



Stanford PACS

Center on Philanthropy  
and Civil Society

—  
Digital Civil Society Lab

# DIGITAL CIVIL SOCIETY

## CLASS SYLLABUS



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# ABOUT

This syllabus is an introduction to the many ways digital technologies matter for civil society. It provides resources - readings, video interviews, and assignment ideas - to help students analyze the opportunities and challenges digital technologies currently present for associational life, free expression, privacy, and collective action.

The 'civil society' includes social movements, grassroots activism, philanthropists, unions, nonprofits, NGOs, charities, and cooperatives, among others. Their mission is to effect important social and political transformations to bring about what they see as a better world. But their work and strategies are subject to significant changes in the digital era.

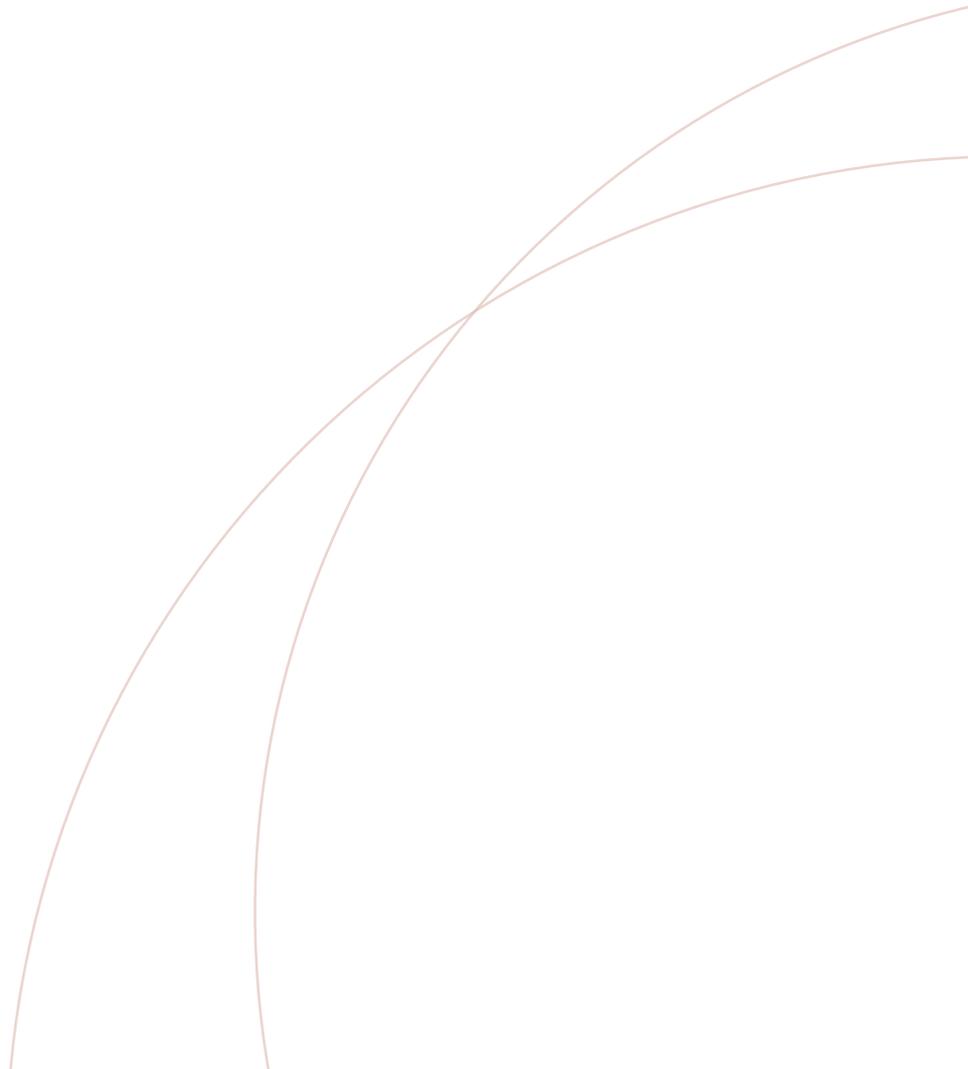
Our dependence on digital infrastructure, online information ecosystems, and networked data systems challenge the notion of independent or private civic participation. Successful political protest, voluntary collective action, and nonprofit service delivery increasingly depend on practical understandings of how the digital environment works. Meanwhile, our reliance on digital systems heightens the scale and speed of various threats to democratic life such as mis-and-dis-information, polarization, structural racism, state surveillance, and cyber-attacks. Understanding civil society and democracy today thus requires an understanding of the digital political economy in which associational life now takes place, as well as the racialized and gendered systems of bias, discrimination, and harm in physical and digital spaces.

