

Internet and the Global South (615-008a)

Dr. Natalia Umansky

2022-2023

Time: Monday 12:15 - 13:45

Format: Seminar

Instructor: Dr. Natalia Umansky

Credits: 6.0

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Term: Spring

Office hours: available by appointment.

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Module Description¹

The increased access to digital technology in the Global South has been celebrated by social scientists, policy makers, and human rights groups as an empowering new way for ordinary citizens to collectively mobilize against repressive rulers. Indeed, amid the civilian uprisings that spread across the Middle East and North Africa in 2011, digital platforms were declared the principal tool of the protest movement. However, increasing evidence shows that behind the scenes, governments across the world have continuously developed tools to surveil, manipulate, and censor the digital flow of information. In turn, while dissidents and opposition groups are empowered through the use of the internet, this technology also offers itself to previously unseen levels of surveillance and manipulation.

This course will focus on the opportunities and challenges offered by the widespread adoption of the internet, inviting students to move beyond the traditional Westernised approaches to explore cases in the Global South. In particular, the course will cover topics such as hashtag activism in Latin America, the Arab Spring, protests in Asia, challenges to journalism and reporting, disinformation and minority groups, social media and conflict in the Middle East, and governmental surveillance.

¹Some sections of this document build on James P Cross and Stefan Müller's syllabi and their excellent advice. I copied many sentences verbatim. I thank James and Stefan for allowing me to reuse and adjust their advice.

Course Programme

20 February	Introduction and Overview
27 February	Access, Infrastructure, and the Digital Divide
6 March	Postcolonial and Gender Digital Policies
13 March	News Reporting and the Media
20 March	Civil Society and Political Activism
27 March	Social Media and the Elites
3 April	Academic Writing
24 April	Online Misinformation: Lessons from the Global South
8 May	Content Moderation, Internet Outages, and Digital Repression
15 May	Global South? Regional Comparisons and Revision
22 May	No class

Learning Outcomes

Knowledge and Understanding

Following this course students will develop a range of important transferable skills.

Substantive Knowledge

By the end of the course, students should be able to:

- Gain knowledge of the opportunities and limitations of the internet in the context of the Global South.
- Outline the characteristics that make the Global South a particular case.
- Understand various ways of empirically examining related questions and policy solutions.
- Apply relevant theories to political events and practical dilemmas.
- Identify real-life examples and applications.

Skills (Intellectual and Transferable)

The course will encourage you to:

- Listen carefully and critically to orally-presented arguments.
- Ability to understand the scientific literature, and in particular to identify research puzzles and knowledge gaps.
- Make links between material presented at different times, on different issues.

- Construct persuasive written, and oral arguments supported by evidence, orally and in writing.
- Read critically and with a clearly defined purpose.
- Apply your theoretical knowledge to the real world.
- Prepare, articulate and defend answers to set questions.
- Formulate and ask your own questions about course material.

The written work in the course will require you to:

- Select relevant material from lectures, literature, news sources, and the web.
- Understand, analyse and assess that material.
- Produce a sustained, structured and informed answer.
- Write in a concise and cogent style.

Assessment

Grade Component Breakdown

- Continuous assessment - 30%
 - Encounter - 15%
 - Debate - 15%
 - Meme Challenge - additional marks
- Final essay - 70%
 - 2x essay questions answered @ 35% each

Encounter - 15%

Over the course of the term, students will need to individually prepare and present one "encounter". In their 5 minute presentation, students will need to describe what they have "encountered" – a song, film, tweet, news story, book, etc. – provide a link (if applicable) and connect it to the material discussed in class. Your presentations should demonstrate your ability to:

- Identify important, relevant and recent developments.
- Understand and apply the main theoretical approaches covered in the course to analyse real world issues.
- Clearly describe what was "encountered" – a song, film, tweet, video game, book, conversation with a parent, etc. and **connect** it to the theoretical discussions developed in class (ESSENTIAL TO PASS!).

- Be able to explain in few words the relevance of the "encounter" to the topics being discussed in the course.

