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Tuesday, 4:15-6:45; Corboy 421
Office Hours: Tues, 1-4 or by appointment

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"Become the Media...."

- Jello Biafra, Dead Kennedys, Presidential candidate, spoken word artist

*"Unless someone like you
cares a whole awful lot, nothing is
going to get better. It's not."*

— Dr. Seuss, *The Lorax*



"First they ignore you. Then they laugh at you. Next they fight you. Then you win."

-Attributed to Mahatma Gandhi (It's a good quote, even if Gandhi didn't say it...)

Course Goals:

Guerrilla Media covers the history and theory of alternative forms of media content creation and distribution through culture jamming, 'prankster'-ism, ad-busting, viral strategies, 'ventriloquism', hip hop activism, climate activism, fake news, improv and flash mobs. We explore how the term *guerrilla* has been adapted for various methods of distribution, promotion and audience participation and require students to perform their own interventions around topics of their choosing—environmental, cultural, gendered, racial, local/national, etc... We will trace how the "independent" classification shifts according to appropriations of avant-garde techniques and study how environmental activists, artists, bloggers, 'citizen' journalists, and advertisers employ similar guerrilla media tactics for different ends. Can viral memes combat climate change?

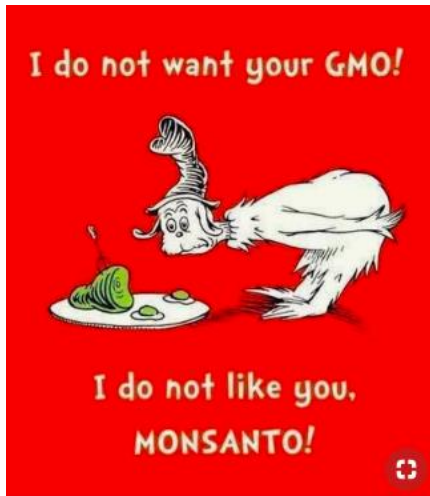
Outcomes include

- a critical understanding of guerrilla media techniques, aesthetics and history
- content creation skills for new media formats
- performance strategies and campaign development skills
- innovative uses of communication technology for advocacy, publicity, interaction and exhibition
- strategies for informing the public about climate change

Readings, media links and films are all available on Sakai:

Selections from--

Bill McKibben, Dr. Seuss, Naomi Klein, The Illuminators, Mark Dery, Guerrilla Girls and more.



Grade Scale:

Sakai Assignments (participation)	10%
Reading posts (2 pts each)	16%
Environmental Group Action & Documentation	19%
Blog/Instagram/Youtube to Develop/Promote Issue	25%
Media Project, Performance or Campaign & Presentation	30%

Course Expectations:

- You will be required to create, plan, implement and document a guerrilla media project, performance or campaign on an issue, person or group of your choosing. You will create a proposal/overview and a calendar of deliverables. See original 2008 class blog for ideas. <https://ecoffman.wordpress.com/>
- You will participate in a group project/performance around Earth Day that will be documented by or include media.
- You will write/create a blog/Instagram, Youtube channel or related media option that allows you to research, comment on, promote or develop your topic. Your blog and final guerrilla media project may overlap. You may work in teams on the guerrilla media project but individually on the blog/Instagram/Youtube channel.
- You must write 8 reviews (350 words minimum) that connect class readings with a guerrilla media example. Four are due by midterms
- You will post five ideas/examples of guerrilla media on Sakai for participation
- All work must be original and done for this class. All work must be turned in on time. Any plagiarism will result in an F for the class. If you need help completing assignments, please see me or go to the Writing Center for outside help.
- You must view additional media outside of class time. If you are sick, I must see a note from the infirmary or a doctor.
- If you have any kind of disability that requires accommodation, you may disclose with documentation to the Wellness Center. You may also speak to me about it.

Course Schedule:

All readings are due on day assigned; Assignments are due by following week

Week 1: January 15

Course overview: What do we mean by guerrilla media? Yes Men Save the World!

Watch in class, “Send in the Clowns” on Kanopy

<https://luc.kanopy.com/video/send-clowns-humor-weapon>

Discuss: Inquiring Nuns, Barbie Liberation Army, Naomi Klein, Guerrilla Girls, Green New Deal

Read: the Yes Men “[Cookbook](#)”

Assign: Brainstorm topics for guerrilla media project and blog/Instagram/Youtube channel. **Post on Sakai**

Week 2: January 22

Culture jamming, Instagramming and digital storytelling

Watch in class, #Regeneration, A Billion People, 350.org site

Discuss: [The History of Earth Day](#); [Media Burn](#), pranks, environmental attention crisis (see 2012 [Rolling Stone article](#)), blog topics

Read: Mark Dery, “Culture Jamming: Hacking, Slashing, and Sniping in the Empire of Signs”; Bill McKibben, “How Extreme Weather is Shrinking the Planet” and then go dance a lot!

Assign: Identify an environmental article, meme, video, audio, graphic or story that upsets you or that you think could use some “jamming.” **Post link on Sakai** and write a paragraph about why you picked it.

