are individuals possibly less motivated to volunteer their time or offer their voices on social media to this campaign? How do corporate brand-driven strategies like [Product \(RED\)](#) resemble and differ from these efforts?

Required media

- ❑ Niina Meriläinen, and Marita Vos. “[Human Rights Organizations and Online Agenda Setting.](#)” *Corporate Communications: An International Journal* 16, no. 4 (October 11, 2011): 293–310.
- ❑ Gregory, Sam. “[Cameras Everywhere: Ubiquitous Video Documentation of Human Rights, New Forms of Video Advocacy, and Considerations of Safety, Security, Dignity and Consent.](#)” *Journal of Human Rights Practice* 2, no. 2 (July 1, 2010): 191–207.
- ❑ Titeca, Kristof, and Matthew Sebastian. “[Why Did Invisible Children Dissolve?](#)” *The Washington Post*, December 30, 2014.
- ❑ Farrell, Nathan. “[Celebrity Politics: Bono, Product \(RED\) and the Legitimising of Philanthrocapitalism.](#)” *The British Journal of Politics & International Relations* 14, no. 3 (August 1, 2012): 392–406.

Optional media

- ❑ Dadush, Sarah. “Profiting in (RED): The Need for Enhanced Transparency in Cause-Related Marketing.” SSRN Scholarly Paper. Rochester, NY: Social Science Research Network, June 14, 2010. <http://nyujilp.org/wp-content/uploads/2013/02/42.4-Dadush.pdf>
- ❑ Swann, Patricia. *Cases in Public Relations Management: The Rise of Social Media and Activism*. Routledge, 2014. (Chapter 3.5: Apple iProblem: Subcontractor Worker Issues Bring Negative Attention)
- ❑ Youde, Jeremy. “Ethical Consumerism or Reified Neoliberalism? Product (RED) and Private Funding for Public Goods.” *New Political Science* 31, no. 2 (June 1, 2009): 201–20.
- ❑ “Finding Alternatives to ‘Clicktivism’.” SoundCloud Channel: netposi. January 22, 2016. <https://soundcloud.com/netposi/finding-alternatives-to-clicktivism>

Week 15 (4/29): 2020 Election

Guest Speaker: Greg Dale: Tech for Campaigns

Greg Dale is Director of Campaign Relations for TFC where he focuses on bringing new technologies to new audiences in useful ways. After beginning his career in investment management at J.P. Morgan and First Republic, Greg worked as a product manager and account executive at Chartboost, a mobile ad platform, and was the Founding Business Lead at

Myra Labs, which focuses on bringing artificial intelligence to customer care. Greg holds a BA from UC San Diego.

What motivates people to join social movements? How can we more deeply understand the role of specific emotions in online social movements? Can a person be motivated to take a stand for justice purely through online interactions? Are in-person bonds necessary for social movement cohesion? What are the advantages of and limits to empathy as an overarching framework for social action?

How are groups like the [Greater Good Science Center](#) bridging the gap between research and practice in this field? How can video-based approaches like the [Global Lives Project](#) and [The BULLY Project](#) increase their impact through education and audience engagement strategies? How are organizations like [Roots of Empathy](#) and Ashoka, with their [Empathy program](#) communicating with the public and donors about the short-term and long-term impact of their work?

How can the dynamics of online games like Jane McGonigal's [My2024](#) (built on the [Foresight Engine](#) platform) be used to achieve social justice ends? What can the neuroscience research behind prosocial game design and the popularity of [Games for Change](#) teach us about social movements?

Required media

- ❑ Rifkin, Jeremy. "The Empathic Civilisation." *RSA Animate, YouTube*, 2010.
<https://www.youtube.com/watch?v=I7AWnfFRc7g>
- ❑ Chakrabarti, Samidh, "Hard Questions: What Effect Does Social Media Have on Democracy?" *Facebook Newsroom*, January 22, 2018.
<https://newsroom.fb.com/news/2018/01/effect-social-media-democracy/>
- ❑ Frontline, *The Facebook Dilemma*, Parts I & II, Season 37, Episodes 4 & 5. October 29-30, 2019.
 - ❑ <https://www.pbs.org/video/the-facebook-dilemma-part-one-s43cuc/>
 - ❑ <https://www.pbs.org/video/the-facebook-dilemma-part-two-iev1xh/>