Students will be asked to sign up to a specific topic they would like to cover in their encounter at least 5 days before the seminar takes place. Encounters should be submitted on OLAT **BEFORE** the Monday seminar including 2/3 slides and a short (300w) summary.

Each student will be required to present at least once in the term. No more than 2/3 students are allowed to present each week, and topics will be assigned on a first come first served basis.

Debate - 15%

The seminars will focus on in-class discussions. For that purpose, on **8 May** we will hold an in-class debate. Details of how the debate will be structured will be provided in class. However, students will need to prepare in advance 3 arguments in favour and 3 arguments against the following question:

- why could the advent of the Internet in the Global South be considered both the cause of 'the golden age of global democratization' AND its demise.

Their arguments should relate to the assigned readings and the topics discussed in class. Moreover, every students will have to submit a copy of their arguments on OLAT **BY 7 MAY**.

Meme Challenge

Students who would like to receive additional marks are invited to take part of the meme challenge. Students will have to create an *original* meme that creatively describes, criticizes, or analyses the module's material. The meme should be accompanied by a short (150/200 words) description of the meme's relevance and connection to the module. The meme will be shared with the class and might be posted on Twitter (with the author's permission).

Students should communicate their desire to participate in the challenge in advance of the submission. Memes will only be accepted between 27 February and 15 May.

End of Term Essay - 70%

This examination will constitute 70% of your final mark and will take the form of an essay. Students will be allowed 20 days after receiving the essay instructions to submit their answers using OLAT.

There will be **6 essay questions** and you have to **answer 2** of them.

Deadline: 1 June

Essay questions and instructions will be released on 15 May

Plagiarism

Although this should be obvious, plagiarism – copying someone else's text without acknowledgement or beyond 'fair use' quantities – is not allowed. Plagiarism is an issue we

take very serious here in UZH.

Please familiarize yourself with the definition of plagiarism on UZH's website and make sure not to engage in it.

Late Submission Policy

All written work must be submitted on or before the due dates.

When an extension is necessary, the student will need to contact our Prüfungs-delegierte Naome Czisch (pruefungen@ipz.uzh.ch) BEFORE THE DEADLINE to apply for extenuating circumstances.

Grades

I am very happy to schedule 1:1 meetings to provide students with further feedback when required. However, students should be advised that grades will not be modified after they are released.

Participation in class

This course is designed as a seminar. While a short lecture by the instructor will precede the discussion, students are expected to actively participate in class. For that purpose, students will need to follow the assigned readings and come to class ready to engage in dynamic discussions. Moreover, I will sometimes encourage debates by proposing different views and challenging students' arguments. This is not a means of discouraging opposing views or imposing my own perspective on the students. On the contrary, it is a resource I employ in class to invite students to develop critical thinking and learn to construct arguments to support their own perspectives.

Essay Grading Rubric

The following guidelines should be adhered to when writing your final essay:

- **Statement of Purpose/ Focus and Organisation - 40%**
 - The response is fully sustained and consistently and purposefully focused:
 - * Claims are clearly stated, focused, and strongly maintained
 - * Claims are introduced and communicated appropriately for the purpose, audience, and task
 - * Alternate or opposing claims are clearly addressed
 - The response has a clear and effective organisational structure creating unity and completeness:
 - * A variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas
 - * The progression of ideas from beginning to end is logical
 - * The introduction and conclusion are effective for audience and purpose
 - * Appropriate sentence structure variety produce strong connection between ideas

Evidence/Elaboration - 40%

- The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:
 - * Claims are supported with relevant evidence from credible sources and clear reasoning
 - * Use of evidence from sources is smoothly integrated, cited, comprehensive, and concrete
 - * A variety of effective argumentative techniques is used
- The response demonstrates strategic use of language to produce clear communication:
 - * Precise language clearly and effectively expresses ideas
 - * The use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

Editing Conventions - 20%

- The response displays adequate command of all grade level and preceding level conventions of writing:
 - * Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed
 - * The use of punctuation, capitalisation, and spelling is adequate

OLAT

Please make sure you have access to the module in OLAT as soon as possible. It is the student’s responsibility to make sure that they are signed up to the module correctly and they know how to submit coursework through the appropriate OLAT assignment tab. If you have any issues with OLAT contact the IT Helpdesk to resolve the issue.