We don't claim this syllabus to be fully exhaustive of the many ways digital technologies matter for civil society. Instead, our goal is to provide a pedagogical toolbox for students and educators from many disciplines to engage with some of the big questions about digital civil society: How do digital technologies impact social movements? What is the history of organizations that defend digital rights? When and why does digital tech expand or prevent civic activities like peaceful protest, charitable giving, and community organizing?

The team who designed this syllabus comes from various disciplinary horizons including history, media and communication, political science, Black studies, computer science, and education. This syllabus brings together these traditions to cover a wide range of key themes across geographies, from digital rights advocacy and racial justice in the US to community-owned networks in South Africa. All sessions are accompanied by a set of suggested readings, and most by video interview conducted by members of our teaching team with people working in different areas of digital civil society, including advocacy, community organizing, tech policy, and research.

One thread that runs through this syllabus is a commitment to foregrounding issues of inequalities, marginalization, and oppression. Historically, the literature on civil society tends to make these issues marginal. At worst, it contributes to reproducing them. Our class modestly seeks to counteract this. This analytic choice shapes the topics prioritized, the geographical areas considered, what and who we read, and the voices and perspectives included in video-interviews.

When there are power relations, there is resistance. This idea constitutes the core narrative arc of this 10-session syllabus, which is structured in two broad moments. The first part (Sessions 1 to 3) provides students with a critical *intellectual framework* to study and analyze institutions and relations of power in digital civil society. The second part (Sessions 4 to 9) introduces students to *specific examples of power and resistance dynamics* in digital civil society. These 6 sessions comprise 3 pairs of classes, and each pair includes one session focusing on power and the other focusing on dynamics of resistance and liberation. Session 10 is dedicated to students and teaching staff collectively reflecting on lessons learned, and imagining path forwards for research, policy, design, and advocacy related to digital civil society.



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# ACKNOWLEDGEMENTS

We are grateful to the Stanford Ethics, Society and Technology (ETS) hub who supported the development of this syllabus through a curriculum development grant. Additional thanks go to the individuals who accepted to be interviewed for the class.

Our deepest gratitude goes to the sixty Stanford students who enrolled in the Digital Civil Society seminar in the academic year 2020-2021. Learning can be a joyous, liberating, and a deeply satisfying experience. Making it such during times of extreme difficulty, sorrow, and concern was particularly challenging but it remained the highest priority for the DCSL teaching team. We thank students for entering this learning experience with a shared commitment to solidarity, care, and flexibility, and for never ceasing to surprise us with their engagement, creativity and passion.

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# OVERVIEW

Each session includes recommended readings as well as links to other relevant resources, including video interviews conducted by our team. The intended audience is undergraduate students from various disciplines with nascent interest in digital technologies, society and politics. The syllabus can be adapted to a graduate level class, for instance, by merging the “recommended readings” and “optional readings” categories into a single “recommended readings” category. The last section of this syllabus includes ideas for assignments; feel free to reach out if you have any feedback after trying them out, or if you have other ideas; we are constantly looking for new and playful ways to keep our students engaged, curious and inquisitive!

