Global Media Seminar: Media, Activism & Democracy

Course Number
MCC-UE 9452 F01

Instruction Mode:
In-person

Brightspace course site
https://brightspace.nyu.edu/d2l/home/164449

Spring 2022

If you are enrolled in this course 100% remotely and are not a Study Away student for NYU Florence, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact florence.academicsupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: 14/2/2022

Lecturer Contact Information
TBA

Units earned
4

Course Details
- Monday 9:30am-11:45am
- All times are Central European Time (CET) Please note that there is a gap in when Daylight Savings Time (DST) begins in Europe and the U.S. In the U.S., DST begins on Sunday, 13 March 2022 when clocks will be set 1 hour forward. In Europe, DST begins Sunday, 27 March 2022.

- Location: Rooms will be posted in Albert before your first class.

- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.

- COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

Course Description

The course on "Media, Activism & Democracy" aims at, *first*, introducing students to the complex and fascinating topic of civil society activism; *second*, at illustrating the linkages between activism and media; *third*, at showing them the impact of civil society's advocacy on contemporary political systems. In a nutshell, the course aims at providing students with a **closer understanding of the civil society activism-media-politics conundrums at the national and global levels**.

(1) 'Activism'

embraces the large variety of activities from civil society actors (*e.g.* non-governmental organizations, think tanks, social movements) aimed at influencing public decision-making. Understanding activism is key to get familiar with current cultural, political, social and economic trends occurring at the national and global levels.

(2) 'Media'

includes both 'old media' (*e.g.* television, radio and printed newspapers) and 'new media' (*e.g.* social networks, blogs, podcasts and crowd-sourced/collaborative forms of journalism). Old and new media play a crucial role in spreading causes of activism and influencing collective understanding of activists and their efforts. Understanding the strategies used by civil society activists to influence media, and how media narration of activism impacts on local/global communities is crucial to develop critical skills towards current and future trends of communication.

(3) 'Democracy'

is an all-encompassing definition including a large variety of political regimes. In the context of this course, democracy comprises both Western and Eastern political systems, ranging from full and emerging democracies to hybrid regimes. It may go as far as to include authoritarian regimes, when civil society activism has eased the transition towards hybrid or democratic systems of governance (*e.g.* 'The Arab Spring' and the '1989 Chinese revolution'). Developing a conceptual framework of the bonds between civil society activism and democratic systems is essential to understand how current political regimes are shaped and transformed by civil society actors.

This course combines a theoretical with a practical approach.

- On the *theoretical level*, students will be introduced to authors and theories discussing civil society activism, advocacy, national and supranational policy-making, communication and media. NB. Theoretical approaches will not be learnt in isolation from one another. Theories and concepts will be progressively illustrated to students, put into a coherent framework and exemplified with case studies.

- On the *practical level*, students will be introduced to the analysis of (both successful and unsuccessful) advocacy efforts from civil society actors. Employing key case studies,

students will explore elements of advocacy campaigns (including the determination of campaign objectives, target audiences, target responses, message attributes and media channels) and will learn how they impacted on political systems.

Class format will be based on interaction and dialogue.

Typical class will involve illustration of theoretical accounts, case analysis, group problem solving, analysis of relevant materials (movies, podcasts, pictures) and debate. The course is structured as follows:

(A) Theoretical Foundations

The theoretical foundations of civil society activism will illustrate the actors/strategies/tools/places of activism. On completion of the three sections of theoretical foundations, students will master ideas and theories concerning civil society advocacy, the role of the media in supporting/criticizing activism, and the relationship between civil society advocacy and political regimes.

(1) Session I – Actors of activism –

The first section will focus on the actors of activism. A brief introductory class will provide the basic definitions of civil society activism and will discuss questions on the role of the media in contemporary democratic regimes. The following classes will be aimed at: *(a)* illustrating how to classify actors of advocacy; *(b)* pinpointing the similarities and differences between typologies of activists; *(c)* understanding under which circumstances movements/groups of activists can turn into something different, *e.g.* a social movement or a political party.

Three typologies of actors of activism will be analyzed and compared:

(a) Individuals (including 'youth' and 'students' as sub-categories); *(b)* Civil Society Organizations (including 'grassroots organizations' as sub-category); *(c)* social movements (including 'Nimbysm' as sub-category). The first session will also be the occasion to **reflect on the transformation affecting activism**. Focus will be put on transformation from activist groups to political parties.

(2) Session II – Strategies of Activism –

The second section of the course will shift the attention on strategies of activism. Students will be enabled to understand which strategies civil society activists use in order to: *(a)* advocate towards public institutions; *(b)* receive media coverage of their actions; *(c)* mobilize public opinion.

Advocacy strategies that will be analyzed include: *(a)* protest/violence; *(b)* raising-awareness; *(c)* networking; *(d)*empowerment/lobbying. Each of these strategies will be substantiated with current and past cases of activism.

The second session will offer the occasion to i**nvestigate the most recent trends in civil society advocacy**, and specifically to analyze the emergence of advocacy coalitions of civil society actors, and to identify the benefits and the problems related with this phenomenon.