Furthermore, module materials such as this syllabus and announcements made outside lectures shall be on OLAT. As such, OLAT is an important communication tool for the module.

Emails

I will seek to reply to emails within the following 48 hours. However, this might not always be the case. Additionally, I will not reply to emails during the weekend or after working hours.

Additional Covid-19 Guidelines

Covid-19 continues to pose a threat to our well-being and health. We all need to follow UZH’s guidelines. If you are not feeling well, stay home! I will try to make all relevant materials available to everyone using OLAT: I will share the slides after each session and upload all seminar materials.

Course Reading

Required Readings:

The following texts shall be used extensively throughout the course, so it is recommended that they are purchased:

- Weidmann, N. B., & Rød, E. G. (2019). The Internet and political protest in autocracies. Oxford Studies in Digital Poli.
- Feldstein, S. (2021). The Rise of Digital Repression: How Technology is Reshaping Power, Politics, and Resistance. Oxford University Press.
- Tucker, J. A., Theocharis, Y., Roberts, M. E., & Barberá, P. (2017). From liberation to turmoil: Social media and democracy. *Journal of democracy*, 28(4), 46-59.
- Gohdes, A. R. (2020). Repression technology: Internet accessibility and state violence. *American Journal of Political Science*, 64(3), 488-503.
- Wasserman, H. (2022). Disinformation in the Global South. D. Madrid-Morales (Ed.). John Wiley & Sons, Incorporated.
- James, J. (2022). Gender, Internet Use, and Covid-19 in the Global South: Multiple Causalities and Policy Options. Springer Nature.
- Ragnedda, M., & Gladkova, A. (Eds.). (2020). Digital inequalities in the Global South. London, United Kingdom: Palgrave Macmillan.
- Bhuiyan, A. (2014). Internet governance and the global south: Demand for a new framework. Springer.

In addition to these readings, students should keep up to date on current international affairs by reading daily newspapers, or one of the many websites and podcasts devoted to the Global South. This reading is essential as it will allow you to keep up to date with current affairs and identify potential encounter topics. These websites include the following:

- <http://www.foreignaffairs.com>
- <https://globalsecurityreview.com/>
- <https://wiisglobal.org/blog/>
- <http://blogs.lse.ac.uk>
- <https://www.chathamhouse.org/publications/the-world-today/2021-12>
- Whiskey & International Relations Theory podcast - <https://open.spotify.com/show/ORQnVzCiLWeZ49GC618N1d>
- Social Media and Politics podcast - <https://socialmediaandpolitics.org/>

Detailed Course Programme

20 February

Introduction and Overview

Key readings

- Schia, N. N. (2018). The cyber frontier and digital pitfalls in the Global South. *Third World Quarterly*, 39(5), 821-837.
- Ragnedda, M., & Gladkova, A. (2020). Understanding digital inequalities in the Global South. *Digital inequalities in the global South*, 17-30.

Further reading

- Kshetri, N. (2017). The economics of the Internet of Things in the Global South. *Third World Quarterly*, 38(2), 311-339.
- Haug, S., Braveboy-Wagner, J., & Maihold, G. (2021). The ‘Global South’ in the study of world politics: examining a meta category. *Third World Quarterly*, 42(9), 1923-1944.
- Dados, N., & Connell, R. (2012). The global south. *Contexts*, 11(1), 12-13.
- Wasserman, H. (2018). African histories of the Internet. In *Internet Histories* (pp. 129-137). Routledge.
- Ling, R., & Horst, H. A. (2011). Mobile communication in the global south. *New Media & Society*, 13(3), 363-374.
- Gray, K., & Gills, B. K. (2016). South–South cooperation and the rise of the Global South. *Third World Quarterly*, 37(4), 557-574.
- Lupton, D. (2020). The internet of things: social dimensions. *Sociology Compass*, 14(4), e12770.
- Fry, T. (2017). Design for/by "The Global South". *Design Philosophy Papers*, 15(1), 3-37.
- Grovogu, S. (2011). A revolution nonetheless: the global south in international relations. *Global South, The*, 5(1), 175-190.