- **Session 1** - Critical introduction to democracy, civil society and digital dependencies
- **Session 2** - The myth of technological neutrality: an intersectional critique
- **Session 3** - Digital infrastructures
- **Session 4** - Digital colonialism
- **Session 5** - Decolonial design
- **Session 6** - Black cyber cultures
- **Session 7** - Race, disinformation, and politics on digital media
- **Session 8** - Networked authoritarianism
- **Session 9** - Networked resistance
- **Session 10** - Paths forward for digital civil society
- **Overview of interviewees**
- **Assignment ideas**

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# SESSION 1

## CRITICAL INTRO TO DEMOCRACY, CIVIL SOCIETY AND DIGITAL DEPENDENCIES

The canon of western liberal democracy theory argues that civil society - a space of action larger than the family and outside of the markets and government - is critical for majority-run governments to operate legitimately. Within that argument, however, are lots of “grey” areas - what forms of action or association are themselves legitimate? What does “outside of” mean in practice? And how might being dependent on digital systems for civil society action matter? This session introduces the broad contours of civil society in democracies, examines the racialized dynamics that pervade both theory and practice, and sets up some of the particular challenges that emerge as civil society, markets, and governments become dependent on digital systems.

### RECOMMENDED READINGS

Bernholz, L. and Nothias, T., (March 3, 2021). “Can Free Assembly Survive the Internet?” *Public Books*.

Hintz, A., Dencik, L. and Wahl-Jorgensen, K., (2018). “Challenging Datafication,” in *Digital Citizenship in a Datafied Society* (Wiley), pp 123-143.

Jones, M. S., (2020). “Our Mothers’ Gardens” in *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All* (Basic Books), pp 1-14.

### OPTIONAL READINGS

Buiyan, J., (November 23, 2020). “Muslims reel over prayer app that sold user data: a betrayal from within our own community” *Los Angeles Times*.

Wickramasinghe, N., (2005). “The Idea of Civil Society in the South: Imaginings, Transplants, Designs.” *Science & Society*, 69:3, pp 458-486.

### INTERVIEW

Caroline Shenaz Hossein, Professor of Political Science, York University.

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# SESSION 2

## THE MYTH OF TECHNOLOGICAL NEUTRALITY: AN INTERSECTIONAL CRITIQUE

Algorithms define how digital technologies function and operate, and an increasing number of algorithms are now powered by artificial intelligence. However, the design and use of algorithms do not occur in a vacuum but are influenced by the culture and politics of people designing and using the technologies. Technological design and use often lead to biases that reproduce and amplify existing inequality in society, which have significant impacts on human rights, security, and democracy. This session aims to provide a theoretical lens for thinking about how algorithms embed human values and social structures. We will examine case studies of biased algorithms, AI systems, big data, and their impacts on social inequity. We will also discuss potential ways to mitigate the adverse consequences of digital technologies.

### RECOMMENDED READINGS

Friedman, B., and Nissenbaum, H., (1996). "Bias in Computer Systems." *ACM Transactions on Information Systems*, 14(3), pp 330-347.

Broussard, M., (2018). "Chapter 9: Popular Doesn't Mean Good" in *Artificial Unintelligence: How Computers Misunderstand the World* (MIT Press), pp 150-160.

Miller, J. (2020, September 18). "Is an Algorithm Less Racist Than a Loan Officer?" *The New York Times*.

### OPTIONAL READING

O'Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy* (Penguin Books), pp 84-104.

### INTERVIEW

Nani Jansen Reventlow, Founding Director, Digital Freedom Fund.

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# SESSION 3

## DIGITAL INFRASTRUCTURES

Where and what is the internet? Infrastructure studies focus on the hardware, cables, protocols and standard setting bodies that are the physical manifestation of a digitally-connected world. These material elements - from undersea cables to cell phone towers - are fundamental and often overlooked components of the internet. They are also “home” to important examples of civic action, from the governance groups that manage them to the communities of individuals who dedicate themselves to maintenance of both hardware and software. Control of and access to the physical elements of the internet are critical for digital access. We'll examine the human/physical elements of our digitized world through four perspectives: communities that have built their own physical systems; the digitization of physical spaces; models for public control of digital infrastructure, and the contributions of the disability rights movement to thinking about physical and digital infrastructure.

### RECOMMENDED READINGS

*Design for Justice: Disabled Hackers are Leading the Way* (July 16 2019), *Laura Flanders Show*.