Optional media

- ❑ Zuckerberg, Mark, "A Privacy-Focused Vision for Social Networking," March 6, 2019.
<https://www.facebook.com/notes/mark-zuckerberg/a-privacy-focused-vision-for-social-networking/10156700570096634/>

Additional Optional Media

- ❑ Harvey, Kerric. *Encyclopedia of Social Media and Politics*. SAGE Publications, 2013. (Introduction)

- ❑ Schradie, Jen, “Bringing the Organization Back In: Social Media and Social Movements.” *Berkeley Journal of Sociology*, November 3, 2014.
<http://berkeleyjournal.org/2014/11/bringing-the-organization-back-in-social-media-and-social-movements/>
- ❑ Gerbaudo, Paolo, “Constructing Public Space | Rousing the Facebook Crowd: Digital Enthusiasm and Emotional Contagion in the 2011 Protests in Egypt and Spain.” *International Journal Of Communication*, 10, 20.
<http://ijoc.org/index.php/ijoc/article/viewFile/3963/1537>
- ❑ Shirky, Clay, “The Political Power of Social Media.” *Foreign Affairs*, January/February, 2011.
<https://www.foreignaffairs.com/articles/2010-12-20/political-power-social-media>
- ❑ Perrin, Andrew. “Social Media Usage: 2005-2015.” Pew Research Center: Internet, Science & Tech, October 8, 2015.
<http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>
- ❑ Fominaya, C. F., & Gillan, K. (2017). Navigating the technology-media-movements complex. *Social Movement Studies*, 16(4), 383–402. <https://doi.org/10.1080/14742837.2017.1338943>
- ❑ Pastor, Manuel, “How Do We Build Movements Based On Vision and Values?” Talk at Bioneers Summit. LinkTV, 2015 (video).
<https://www.linktv.org/shows/bioneers-summit/episodes/manuel-pastor-how-do-we-build-movements-based-on-vision-and-values>
- ❑ [Evolution of Trust](#) (online game)
- ❑ Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. John Wiley & Sons, 2015. (Opening: Networking Minds, Creating Meaning, Contesting Power)
- ❑ Gerbaudo, Paolo. *Tweets and the Streets: Social Media and Contemporary Activism*. Pluto Press, 2012. (Introduction; chapters 1 & 5)
- ❑ Kahler, Miles. *Networked Politics: Agency, Power, and Governance*. Cornell University Press, 2015. (Chapter 1)
- ❑ Ronson, Jon. *So You’ve Been Publicly Shamed*. Penguin, 2015. (Chapter 11: The Man Who Can Change the Google Search Results)
- ❑ Nye, Joseph. “Global Power Shifts,” *TED Talk*, 2010 (video).
https://www.ted.com/talks/joseph_nye_on_global_power_shifts?language=en
- ❑ Lievrouw, Leah. *Alternative and Activist New Media*. Polity, 2011. (Chapters 1-3)
- ❑ Tilly, Charles, and Lesley J. Wood. *Social Movements 1768-2012*. Routledge, 2015. (Introduction)
- ❑ Johnston, Hank. *What Is a Social Movement?* John Wiley & Sons, 2014. (Chapters 1 & 7)
- ❑ Horberg, E. J., & Keltner, D. (2007). “Passions for justice.” *Advances in the psychology of justice and affect*, 155-174.
- ❑ Rifkin, Jeremy. *The Empathic Civilization: The Race to Global Consciousness in a World in Crisis*. Penguin, 2009. (Introduction)
- ❑ McGonigal, Jane. *Reality Is Broken: Why Games Make Us Better and How They Can Change the World*. Penguin, 2011. (Chapters 5, 6 and 14)
- ❑ Brooks, David. “The Limits of Empathy.” *The New York Times*, September 29, 2011.
<http://www.nytimes.com/2011/09/30/opinion/brooks-the-limits-of-empathy.html>

- ❑ Wojcicki, Esther. "Antidote to Terror: Teaching Empathy Through the Global Lives Project." *The Huffington Post*, December 15, 2015.
http://www.huffingtonpost.com/esther-wojcicki/antidote-to-terror-teachi_b_8812072.html