27 February

Access and Infrastructure in the Global South

Key readings

- Hargittai, E. (2004). Internet access and use in context. *New media & society*, 6(1), 137-143.
- Valenzuela-Levi, N. (2021). The written and unwritten rules of internet exclusion: inequality, institutions and network disadvantage in cities of the Global South. *Information, Communication Society*, 24(11), 1568-1585.

Further reading

- Lopez-Sintas, J., Lamberti, G., & Sukphan, J. (2020). The social structuring of the digital gap in a developing country. The impact of computer and internet access opportunities on internet use in Thailand. *Technology in Society*, 63, 101433.
- Ragnedda, M., & Gladkova, A. (2020). Understanding digital inequalities in the Global South. *Digital inequalities in the global South*, 17-30.
- Saldana, J., Arcia-Moret, A., Sathiaselvan, A., Braem, B., Pietrosevoli, E., Zenaro, M., ... & Rey-Moreno, C. (2017). Alternative networks: toward global access to the internet for all. *IEEE Communications Magazine*, 55(9), 187-193.
- Graham, M. (2014). Inequitable distributions in Internet geographies: The global south is gaining access, but lags in local content. *Innovations: Technology, Governance, Globalization*, 9(3-4), 3-19.
- Wu, A. X., & Taneja, H. (2016). Reimagining Internet geographies: A user-centric ethnological mapping of the World Wide Web. *Journal of Computer-Mediated Communication*, 21(3), 230-246.
- Pierskalla, J. H., & Hollenbach, F. M. (2013). Technology and collective action: The effect of cell phone coverage on political violence in Africa. *American Political Science Review*, 107(2), 207-224.
- Yang, H., Wang, S., & Zheng, Y. (2021). Spatial-temporal variations and trends of Internet users: assessment from global perspective. *Information Development*, 02666669211035479.
- Kartiasih, F., Djalal Nachrowi, N., Wisana, I. D. G. K., & Handayani, D. (2022). Inequalities of Indonesia's regional digital development and its association with socioeconomic characteristics: a spatial and multivariate analysis. *Information Technology for Development*, 1-30.
- Venkataramanan, R., Kumar, A., Mantena, S., & Subramanian, S. V. (2021). Geographical variation in mobile phone ownership and SMS literacy among women (age 15-49) in India: A cross-sectional analysis based on National Family Health Survey-4. *Technology in Society*, 64, 101482.
- Mondejar, M. E., Avtar, R., Diaz, H. L. B., Dubey, R. K., Esteban, J., Gómez-Morales, A., ... & Garcia-Segura, S. (2021). Digitalization to achieve sustainable development goals: Steps towards a Smart Green Planet. *Science of the Total Environment*, 794, 148539.
- Wang, S., Cao, A., Wang, G., & Xiao, Y. (2022). The Impact of energy poverty on the digital divide: The mediating effect of depression and Internet perception. *Technology in Society*, 68, 101884.
- Radovanović, D., Hounghonon, G. V., Le Quentrec, E., Isabwe, G. M. N., & Noll, J. (2020). Digital Infrastructure Enabling Platforms for Health Information and Education in the Global South. *Digital Inequalities in the Global South*, 199-222.

6 March

Postcolonial and Gender Digital Policies

Key readings

- Png, M. T. (2022, June). At the Tensions of South and North: Critical Roles of Global South Stakeholders in AI Governance. In 2022 ACM Conference on Fairness, Accountability, and Transparency (pp. 1434-1445).
- Sambasivan, N., Checkley, G., Ahmed, N., Batool, A. (2017). Gender equity in technologies: considerations for design in the global south. *Interactions*, 25(1), 58-61.