Detroit Community Technology Project, Equitable Internet Initiative Website, (our story and our work sections): <https://detroitcommunitytech.org>

*Mixtape Podcast: Artificial Intelligence and Disability*, with Meredith Whittaker, Mara Mills, and Sara Hendren (20 December 2020), *Tech Crunch*.

Nothias, T., (2020). “Access Granted: Facebook’s Free Basics in Africa”, *Media, Culture, Society*, 43(3).

Zuckerman, E., (2020). “The Case for a Public Digital Infrastructure”, *Knight First Amendment Institute*.

### OPTIONAL READINGS

Brashear., R., (2013). *Fixed: The Science/Fiction of Human Enhancement*.

Goggin, G., (2018). ‘Disability and Digital Inequalities: Rethinking Digital Divides with Disability Theory’ in *Theorizing Digital Divides* (Routledge).

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# SESSION 4

## DIGITAL COLONIALISM

At a time of growing anxiety about the ubiquity of digital technologies, the idea that we are witnessing the age of digital colonialism is gaining traction. This idea holds that US tech corporations today play a role reminiscent of former colonial powers: they arrange infrastructures to fit their economic needs; they are involved in mass societal surveillance and contribute to the exploitation of low-wage workers, often in the Global South, as well as marginalized communities and people of color in the Global North; they are spreading peculiar cultural practices and ways of experiencing the world that reflect the biases of a small group of largely White, male and American software engineers; and all of this is being done in the name of “progress”, “development” and “doing good”. In this session we turn to this concept - and variations like data colonialism, techno-colonialism, tech colonialism, tech imperialism, algorithmic colonization or digital coloniality - as a novel explanatory framework to understand the societal, economic and political role of digital technologies on a global level. We also explore the role played by civil society advocates in both conceptualizing the idea and using it as an advocacy tool.

### RECOMMENDED READINGS

Amrute, S., (2019). “Tech Colonialism Today.” Rhode Island, EPIC2019 Conference.

Avila, R., (2018). “Digital Sovereignty or Digital Colonialism?” *Sur International Journal of Human Rights*.

Coleman, D., (2019). “Digital Colonialism: The 21st Century Scramble for Africa through the Extraction and Control of User Data and the Limitations of Data Protection Laws.” *Michigan Journal of Race and Law*, 24 (2): 417-39.

### OPTIONAL READINGS

Birhane, A., (2020). “Algorithmic Colonization of Africa”, *Scripted. A Journal of Law, Technology and Society*, 17(2).

Couldry, N. and Mejias, U., (2018). “Data Colonialism: Rethinking Big Data’s Relation to the Contemporary Subject”, *Television and New Media*, 29(4): 336-349.

### INTERVIEW

Nanjala Nyabola, Author of *Digital Democracy, Analogue Politics*.

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# SESSION 5

## DECOLONIAL DESIGN

In this session, we explore the ways in which (tech) design practices and processes can be leveraged to advance social justice and civil society. How have historically marginalized communities innovated on and advanced technology through different forms of associations and organizations? What alternatives are there to techno-imperialist design practices? We will consider examples of design efforts that attempt to foster community and equity while de-centering technology. What are their features? How did they come about? What makes them resilient, fragile, and/or sustainable? Examples discussed in this session are drawn from various parts of the world.

### RECOMMENDED READINGS

Costanza-Chock, S., (2020). "Introduction" in *Design Justice* (MIT Press), pp 1-24.

Duarte, M. (2017). "Chapter 6" in *Network Sovereignty* (University of Washington Press), pp 104-121.

Rey Moreno, C. et al. (2013). "Experiences, challenges and lessons from rolling out a rural WiFi mesh network". *ACM DEV '13: Proceedings of the 3rd ACM Symposium on Computing for Development*, 11, pp 1-10.

Tuck, E., (2009). "Suspending damage: A letter to communities" *Harvard Educational Review*, 79(3), 409-420.

### OPTIONAL READING

Mhlambi, S., (2020). "From rationality to relationality: Ubuntu as an ethical & human rights framework for Artificial Intelligence governance". *Harvard Carr Center for Human Rights Policy*.

### INTERVIEW

Janice Gates, Director, Detroit Community Technology Project.