(3) Session III – Tools and places of activism –

The third section of the course will analyze the tools that civil society activists use as part of their advocacy activities, and the spaces where activism takes place. With regard to the tools, three will be explored: *(a)* traditional (*e.g.* marches, pickets, strikes); *(b)* digital (*e.g.* social media, app, photography); *(c)* innovative (*e.g.* gamification, apps for activism). With

regard to the places, focus will be put on the distinction between *virtual* and *physical* places of activism.

(B) Activism Lab –

the laboratories of activism aim at exploring contemporary forms of civil society advocacy from the activist's perspective. Students will experiment techniques of advocacy and gain a direct experience of issues related to strategizing/organizing a campaign of activism. Labs are aimed at encouraging students to step outside the rigors of the precise discipline of activism and democracy in order to **experiment with emerging practices**. After completing the two sessions of the lab, students: *(a)* will have a firm grasp of the stages of an advocacy campaign; *(b)* will be able to identify and select the targets of advocacy campaigns; *(c)* will be able to associate targets with actions; (d) will have a direct knowledge of the tools that could be used to mobilize public opinion/gain media attention/influence policy-making.

(1) Session I – Identify your target –

The first session of the Activism Lab is dedicated to profiling the target of activism campaigns through the use of data and information. Students will learn: *(a)* how to use datasets; *(b)* how to extract and elaborate information from a variety of sources; *(c)* how to profile targets of activism campaigns.

(2) Session II – Build and Implement your strategy –

The second session of the Activism Lab focuses on strategies and tools of activism. Students will learn how to apply the correct strategy to the various stages of advocacy campaigns. In particular, students will learn: *(a)* how to set the goals of their campaign; *(b)* how to build a timeline of actions involved; *(c)* how to respond to contingencies. They will also learn students will learn: *(a)* how to identify and use techniques of activism; *(b)* how to allocate (economic and human) resources efficiently; *(c)* How to impact on policy-making.

(C) In-Focus Class –

'In-Focus' classes are designed to **enhance students' in-depth knowledge** of relevant themes. These classes provide hands-on introduction to the most innovative and influential trends and issues of activism/media/democracy. Selected topics embrace phenomena of great impact on contemporary politics and societies across the globe. These include:

(1) Session I – 'Artivism' –

'Artivism' is a portmanteau word that defines the use of artistic means aimed at supporting social/political change. Artivism is referred to artists using traditional mediums (*e.g.* film, music, paintings) to raise civic awareness as well as the direct involvement of artists in activism (*e.g.* protest, culture jamming/guerrilla communication, spoken word).

(2) Session II – 'Slacktivism' –

'Slacktivism' is a colloquial term that it is used to address the ideology for people who want to appear to be doing something for a particular cause without actually having to do anything. In recent years the world has been used to describe the online behavior of a growing number of people. Many consider Slacktivism the new reality of contemporary activism.

(3) Session III – 'Gamification' –

'Gamification' is a term used to identify the use of game elements (e.g. badges, points, leaderboards) into non-game contexts. In recent years game-elements have become

increasingly relevant into advocacy strategy. On the one hand, gamification carries the promise of an easy path to engage citizens, and to foster creative collaboration for charitable causes. On the other hand, gamification raises acute legal, societal and cultural challenges.

C) CinemActivism –

Protests against governments, war and conflicts, environmental concerns, LGBT rights, Critical Mass cycling demonstrations and citizens' fighting against corporations: the CinemActivism classes offer screenings of documentary and educational films about civil society activism. The aim is twofold: first, to promote debate among students of social issues across the globe; and, second, to critically engage them with the world we live in.

Course Objectives

On completion of this course, students will have a firm grasp:

- In terms of *knowledge*:
- Gain a **full understanding of conceptual foundations** of civil society advocacy, media and political systems, and be able to triangulate them;
- Develop a conceptual framework to **understand how civil society actors shape and transform public policies** (both national and supranational);
- Gain a **deep understanding of advocacy tools, strategies of influence, arenas and targets of advocacy**, and be able to triangulate them.
- Be capable of **reflecting critically** on the role of media and communication in social, cultural, economic, psychological, technological, political and legal contexts;
- Be capable of **elaborating opinions** on possible future scenarios concerning the relationship between democracy and activism;
- Have improved their **understanding of the methodologies** of pro-democracy advocacy in both democratic and authoritarian regimes, and be enabled to **understand and assess the impact of advocacy campaigns** from a global perspective

- In terms of *skills*:
- Have improved their ability to **think critically** on activism and democracy, **engage in complex reasoning** and **express their thoughts clearly** through their written work, classroom discussions and oral presentations
- Have improved their skills of **describing** and **comparing** theories, concepts, authors and paradigms of the domains within the political and communication science;
- Have a basic understanding of **how to research questions** in democracy, activism and media, in a comparative perspective;
- Have learnt to **recognize works by the principal protagonists of the media activism** and understand why they are significant for media studies as well as political sciences;

● Have learnt how to **optimize communication for advocacy** and to understand and assess the impact of advocacy campaigns from a global perspective.