Further reading

- Franklin, M. I. (2001). Inside out: Postcolonial subjectivities and everyday life online. *International Feminist Journal of Politics*, 3(3), 387-422.
- Kermani, H., & Hooman, N. (2022). Hashtag feminism in a blocked context: The mechanisms of unfolding and disrupting #rape on Persian Twitter. *New Media Society*, 14614448221128827.
- Suarez Estrada, M. (2022). Feminist struggles against criminalization of digital violence: Lessons for Internet governance from the global south. *Policy & Internet*, 14(2), 410-423.
- Kwet, M. (2019). Digital colonialism: US empire and the new imperialism in the Global South. *Race Class*, 60(4), 3-26.
- Bhuiyan, A., & Bhuiyan, A. (2014). Global South and Supranational Internet Policymaking. *Internet Governance and the Global South: Demand for a New Framework*, 1-19.
- Kwet, M. (2019). Digital colonialism is threatening the Global South. *Al Jazeera*, 13.
- Mutsvairo, B., & Rønning, H. (2020). The Janus face of social media and democracy? Reflections on Africa. *Media, Culture Society*, 42(3), 317-328.
- Thorat, D. (2019). Colonial topographies of Internet infrastructure: The sedimented and linked networks of the telegraph and submarine fiber optic Internet. *South Asian Review*, 40(3), 252-267.
- Melissa, E., Hamidati, A., Saraswati, M. S., Flor, A. (2015). The Internet and Indonesian women entrepreneurs: Examining the impact of social media on women empowerment. *Impact of information society research in the global south*, 203-222.
- Chenou, J. M., & Cepeda-Másmela, C. (2019). #NiUnaMenos: Data Activism From the Global South. *Television & New Media*, 20(4), 396-411.

13 March

News Reporting and the Media

Key readings

- Salaverría, R., & de-Lima-Santos, M. F. (2021). Transformation of the News Media Industry in the Global South. In *Journalism, Data and Technology in Latin America* (pp. 1-21). Cham: Springer International Publishing.
- Mourão, R. R., & Chen, W. (2020). Covering protests on Twitter: The influences on journalists' social media portrayals of left-and right-leaning demonstrations in Brazil. *The International Journal of Press/Politics*, 25(2), 260-280.

Further reading

- Fang, K., & Repnikova, M. (2022). The state-preneurship model of digital journalism innovation: Cases from China. *The International Journal of Press/Politics*, 27(2), 497-517.
- Curran, J., Coen, S., Aalberg, T., Hayashi, K., Jones, P. K., Splendore, S., ... & Tiffen, R. (2013). Internet revolution revisited: a comparative study of online news. *Media, Culture Society*, 35(7), 880-897.
- Thrall, A. T., Stecula, D., Sweet, D. (2014). May we have your attention please? Human-rights NGOs and the problem of global communication. *The International Journal of Press/Politics*, 19(2), 135-159.
- Mutsvairo, B., Borges-Rey, E., Bebawi, S., Márquez-Ramírez, M., Mellado, C., Mabweazara, H. M., ... & Thussu, D. (2021). Ontologies of journalism in the Global South. *Journalism Mass Communication Quarterly*, 98(4), 996-1016.
- Newman, N., Fletcher, R., Schulz, A., Andi, S., Robertson, C. T., & Nielsen, R. K. (2021). Reuters Institute digital news report 2021. Reuters Institute for the study of Journalism.
- Nassanga, G., Eide, E., Hahn, O., Rhaman, M., & Sarwono, B. (2017). Climate change and development journalism in the Global South. *Media and global climate knowledge: Journalism and the IPCC*, 213-233.
- Voltmer, K., Selvik, K., & Høigilt, J. (2021). Hybrid media and hybrid politics: Contesting informational uncertainty in Lebanon and Tunisia. *The International Journal of Press/Politics*, 26(4), 842-860.
- Melki, J., & Kozman, C. (2021). Selective exposure during uprisings: Examining the public's news consumption and sharing tendencies during the 2019 Lebanon protests. *The International Journal of Press/Politics*, 26(4), 907-928.
- Adegbola, O., Gearhart, S., & Cho, J. (2022). Reporting bias in coverage of Iran protests by global news agencies. *The International Journal of Press/Politics*, 27(1), 138-157.