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# SESSION 6

## BLACK CYBER CULTURES

Oftentimes, the discussion of Black communities in digital civil society centers their oppression, trauma, and violence enacted upon them. In this session, we will center a different side of the Black digital civil society experience: Black technological innovation, identity performance, and digital influence. Through an examination of Black cybercultures such as Black Twitter, we explore how Black people in America use digital technology to build transnational and global community networks, spread joy and humor, and prompt social change. We will dissect one's ability to perform race in what many consider a "raceless" space, examine the design elements of websites that enable the formation of Black digital spaces, and explore how Black civil society actors use technology to amplify their voices and make an influential impact in politics and culture.

### RECOMMENDED READINGS

Ramsey, D., (2015). "The truth about Black twitter". *Atlantic*.

Florini, S., (2013). "Tweets, Tweeps and Signifyin': Communication and Cultural Performance on 'Black Twitter'", *Television and New Media*, 15(3), 223-237.

Brock, A., (2012). "From the Blackhand Side; Twitter as a Cultural Conversation", *Journal of Broadcasting and Electronic Media*, 529-549.

### OPTIONAL READING

Brock, A., (2020). *Distributed Blackness. African American Cybercultures* (New York University Press).

### INTERVIEW

CaShawn Thompshon, Creator of #BlackGirlMagic.

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# SESSION 7

## RACE, DISINFORMATION, AND POLITICS ON DIGITAL MEDIA

The prevalence of disinformation is one of the most critical and urgent issues of the current digital media environment. Scholars and journalists have found that the production and diffusion of disinformation are often engineered to target marginalized or underrepresented populations, in an attempt to maintain social disparity and structural oppression. For example, recent discoveries show that disinformation campaigns before the 2016 U.S. presidential election were elaborately designed to reach Black voters, aiming to distort their opinion and suppress their voting. In this session, we will explore the “racial dimensions” of disinformation and bots on social media. We will discuss how misleading information and bots can aggravate racial disparity and injustice. Reflecting on America’s broader history of voter suppression, we will also discuss potential ways to protect democracy from disinformation campaigns on digital media.

### RECOMMENDED READINGS

Freelon, D., Bossetta, M., Wells, C., Lukito, J., Xia, Y., & Adams, K. (2020). “Black Trolls Matter: Racial and Ideological Asymmetries in Social Media Disinformation”. *Social Science Computer Review*.

Smith, T., (2020). “Timeline: Voter suppression in the US from the Civil War to today”. *ABC News*.

Timberg, C., & Stanley-Becker, I., (August 26, 2020). “Black voters are being targeted in disinformation campaigns, echoing the 2016 Russian playbook”. *Washington Post*.

### OPTIONAL READINGS

Vongkiatkajorn, K. (2018). “Here’s how you can fight back against disinformation”. *Mother Jones*.

Loffe, J. (2017). “The history of Russian involvement in America’s race wars”. *The Atlantic*.

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# SESSION 8

## NETWORKED AUTHORITARIANISM

Digital technologies are increasingly adopted by authoritarian regimes to stifle freedom of expression, political dissent, and social movements. In this session, we explore how technology can enhance and exacerbate digitally mediated repression. We explore three mechanisms of repression (1) online censorship; (2) digital surveillance; (3) and computational propaganda in the context of theory and case studies, asking how the nature of repression is changing in the age of big data, algorithms, and corporate and governmental surveillance. Who is particularly vulnerable? What are the implications for association/assembly?

### RECOMMENDED READINGS

MacKinnon, R., (2012). "Chapter 3: Networked Authoritarianism" in *Consent of the Networked* (Basic Books), pp 31-50.

Roberts, M., (2018). "Introduction" in *Censored: Distraction and Diversion Inside China's Great Firewall* (Princeton University Press), pp 1-21.

Tufekci, Z., (2017). "Chapter 2: Censorship and Attention" in *Twitter and Tear Gas* (Yale University Press), pp 28-48.

### INTERVIEW

Ronald Deibert, Director of the Citizen Lab, University of Toronto.