Assessment Components

The grading system of this course is structured in a way that allows students to express their full potential. The final grade is determined by the combination of several components, each corresponding to a different task and skills (writing, researching, debating).

● **Attendance and Classroom Discussion** (attendance to classes and discussion of reading materials): **20%**
● **Written Home Assignments** (exercises focused on the topics discussed in class. Students are responsible to submit the result of their assignments within the given deadline. A critical assessment of the assignments will be part of the mid-term and final exams): **20%**
● **Activism Labs** (active participation during activism labs implies team spirit and individual contribution to the tasks assigned to each group): **10%**
● **Midterm Exam** (Q&A about the topics discussed in class): **20%**
● **Movie Screening Debate** (at the end of each 'Cinemactivism' class students will be engaged in debate about the message/content of the movie. To be prepared, it is fundamental to read the assigned readings): **10%**
● **Final Exam** (the final exam consists of a case study that students are requested to analyze and develop using the information/knowledge they acquired during the semester): **20%**

Failure to submit or fulfill any required course component results in failure of the class.

Attendance Policy
In order to keep each other safe, if you are not feeling well, we encourage you to remain in your residence and, if possible, attend class remotely.
Please make sure to inform your professor in advance so that they can turn on Zoom. Remote attendance is counted as regular attendance. You will not be marked absent.
For a detailed explanation of the global attendance policy, see the NYU Florence Present vs. Absent Flowchart.
Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation.
The Global Attendance Policy is posted in the Academic Policies tab in Brightspace, on the NYU Florence Student Portal website, and is posted around campus.
After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicsupport@nyu.edu.

Final exams
Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work
Please refer to Academic Policies in Brightspace.

Required Text(s)

- Sgueo, G. (2016), Beyond Networks. Interlocutory Coalitions, the European and Global Legal Orders, Springer

- Sgueo, G. (2018), Games, Powers & Democracies, Bocconi University Press

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the Villa Ulivi Library. Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the Ulivi Library Book Scan Form.

Supplemental Text(s) (not required to purchase)

Background Readings:
- Alemanno, A. (2017), *Lobbying for Change*, Iconbooks
- Clarke, A. (2013), *Exploiting The Web as a Tool for Democracy: New Ways Forward in the Study and Practice of Digital Democracy*, World Forum for Democracy
- Coglianese, C. (2005), *The Internet and Citizen Participation in Rulemaking*, 1 (1) Journal of Law and Policy
- Dunbar-Hester, C. (2012), *Soldering Toward Media Democracy: Technical Practice as Symbolic Value in Radio Activism*, 36 Journal of Communication Inquiry
- Kleiner, F. (2017), *Lessons from Fighting Swiss Right Wing Populism*, Civic Hall
- Sgueo, G. (2015), Web-Based Participatory Democracy. Findings From Italy, in Reddick, C.G.; Anthopoulos, L. (*eds.*) Information and Communication Technologies in Public Administration: Innovations from Developed Countries

Readings on Actors of Activism & 'Social Movements':
- Anderson, M. (2015), The Other Student Activists, The Atlantic
- Carroll, W.K.; Hackett, R.A. (2006), *Democratic Media Activism Through The Lens of Social Movement Theory*, 28 (1) Media, Culture & Society
- Council of Europe (2013), Human Rights Activism and the Role of NGOs
- Christiansen, J. (2009), Four Stages of Social Movements, EBSCO Research Network
- Freelon, D.; McIlwain, C.D.; Clark, M.D. (2016) *Beyond the Hashtags*, Centre for Media and Social Impact, 2016
- Killian, L.M., Smelser, N.J., Turner, R.H., Encyclopedia Brittannica: "Social Movement"
- Sgueo, G. (2015), Financial Accountability of Civil Society Organizations. Improving Cooperation with EU Institutions, European Parliamentary Research Service

Readings on 'The Five Stars Movement':
- Hartled, F. (2013), *Digital Campaigning and Growing Anti-Elitism: The Pirates and Beppe Grillo*, 12 European View

- Mosca, L. (2013), The 5 Stars Movement. Exception or Vanguard in Europe?, The international Spectator
- Turner, E. (2013). *The 5 Star Movement and its discontents: A tale of blogging, comedy, electoral success and tensions*, 5:2 Interface: a journal for and about social movements, 178 – 212

Readings on Femen & 'Black Blocs':
- Arkhipenko, V. (2012), Reconsidering The Conventional Private/Public Dichotomy: Examining the Femen Movement Through The Arendtian Lens of the Social
- Beck, J. (2015), What Good is "Raising Awareness"?, The Atlantic
- Boyle, M. (2016), The violence of nonviolent protest, New Internationalist
- Dupuis-Déri, F. (2011), The Black Blocs Ten Years after Seattle: Anarchism, Direct Action, and Deliberative Practices
- Reerstorf, C.M. (2014), Mediatised affective activism. The activist imaginary and the topless body in the Femen movement, Convergence: The International Journal of Research Into Media Technologies