Week 3: January 29

Flash Mobs, Improv



Watch, “[No Logo—Brands, Globalization, Resistance](#)”; Top Ten Flash Mobs (web)

Discuss: Earth Day; visit from ENVIS staff; brainstorm flash mobs for Earth Day

Read: John Muse, “Flash Mobs and the Diffusion of Audience”; [Earth Day Origins film](#)

Assign: Any creative ideas for how to publicize your issue via blog/Instagram/Youtube channel? Write up five and **Post on Sakai**

Work on blog, site or channel; Listen to [Mothers of Invention](#) Podcasts

Note: 350.org, Sat, Feb. 2nd Meeting of at Lincoln Park Library, 1150 W. Fullerton

Week 4: February 5

Radical Projection Mapping



Discuss: Earth Day; visit from ENVS staff, The Illuminators-How To Guides, Overpass Light Brigade How-To Toolkits, Trump Hotel Projections (Sakai web)

Read: Abigail Susik, "Projection Bombing"

Assign; watch The Lorax [trailer](#); Start blogs/sites

Week 5: February 12

Dr. Seuss and the Lorax

Interviewing techniques and practice; audio/video/blog work in class

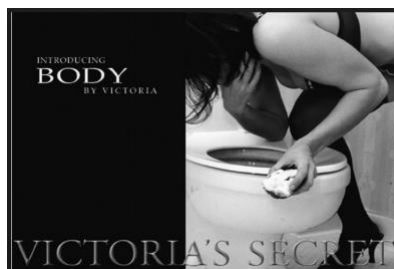
Discuss: Dr. Seuss, Mothers of Invention podcasts; [#Regeneration](#)

Read: Lorey, "The Lorax and Wallace Stegner: Inspiring Children's Environmental Activism";

Assign: Develop blogs/sites

Week 6: February 19

Guerrilla Girls



Discuss: Barbie Liberation Front (see web link), Guerrilla Girls, Adbusters

Read: "Transgressive Techniques of the Guerrilla Girls" by Guerrilla Girls; Victoria Secret: Who Loves Consent: Social Media and Culture Jamming

Assign: Work on reading posts and blogs/sites

Week 7: February 26

Disasters, activism, racism, prisons

Discuss: Review blogs in class; Tamm’s Year 10 Prison Photographs (web)

Read: Harvey, “The Precarious Nature of Environmental Activism”; [The Scoop with Samerea](#); Gioielli, “Urban Dwellers are in the Greatest Danger: Urban Environmentalism in the 1970s”

Assign: 4 reading posts due by Mar 4th; **Blogs/sites on Sakai**-midterm review



Spring Break – March 4

Week 8: March 12

Embodied Protest-Act Up

Discuss: Act Up! Documentary “[Fight Back, Fight AIDS: 15 Years of Act Up](#) (on Sakai media)

Read: Kevin DeLuca’s “Unruly Arguments: The Body Rhetoric of Earth First!, Act Up, and Queer Nation” vol 36:1, 1999.

Assign: **Write** a one-page description of final guerrilla media project with calendar. **Post on Sakai**

Week 9: March 19

Tweets, Streets and Indigenous Culture Jamming—Arab Spring



Discuss: The “voice” of the documentary. Who’s in charge? Documentarian as witness, reporter, social memory, narrative, propaganda. Story-telling—auteur, collaborative, branding, public interest. Review History Channel’s “[Arab Spring](#)”

Read: Gerbaudo, “Tweets and the Streets” pp 1-15; Junko-Aikia, “Indigenous Culture Jamming: Suohpanterror and the articulation of Sami political community”

Assign: Work on blogs

Week 10: March 26

Radio and Mobile Phones—Africa



Discuss: Community radio

Read: “Expanding access and participation through a combination of community radio and mobile phones: The experience of Malawi”

Assign: Work on final projects

Week 11: April 2

Photoshop and Satire—Marketing and Humor

Discuss: More Earth Day plans

Read: “Photoshop for Democracy” in Henry Jenkins, **Convergence Culture**

Assign: Post good marketing guerrilla media examples **on Sakai**

Week 12: April 9

Discuss: TBD

Assign: Work on blog/sites, final projects

Week 13: April 16

Finish Earth Day plans in class



Discuss: TBD

Assign: Post description of Earth Day activities—include photos! **On Sakai**

April 22nd EARTH DAY

Week 14: April 23

Documentation of Earth Day event

Discuss: Earth Day Event; Edit PR materials in class

Assign: Finish Guerrilla Media projects and write 1-2 pg overview/assessment; create presentation; **post on Sakai**; finish **four more reading posts**

Week 15: April 30

Discuss: Presentations of Guerrilla Media Projects

Discussion/Blog/Media Project Ideas

- LUC Waste Week (Feb)/Water Week (Mar)/Earth Week (April)—guerrilla media—instagram/social media campaigns with Loyola Env Student Alliance
 - History of ‘guerilla’ movements in politics—Mao Tse-tung, Che Guevara, Black Panther Party, Greens—Earth First, Greenpeace
 - Hip Hop Culture-Poetry Slams
 - Help WLWU with their 40-year anniversary
 - Pop Culture ‘Twists’—American Horror Story “Cult”, Burlesque shows, etc..
 - Tom Weinberg, Media Burn, Image Union, the 90s show and history of video art and independent media in Chicago
 - History of ‘guerilla’ movements in arts and culture; e.g. Guerilla Girls
 - Public journalism, citizen journalism, ‘corporate’ journalism, blogging, editing, ethics, branding...
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