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# SESSION 9

## NETWORKED RESISTANCE

The rise of networked publics represents opportunities for new players and modes of association. However, as we have seen in the previous session, digital platforms also subject civil society actors to surveillance and other forms of control. In this session, we will explore how civil society actors are navigating surveillance and other forms of mediated repression across democratic and authoritarian contexts. In the first part of this session, we ask how civil society actors circumvent and resist state and corporate control of digital platforms. In the second part of this session, we will turn to emerging digital rights organizing (e.g. #TechWontBuildIt) that seeks to challenge state and corporate control of digital platforms.

### RECOMMENDED READINGS

Benjamin, R., (2019). "Retooling solidarity, reimagining justice" In *Race after Technology* (Polity), pp 98-114.

Harnett, S., (2018, July 6). *In a direct challenge to their employers, tech workers begin to organize*. *KQED*.

Schwab, K., (2021, Feb 26). 'This is bigger than just Timnit': How Google tried to silence a critic and ignited a movement. *Fast Company*.

Shresthova, S., (2016). "Between storytelling and surveillance: The precarious public of American Muslim youth". In *By Any Media Necessary* (NYU Press), pp 153-185.

*In Hong Kong protests, faces become weapons* (2019, July 26). *New York Times*.

### INTERVIEW

Cesia Dominguez, Co-founder, *Color Coded*.

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# SESSION 10

## PATHS FORWARD FOR DIGITAL CIVIL SOCIETY

We recommend using this final session to provide a time for students and teaching staff to reflect individually and collectively on what they learned throughout the class; how the class changed their perspective on digital technologies and civil society, and how they plan to incorporate some of these insights into their work/career/life moving forward.

## OVERVIEW OF VIDEO INTERVIEWEES

- Cesia Dominguez, Co-founder, *Color Coded*.
- Ronald Deibert, Director of the Citizen Lab, University of Toronto.
- Janice Gates, Director, *Detroit Community Technology Project*.
- Caroline Shenaz Hossein, Professor of Political Science, York University.
- Nani Jansen Reventlow, Founding Director, *Digital Freedom Fund*.
- Nanjala Nyabola, Author of *Digital Democracy, Analogue Politics*.
- CaShawn Thompshon, Creator of #BlackGirlMagic.

All the interviews, as well as additional recorded talks and past syllabi developed by the DCSL team, are freely available on the DCSL website at:

<https://pacscenter.stanford.edu/research/digital-civil-society-lab/courses/>

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# ASSIGNMENT IDEAS

## DIGITAL COMMUNITY POSTCARD

**Prompt:** Prepare a digital postcard to a family member or friend to let them know about something(s) you learned in the first three weeks of class and that you found particularly interesting, new and/or surprising.

Connect what you learned in class to your personal experience. The postcard can take several forms: an email, a Twitter thread, a piece of code, an audio message, TikTok videos, an Instagram story, a WhatsApp message... The “length” of the postcard will depend on the medium (e.g. email = approx. 500 words; audio message = approx. 4 minutes; etc.). We encourage you to include hyperlinks and other types of content as part of your digital postcard.

After submission and grading, students are given the option to share their digital community postcards in a gallery walk to interact with each other and their work.

## “WHO DO YOU THINK I AM?” CREATIVE ESSAY

**Prompt:** Write a short essay (1000 words) written from the perspective of an algorithm or a digital artefact.

Consider, for instance, the type of targeted advertisements you might receive on a given platform / website. Based on this, how do you think the algorithm sees *you*? Or imagine that you are a CCTV camera watching *you* walk in an airport or on a street, or a bot responding to you on Twitter. What and who does the camera/bot see, and why? Write this short essay as if you were the algorithm/digital artefact, making choices and assumptions about the person you are targeting, and sharing with the reader how and why you (the algorithm) function the way you do (e.g. what are the incentives and assumptions driving the algorithm?).

**Note:** Depending on their academic track, all students might not be familiar/immediately comfortable with the creative bent of this assignment. We recommend to the teaching team to carve out time in sessions leading to this assignment to answer questions from students.