Readings on Networks of Activism:
- Beutz Land, M. (2009), Networked Activism, 22 Harvard Human Rights Journal
- Keck, M.E., Sikkink, K. (1999), Transnational Advocacy Networks In International and Regional Politics
- Pudrovska T., Marx Ferree, M. (2004), Global Activism in "Virtual Space": The European Women's Lobby in the Network of Transnational Women's NGOs on the Web, 11:1 Social Politics

Readings on Places of Activism:
- Hamm, M. (2003), A r/c tivism in Physical and Virtual Spaces, European Institute for Progressive Cultural Policies
- Baek, Kang Hui (2015), Physical place matters in digital activism: investigating the roles of local and global social capital, community, and social networking sites in the occupy movement, University of Texas

Readings on Gamification:
- Clicktivist (2014), Can Activist Be a Game?
- Dixon, D. (2011), Players Types and Gamification, University of the West of England
- Grachev, M. (2016), The Application of Gamification to Transmedia Activism: The Case of Fort McMoney, Russian National Research University

Readings on the 'Arab Spring':
- C. Frangonikolopoulos, I. Chapsos, (2013), Explaining the Role and Impact of Social Media on Arab Spring
- Lam, A. (2012), From Arab Spring to Autumn Rage: The Dark Power of Social Media, The Huffington Post
- Schindehutte, G. (2015), Remembering is Resistance: In Physical and Virtual Places of Downtown Cairo, Miami University
- Wolfseld, G; Segev E.; Sheafer T. (2013), Social Media and the Arab Spring, 18(2) The International Journal of Press/Politics

Readings on 'Slacktivism':

- Pfelfie, M. (2012), *Changing the (Face)Book of Social Activism*, The Huffington Post

Readings on 'Artivism':

- Colucci, E. (2015), Can At Be a Form of Political Activism?, VICE Magazine
- Praateska, N. (2016), How a 17-year-old girl is using Artivism to change the way people think, YourStory
- Ramsden, C. (2016), Artivism: art as activism, activism as art, OpenDemocracy

Readings on 'Civic-Tech':

- Knight Foundation (2013), The Emergence of Civic Tech: Investments in a Growing Field
- Omidyar Network (2016), Engines of Change. What Civic Tech Can Learn From Social Movements
- M. Stempeck (2016), Towards a Taxonomy of Civic Technology

Session 1 – 31 January –
INTRODUCTION TO THE CLASS: What is activism and why it is important to democracy?

(1) Students' introductions: what is your background and why are you taking this course?

(2) Explanation of course structure and main objectives – What distinguishes the theoretical and the practical parts of the course? Where will the field trip be organized? What are the objectives of the course? What are the course's policies (*e.g.* use of laptops, excused absences)?

(3) Syllabus Review – What is Activism? How do we define civil society? How do we define democracy? What roles have media and activism in contemporary political regimes? Why strategies, actors, tools and places are crucial to understand contemporary activism? Is civil society activism impacting on democracies?

(4) Introduction to the 'Activism Lab' – What is the "Activism Lab"? What are students supposed to do during the laboratory activities? How to be prepared to lab-sessions?

(5) Introduction to the 'In-Focus Classes' – What are the "In-Focus Classes'? What is the difference between in-focus classes and theoretical foundations? How to be prepared to in-focus classes?

(6) Introduction to 'CinemActivism' – How are 'Cinemactivism' classes structured? What kind of work is required to prepare for these classes?

(7) Glance through class textbooks and other reading materials

(8) Introduction to the Grading System

CASE STUDIES: None
READINGS: None

Session 2 – 07 February –

THEORETICAL FOUNDATIONS – SESSION I (Actors of Activism) – Part 1 (Individuals and CSOs)

(1) Introduction – How do we define actors of activism? How many nomenclatures are in use to define actors of activism? How different civil society groups make use of media outlets according to their vision and values? What distinguishes individual activists from Civil Society Organizations (CSOs)?

(2) Individuals as actors of activism – What are the main types of individual activists (*e.g.* leader/follower; youth/student)? Which role students and young people play in activism? How crucial are leaders for activism?

(3) CSOs as actors of activism – How many types of CSOs exist? Why are CSOs criticized? Are CSOs impacting on political systems?

(4) Movie Screening: *The Activist State*. (A documentary on the 1968 students protests in San Francisco) – *available here* *https://www.youtube.com/watch?v=aoPmb-9ctGc*]

CASE STUDIES:

- 1989 Chinese revolution
- (2) 1968 university protests
- (3) College campuses' anti-violence activism
- (4) Colin Kaepernick
- (4) Greenpeace
- (5) Human Rights Watch
- (6) Amnesty International

READINGS:

(1) Sgueo, G. (2016), Beyond Networks. Interlocutory Coalitions, the European and Global Legal Orders, Chapter 1 (pp. 1-51);
(2) Anderson, M. (2015), The Other Student Activists, The Atlantic (*available here* *http://www.theatlantic.com/education/archive/2015/11/student-activism-history-injustice/417129/*);
(3) Council of Europe, Human Rights Activism and the Role of NGOs (*available here: http://www.coe.int/en/web/compass/human-rights-activism-and-the-role-of-ngos*)
(4) Civic Hall, Lessons from Fighting Swiss Right Wing Populism (*available here: https://civichall.org/civicist/lessons-from-fighting-swiss-right-wing-populism/*)