20 March

Civil Society and Political Activism

Key readings

- Tucker, J. A., Theocharis, Y., Roberts, M. E., & Barberá, P. (2017). From liberation to turmoil: Social media and democracy. *Journal of Democracy*, 28(4), 46-59.
- Prado, P. (2017). Mapping citizen journalism and the promise of digital inclusion: A perspective from the Global South. *Global Media and Communication*, 13(2), 87-104.

Further reading

- Wolfsfeld, G., Segev, E., & Sheafer, T. (2013). Social media and the Arab Spring: Politics comes first. *The International Journal of Press/Politics*, 18(2), 115-137.
- Sinpeng, A. (2021). Hashtag activism: social media and the FreeYouth protests in Thailand. *Critical Asian Studies*, 53(2), 192-205.
- Chang, K., & Park, J. (2021). Social media use and participation in dueling protests: The case of the 2016–2017 presidential corruption scandal in South Korea. *The International Journal of Press/Politics*, 26(3), 547-567.
- Chenou, J. M., & Cepeda-Másmela, C. (2019). #NiUnaMenos: Data activism from the global south. *Television New Media*, 20(4), 396-411.
- Meraz, S., & Papacharissi, Z. (2013). Networked gatekeeping and networked framing on Egypt. *The international journal of press/politics*, 18(2), 138-166.
- Gainous, J., Abbott, J. P., & Wagner, K. M. (2021). Active vs. passive social media engagement with critical information: Protest behavior in two Asian countries. *The International Journal of Press/Politics*, 26(2), 464-483.
- Lu, Y., Huang, Y. H. C., Kao, L., & Chang, Y. T. (2023). Making the Long March Online: Some Cultural Dynamics of Digital Political Participation in Three Chinese Societies. *The International Journal of Press/Politics*, 28(1), 160-183.
- Uwalaka, T. (2021). 'We Will Never Forget': thematic analysis of digital media contents during the 2021 EndSARSMemorial protests in Nigeria. *Studies in Media and Communication*, 9(2), 84-94.
- Louis, D., Mielly, M. (2023). People on the tweets: Online collective identity narratives and temporality in the #LebaneseRevolution. *Organization*, 30(1), 89-115.
- Moreno-Almeida, C. (2021). Memes as snapshots of participation: The role of digital amateur activists in authoritarian regimes. *New Media Society*, 23(6), 1545-1566.
- Chan, M., Chen, H. T., & Lee, F. L. (2019). Examining the roles of political social network and internal efficacy on social media news engagement: A comparative study of six Asian countries. *The International Journal of Press/Politics*, 24(2), 127-145.

27 March

Social Media and the Elites

Key readings

- Moreno-Almeida, C., & Gerbaudo, P. (2021). Memes and the Moroccan far-right. *The International Journal of Press/Politics*, 26(4), 882-906.
- Sharma, N. (2022). Populism and social media use: comparing the Indian Prime Minister Narendra Modi's strategic use of Twitter during the 2014 and the 2019 election campaigns. *Media Asia*, 1-23.

Further reading

- Mendonça, R. F., & Caetano, R. D. (2021). Populism as parody: The visual self-presentation of Jair Bolsonaro on Instagram. *The International Journal of Press/Politics*, 26(1), 210-235.
- Siles, I., Tristán, L., & Carazo, C. (2021). Populism, media, and misinformation in Latin America. In *The Routledge Companion to Media Disinformation and Populism* (pp. 356-365). Routledge.
- Gil de Zúñiga, H., Koc Michalska, K., & Römmele, A. (2020). Populism in the era of Twitter: How social media contextualized new insights into an old phenomenon. *New Media Society*, 22(4), 585-594.
- Morales, J. S. (2020). Perceived popularity and online political dissent: Evidence from Twitter in Venezuela. *The International Journal of Press/Politics*, 25(1), 5-27.
- Pereira, F. B., Bueno, N., Nunes, F., Pavao, N., dos Santos, J. P. O., & Wirtschafter, V. (2022). Detecting Misinformation: The Spread of False News by Political Leaders in the Global South.