Session 3 – 11 February –

CINEMACTIVISM

EVERYDAY REBELLION – *Everyday Rebellion is a cross-media documentary about creative forms of nonviolent protest and civil disobedience worldwide. What does the Occupy movement in New York have in common with the Spanish Indignados protests or the Arab Spring? Is there a connection between the struggle of the Iranian democracy movement and the nonviolent uprising in Syria and what is the link between the Ukrainian topless activists of Femen and an Islamic culture like Egypt? And to top it off, what do Serbia and Turkey have to do with all this? The reasons for the various people's uprisings in these countries may be*

diverse, but the creative nonviolent tactics they use in their struggles are strongly connected to each other. http://www.everydayrebellion.net/the-project/#sthash.9Q0fU6hD.dpuf

CASE STUDIES: None
READINGS: None

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HOME ASSIGNMENT #1 – '*Social Storm*s'

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Session 4 – 14 February –

IN-FOCUS CLASS – Session 1 – Art + Activism = Artivism
'Artivism' is a portmanteau word that defines the use of artistic means aimed at supporting social/political change. Artivism is referred to artists using traditional mediums (*e.g.* film, music, paintings) to raise civic awareness as well as the direct involvement of artists in activism (*e.g.* protest, culture jamming/guerrilla communication, spoken word).

CASE STUDIES:
- Ai-Weiwei
- Bansky
- The Artivist Film Festival
- The 'Straight-Edge' Scene
- Kaanchi Kopra
- Zulu VooDoo Liberation Taxi
- Sofia Ashraf and the rap "Kodaikanal Won't!"
- The Amplifier Foundation
- Reclaim the streets
- Act Up
- Guerrilla Girls

READINGS:
(1) Colucci, E. (2015), Can Art Be a Form of Political Activism?, VICE Magazine (*available here:* http://www.vice.com/read/can-art-be-a-form-of-political-activism);
Ramsden, C. (2016), Artivism: art as activism, activism as art, OpenDemocracy (*available here:* https://www.opendemocracy.net/ch-ramsden/artivism-art-as-activism-activism-as-art);
(2) Praateska, N. (2016), How a 17-year-old girl is using Artivism to change the way people think, yourStory (*available here:* https://yourstory.com/2016/05/kaanchi-chopra-artivism/)

Session 5 – 28 February –

THEORETICAL FOUNDATIONS – SESSION I (Actors of Activism) – Part 2 (Social Movements)

(1) <u>Introduction</u> – How do we define social movements? What are the main social movements of 21 century?

(2) <u>Social Movements and Democracies</u> – Are social movements impacting on democracies?

(3) Actors in transition – Under which circumstances movements/groups of activists can turn into something different? Does activism always implies transformation? Can political parties be equaled to social movements?

(4) Group exercise – Students identify a social movement of this century and debate its points of strength and weakness.

CASE STUDIES:
- Occupy Wall Street
- Black Lives Matter
- The 'No-Globals"
- No-TAV
- The Anti-fracking Movement
- The Fair Trade Movement
- The 'Million Mom March'
- The 5 Stars Movement
- Podemos
- The 'Tea Party' Movement
- The Women's March
- #MeToo

READINGS:
(1) Killian, L.M., Smelser, N.J., Turner, R.H., Encyclopedia Brittannica: "Social Movement" (*available here: https://www.britannica.com/topic/social-movement*);
(2) Christiansen, J. (2009), Four Stages of Social Movements, EBSCO Research (*available here: https://www.ebscohost.com/uploads/imported/thisTopic-dbTopic-1248.pdf*);
(3) Mosca, L. (2013), The 5 Stars Movement. Exception or Vanguard in Europe?, The international Spectator (*available here http://www.academia.edu/5539590/The_Five_Star_Movement_Exception_or_Vanguard_in_Europe*);
(4) Turner, E. (2013). The 5 Star Movement and its discontents: A tale of blogging, comedy, electoral success and tensions, 5:2 Interface: a journal for and about social movements, 178 – 212 (*available here http://www.interfacejournal.net/wordpress/wp-content/uploads/2013/11/Interface-5-2-Turner.pdf*).
(5) D. Freelon, C.D. McIlwain, M.D. Clark, Beyond the Hashtags, Centre for Media and Social Impact, 2016 (*available at http://cmsimpact.org/resource/beyond-hashtags-ferguson-blacklivesmatter-online-struggle-offline-justice/*)
6) M. White, Without a path from protest to power, The Women's March will end up like Occupy (*available at https://www.theguardian.com/world/2017/jan/19/womens-march-washington-occupy-protest*)
7) Funnytics and humorous tactics from social movements (*available here https://networkmovements.wordpress.com/2017/03/23/funnytics-and-the-deployment-of-humorous-tactics-for-political-purpose/*)
8) The commercialization of social movements: the PEPSI Commercial Ad (*available here https://www.youtube.com/watch?v=dA5Yq1DLSmQ - See also:*

https://www.newamerica.org/weekly/edition-161/lets-talk-about-fantasy-was-pepsis-performative-protest/)

Session 6 – 07 March –
MID-TERM EXAM

Session 7 – 21 March –
THEORETICAL FOUNDATIONS – SESSION II (STRATEGIES OF ACTIVISM) – Part 1 (Protest and Raising Awareness)

(1) Introduction – How do we define "strategies of activism"? How many strategies can activists use to influence decision-makers? Are strategies of activism inter-related? What are the pros and cons of strategies of activism?