3 April

Academic Writing

Key readings

- Baglione, L. A. (2018). *Writing a research paper in political science: A practical guide to inquiry, structure, and methods*. CQ Press.
- Heard, Stephen B. (2016). *The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton: Princeton University Press.
- King, Gary (2006). "Publication, Publication". *PS: Political Science & Politics* 39 (1): 119-125.

24 April

Online Misinformation: Lessons from the Global South

Key readings

- Valenzuela, S., Halpern, D., Katz, J. E., & Miranda, J. P. (2019). The paradox of participation versus misinformation: Social media, political engagement, and the spread of misinformation. *Digital Journalism*, 7(6), 802-823.
- Das, A. K., & Tripathi, M. (2022). Strategies for checking misinformation: An approach from the Global South. *IFLA Journal*, 03400352221078034.

Further readings

- Whitten-Woodring, J., Kleinberg, M. S., Thawnghmung, A., & Thitsar, M. T. (2020). Poison if you don't know how to use it: Facebook, democracy, and human rights in Myanmar. *The International Journal of Press/Politics*, 25(3), 407-425.
- Schiffrin and, A., & Cunliffe[U+2010] Jones, P. (2022). Online Misinformation: Policy Lessons from the Global South. *Disinformation in the Global South*, 159-178.
- Recuero, R., Soares, F. B., Vinhas, O., Volcan, T., Hüttner, L. R. G., & Silva, V. (2022). Bolsonaro and the Far Right: how disinformation about covid-19 circulates on Facebook in Brazil. *International Journal of Communication*, 16, 24.
- Chenzi, V. (2021). Fake news, social media and xenophobia in South Africa. *African Identities*, 19(4), 502-521.
- Valenzuela, S., Halpern, D., Araneda, F. (2022). A downward spiral? A panel study of misinformation and media trust in Chile. *The International Journal of Press/Politics*, 27(2), 353-373.
- Valenzuela, S., Muñiz, C., & Santos, M. (2022). Social Media and Belief in Misinformation in Mexico: A Case of Maximal Panic, Minimal Effects?. *The International Journal of Press/Politics*, 19401612221088988.
- Flores-Saviaga, C., & Savage, S. (2021). Fighting disaster misinformation in Latin America: the #19S Mexican earthquake case study. *Personal and Ubiquitous Computing*, 25, 353-373.
- Haque, M. M., Yousuf, M., Alam, A. S., Saha, P., Ahmed, S. I., & Hassan, N. (2020). Combating misinformation in Bangladesh: Roles and responsibilities as perceived by journalists, fact-checkers, and users. *Proceedings of the ACM on Human-Computer Interaction*, 4(CSCW2), 1-32.
- Kuru, O., Campbell, S. W., Bayer, J. B., Baruh, and, L., & Ling, R. (2022). Encountering and correcting misinformation on WhatsApp: The roles of user motivations and trust in messaging group members. *Disinformation in the Global South*, 88-107.

- Wasserman, H., & Madrid-Morales, D. (2019). An exploratory study of “fake news” and media trust in Kenya, Nigeria and South Africa. *African Journalism Studies*, 40(1), 107-123.
- Porter, E., & Wood, T. J. (2021). The global effectiveness of fact-checking: Evidence from simultaneous experiments in Argentina, Nigeria, South Africa, and the United Kingdom. *Proceedings of the National Academy of Sciences*, 118(37), e2104235118.
- Chenzi, V. (2021). Fake news, social media and xenophobia in South Africa. *African Identities*, 19(4), 502-521.

8 May

Content Moderation, Internet Outages, and Digital Repression

Key readings

- Gohdes, A. R. (2020). Repression technology: Internet accessibility and state violence. *American Journal of Political Science*, 64(3), 488-503.
- Earl, J., Maher, T. V., & Pan, J. (2022). The digital repression of social movements, protest, and activism: A synthetic review. *Science Advances*, 8(10), eabl8198.

Further reading

- Dal, A., Nisbet, E. C., & Kamenchuk, O. (2022). Signaling silence: Affective and cognitive responses to risks of online activism about corruption in an authoritarian context. *New Media & Society*, 14614448221135861.
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No class