(2) Protest as a strategy of activism – How does violent direct-action differentiates from non-violent direct action? What is the definition of "violent" activism? Is 'civil disobedience' a form of violent activism? Which "ingredients" make a protest a successful one? Is there a relationship between (failed) negotiation and protest? In which political/social arenas does protest prevail over negotiations? And why?

(3) Raising Awareness as a strategy of activism – How many ways exist to raise awareness? What are the aims of raising awareness of the public?

(4) Movie Screening –
(1) *FEMEN: Sextremism in Paris* (A VICE documentary on FEMEN, includinf an interview with Inna Shevchenko, one of Femen's founding members
http://www.vice.com/video/femen-sextremism-in-paris);
(2) *Black Bloc – a story of violence and love* (3 minutes short-film about the Black-Blocs.
https://www.youtube.com/watch?v=lJn47jnX39o);
(3) *Black Bloc – we are the resistance* (a documentary on Black-Blocs
https://www.youtube.com/watch?v=9jp__M1xfX8).
(4) *How to Film Protest* (a documentary from Witness
https://www.youtube.com/playlist?list=PL5A5B0C87D3D1187E

CASE STUDIES:
- Black blocs
- Femen
- Anonymous (e.g. the Maryville MO rape case)
- Animal Liberation Front
- The Soweto Uprising
- The Health Awareness days

READINGS:

(1) Boyle, M. (2016), The violence of nonviolent protest, New Internationalist (*available here: https://newint.org/columns/essays/2016/01/01/violence-of-nonviolent-protest/*);
(2) Dupuis-Déri, F. (2011), The Black Blocs Ten Years after Seattle: Anarchism, Direct Action, and Deliberative Practices (*available here:*

http://www.academia.edu/2399689/The_Black_Blocs_Ten_Years_after_Seattle_Anarchism_Direct_Action_and_Deliberative_Practices);
(3) Beck, J. (2015), What Good is "Raising Awareness"?, The Atlantic (*available here:* http://www.theatlantic.com/health/archive/2015/04/what-good-is-raising-awareness/391002/).
(4) Can We Predict Political Uprising? (*available here:* https://theconversation.com/can-we-predict-political-uprisings-71925)
(5) Protest and Persist. An Article on the Evolution of Protest (*available here:* https://www.theguardian.com/world/2017/mar/13/protest-persist-hope-trump-activism-anti-nuclear-movement)
(6) Troops, Trolls and Troublemakers: A Global Inventory of Organized Social Media Manipulation (*available here:* http://comprop.oii.ox.ac.uk/wp-content/uploads/sites/89/2017/07/Troops-Trolls-and-Troublemakers.pdf)

Session 8 – 28 March –

THEORETICAL FOUNDATIONS – SESSION II (STRATEGIES OF ACTIVISM) – Part 2 (Networking and Empowerment/Lobbying)

(1) Networking as a strategy of activism – How do we define 'networking for activism'? Why are networks increasingly considered as a successful form of advocacy? Is networked activism the future of civil society advocacy? What are the pros and cons of networks of advocacy? How do networks of civil society actors differ from those in which institutions are involved?

(2) Empowerment/Lobbying as a strategy of activism – How do we define 'empowerment/lobbying' as a strategy of activism? When activism produces policy-making changes? How crucial is policy-change for the success of an advocacy campaign? Under which conditions does "exit" become a strategy of advocacy? Is exit always an option?

CASE STUDIES:
- The 'Good Lobby'
- CIVICUS
- YuthCan (the Youth Civil Activism Network)
- Mom Bloggers for Social Good
- The European Women's Lobby
- Access Now
- *El Poder del Consumador* and the 'soda tax'
- *Women's March*

READINGS:
(1) Sgueo, G. (2016), Beyond Networks. Interlocutory Coalitions, the European and Global Legal Orders, Chapter 2 (pp. 55-73);

(2) Keck, M.E., Sikkink, K. (1999), Transnational Advocacy Networks In International and Regional Politics (*available here* http://isites.harvard.edu/fs/docs/icb.topic446176.files/Week_7/Keck_and_Sikkink_Transnational_Advocacy.pdf);

(3) Beutz Land, M. (2009), Networked Activism, 22 Harvard Human Rights Journal (*available here: http://harvardhrj.com/wp-content/uploads/2009/09/land.pdf*);

(4) Pudrovska T., Marx Ferree, M. (2004), Global Activism in "Virtual Space": The European Women's Lobby in the Network of Transnational Women's NGOs on the Web, 11:1 Social Politics (*available here: http://www.ssc.wisc.edu/~mferree/documents/GlobalActivism.pdf*);

(5) United Nations (2017), 10 Principles for the Proper Management of Assemblies (*available here: http://freeassembly.net/wp-content/uploads/2017/01/10-Principles-civil-society-guide-UNSR-FOAA.pdf*)

HOME ASSIGNMENT #2 – '*Network Powers*'

Session 9 – 04 April –

ACTIVISM LAB – Session 1: Identify your target

MID TERM EXAM: The exam consists of a multiple-choice test that will cover all topics discussed during previous classes.

ACTIVISM LAB: Part 1 of the 'Activism Lab' is dedicated to profiling the target of activism campaigns through the use of data and information.

(1) The use of datasets – open-data portals, tools to extract data, data-journalism.

(2) How to extract information from a variety of sources – fact-checking (*see http://www.cjr.org/analysis/fake-news-facebook-audience-drudge-breitbart-study.php*), media monitoring, social-network analysis, web-research engines.

(3) Profiling targets of activism campaigns – Power mapping.

Session 10 – 11 April –

CINEMACTIVISM
DEMOCRACY: IM RAUSCH DER DATEN – *Digitalization has changed society. While data is becoming the "new oil", data protection is becoming the new "pollution control". This creative documentary opens and astonishing inside view into the lawmaking milieu on EU level. A compelling story of how a group of politicians try to protect todays society against the impact of Big Data and mass surveillance.*

CASE STUDIES: None
READINGS: None

SPRING BREAK

Session 11 – 22 April –

IN-FOCUS CLASS – SESSION 2 – 'Slacktivism'
'Slacktivism' is a colloquial term that it is used to address the ideology for people who want to appear to be doing something for a particular cause without actually having to do anything. In recent years the world has been used to describe the online behavior of a growing number of people. Many consider Slacktivism the new reality of contemporary activism.

CASE STUDIES:

- The Ice-Bucket Challenge
- The Mannequin Challenge (Simone Shepherd, Kevalena Everett and Todd Anthony "BLM")
- The 'Arab Spring'
- Joseph Kony 2012
- '#JeSuisCharlie'
- '#LoveWins'
- The Engine Room

READINGS

(1) S. Roxobourh (2017), How the #MeToo Movement Is Changing Showbiz Culture Worldwide, The Hollywood Reporter (*available here:* https://www.hollywoodreporter.com/news/how-metoo-movement-is-changing-showbiz-culture-worldwide-1061349);

 (2) C. Frangonikolopoulos, I. Chapsos, (2013), Explaining the Role and Impact of Social Media on Arab Spring (*available here* http://www.academia.edu/2370755/Explaining_the_role_and_impact_of_social_media_in_the_Arab_Spring_;

(3) Wolfseld, G; Segev E.; Sheafer T. (2013), Social Media and the Arab Spring, 18(2) The International Journal of Press/Politics (available at http://www.arifyildirim.com/ilt508/gadi.wolfsfeld.pdf);

(4) Lam, A. (2012), From Arab Spring to Autumn Rage: The Dark Power of Social Media, The Huffington Post (*available here:* http://www.huffingtonpost.com/andrew-lam/social-media-middle-east-protests-_b_1881827.html);

(5) Pfelfie, M. (2012), Changing the (Face)Book of Social Activism, The Huffington Post (*available here:* http://www.huffingtonpost.com/mark-pfeifle/social-media-political-activism_b_1594287.html);

(6) Institute for Democracy and Electoral Assistance (1999), *Youth Voter Participation: Involving Today's Young in Tomorrow's Democracy* (*available here:* http://www.idea.int/publications/catalogue/youth-voter-participation-involving-todays-young-tomorrows-democracy)

(7) Americans Press Institute, Who Shared It? How Americans Decide What News to Trust on Social Media (*available here*http://bit.ly/2hd2T2d)

Session 12 – 29 April – ACTIVISM LAB – SESSION 2 – Build and Implement Your Strategy

Session 2 of the 'Activism Lab' is dedicated to ideating the right strategies to use for advocacy campaigns throughout its stages (outset, development, conclusion).

 NB. This lab will be highly interactive, with group exercises

(1) Setting the goals of advocacy campaigns – adopting a realistic approach; evaluation of the policy-making cycle; analysis of political scenarios;

(2) Building a timeline of actions – building a timeline of relevant events;

(3) Identifying professionals/volunteers needed – identification of the number/types of professionals needed; identification of the number of volunteers needed; organization of professionals and volunteers;

(4) Identifying the techniques of advocacy campaigns – policy monitoring; policy dialogue; mass-mobilization; media relations;

(5) Responding to contingencies – how to prevent contingencies; how to respond quickly to unplanned events.

CASE STUDIES: None
READINGS: None

Section II - Places

1) <u>Introduction</u>: How do we define places of activism? Why geographical location is important to understand activism? What tensions exist between physical and virtual places of activism?

(2) <u>Physical places of activism</u> – How do we define a 'physical' place of activism? How central is "the square" in activism?

(3) <u>Virtual places of activism</u> – How do we define a 'virtual' place of activism? Are virtual places always separate from physical places of activism?

(4) <u>Group exercise</u>: identify a case of activism in which both a physical and virtual component is relevant. Students are encouraged to compare the case of their choice with the class.

CASE STUDIES:
- Critical Mass
- The European No-Border Network
- Indymedia
- Gezi Park
- Zuccotti Park
- Tahrir Square

READINGS:
(1) Schindehutte, G. (2015), Remembering is Resistance: In Physical and Virtual Places of Downtown Cairo, Miami University (*available here:*
https://etd.ohiolink.edu/!etd.send_file?accession=miami1438346291&disposition=inline);
(2) Hamm, M. (2003), A r/c tivism in Physical and Virtual Spaces, European Institute for Progressive Cultural Policies (*available here:*
https://etd.ohiolink.edu/!etd.send_file?accession=miami1438346291&disposition=inline).

(3) Baek, Kang Hui (2015), Physical place matters in digital activism: investigating the roles of local and global social capital, community, and social networking sites in the occupy

movement, University of Texas (*available here:* *https://repositories.lib.utexas.edu/handle/2152/31471*).

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HOME ASSIGNMENTS #3 – Digital vs Offline

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Session 13 – 02 May - IN-FOCUS CLASS – SESSION 2 – Gamification and Nudge

Nudge and Gamification are at the forefront of innovative strategies of advocacy. Nudging consists of incentives to adopt certain (preferred) behaviors; gamification consists of the utilization of game elements in non-game contexts, with the former aimed at making the latter more fun. Both nudge and gamification have great potential, but also significant drawbacks.

Watch this video in preparation for the class: Sgueo, TedxTalk, 'What if Government Was a Game?' https://www.youtube.com/watch?v=ay4zZlaqawY

CASE STUDIES:
- I-Hobo
- Recyclebank
- Gemma's World
- Fun ways to Die
- Cluck-Around

READINGS:
(1) Sgueo, G. (2018), Games, Power & Democracies, Chapter 1 (pp. 97-126);

(2)Grachev, M. (2016), The Application of Gamification to Transmedia Activism: The Case of Fort McMoney, Russian National Research University (*available here* *https://www.academia.edu/26191878/The_Application_of_Gamification_to_Transmedia_Acti* *vism_the_Case_of_Fort_McMoney t*)

Session 14 – 11 May – WRAP-UP SESSION

CASE STUDIES: None
READINGS: None

Session 15 – 16 May – FINAL EXAM

Take home exam with case studies

CASE STUDIES: None
READINGS: None

Your Lecturer

Gianluca Sgueo: www.gianlucasgueo.it ; Twitter: *@GianlucaSgueo* ; LinkedIn: GianlucaSgueo

Gianluca Sgueo is **Associate researcher** at the Centre of Social Studies, University of Coimbra (Portugal) and **Adjunct Professor in "Global Advocacy"** at the Vrije University in Bruxelles (Belgium). JD Law (University of Rome, La Sapienza, 2004); JD Political Sciences (University of Viterbo, 2006). MA in Administrative & Public Law (Scuola Superiore della Pubblica Amministrazione, Rome, 2005), MA in European Law (European Public Law Academy, Athens, 2009), PhD in Public Law (University of Salento, Italy, 2010).

In 2008 Gianluca Sgueo was appointed visiting research fellow at the Law School of the New York University. In 2009 (January-September) he was nominated *enseignant-chercheur* at Sciences Po, Paris. Since 2011 he is **Department Director** (Area: Institutions) at I-Com (Institute for competitiveness – a think tank devoted to economic and social analysis). Since 2009 he is **Freelance Journalist**.

His professional background includes several experiences in the **public sector**. In 2007, he was nominated expert in legal matters for the Italian Ministry of Public Administration. In 2010 he was appointed legal and communication expert for the Italian government. In 2012 he was appointed Coordinator of the Press Office of the Italian Government. Since 2014 he is policy analyst in the European Parliamentary Research Service of the European Parliament, in Brussels.

Gianluca Sgueo has authored several books, chapters and articles in Italian and English. He authored "*Esperimenti di democrazia globale*" (Rubbettino) in 2011, "*Lobbying&Lobbismi. Le regole del gioco in una democrazia reale*" in 2012 (EGEA-Bocconi University Press); "*Beyond Networks. Civil Society Coalitions between the European and the Global Legal Orders*" (Springer 2016). His last book is "*Games, Powers & Democracies*", edited by Bocconi University Press in 2018.

Academic Honesty & Plagiarism
As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

NYU Academic Integrity Policies and Guidelines

NYU Library Guides

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.
Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays

Pronouns and Name Pronunciation (Albert and Zoom)
Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

Moses Accommodations Statement
Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Florence.

Bias Response
The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form (link)

- Email: bias.response@nyu.edu

- Phone: 212-998-2277

- Local Telephone: 055 5007277