# DIGITAL CIVIL SOCIETY MEMO

**Prompt:** Write the executive summary of a policy memo related to a theme of the class.

Policy memos provide analysis and recommendations on a specific issue to a particular audience. They are supposed to be short, to the point, clear, and organized. For this assignment, students write the executive summary of a policy memo. The executive summary should capture the essence of the memo. It provides *an overview of a specific problem*, provides an *analysis* of the problem and its root causes, and then puts forward clear and practical *recommendations*. The final product in this assignment is a short (3 pages double spaced, max). However, students need to put a great amount of work into background research and writing to get to this final product.

Students should focus on a digital policy issue related to the themes of the class (e.g. content moderation, facial recognition technology, data privacy etc). They write this memo as someone from civil society (for instance, someone working in an NGO, an advocacy organization, a union) writing to a policymaker or someone in a leadership role in a tech company. Here are a few examples:

- You write as the US policy lead for Access Now (a digital rights organization) to the CEO of Comcast regarding their refusal to invest in higher connectivity infrastructures in parts of Alameda county.
- You write as the representative of a coalition of human rights and civil liberties organizations to a mayor regarding the adoption of facial recognition technology.
- You write as a union representative of workers in an Amazon warehouse to the head of Amazon HR regarding the implementation of thermal cameras in the workplace.

The executive summary should include the following components:

## 1. Header:

Start your memo with a header - similar to an email - which includes the following fields, "To" (who's your audience), "From" (who you write the memo as), Date, "Re:" (title/main idea).

### Here's an example:

To: the Head of US Public Policy, Twitter.

From: the Executive Director of Ranking Digital Rights.

Date: 2/20/2012

RE: Censorship of South African Journalists resulting from Twitter's recent covid-19 misinformation policy.

## 2. Problem Statement:

This section should consist of 1 to 2 paragraphs that summarize the specific issue the memo tackles. Here, students go into the details of the issue and explain why it's a problem.

Here's a specific example: In January 2021, well respected South African Journalists were locked out of Twitter for retweeting a news story from the *Mail and Guardian* (an established South African newspaper) about Bill Gates and his lack of support for calls to waive intellectual property restrictions on Covid vaccine. Twitter erroneously flagged this content as misinformation. In this section of the memo, you would explain what happened (the particulars of these journalists being locked out etc), and why it is an issue and needs to be addressed (infringement on free speech, confusing coverage that is critical with coverage that is misinformation or conspiracy theory etc). You would also include here an explanation as to why the organization you are writing to should take into account your analysis and recommendations (i.e. why they should listen to you specifically).

## 3. Analysis of the Problem:

This section should consist of 2 to 3 paragraphs that dig deeper into analyzing the root causes behind the particular issue you are focusing on. Why did the problem happen? How is it similar to other cases that others have researched? And what future risks might emerge if the issue stays unresolved?

Continuing the example started earlier: you might include a discussion of the role of social media platforms in spreading both information to support the public health response to the pandemic and also the spread of misleading content. You'd want here to refer to existing scholarship and reports that talk about content moderation policy in general, the tension between free speech and mitigating harmful speech, how content moderation algorithm function to flag content as a likely case of mis/disinformation, what appeals system does the Twitter platform have in place when an account is blocked etc.

## 4. Recommendations:

The concluding section (2 to 3 paragraphs) of your memo should put forward 2 to 3 solutions that are practical, clear, feasible, and evidence and/or value-based. These policy recommendations should derive logically from your analysis of the problem in section 3.

For instance, continuing the example above, you could propose investing in more human reviewers working on that specific issue; creating a research team tasked to respond to that specific issue; make their processes more transparent and auditable; providing ways for journalists to appeal the decision more efficiently; offer apologies to the journalists etc. You also want to be very clear on why the organization you're addressing should take on your recommendations - why is this their problem to solve?

In sum, your reader needs to walk away knowing: why this problem, why the organization (your audience) is appropriate and should listen to you, and why these recommendations are needed. Your recommendations should make clear to the reader what implementing them will accomplish, and discuss any trade-offs or limitations to your approach.



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## ABOUT THE DIGITAL CIVIL SOCIETY LAB

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The Stanford Digital Civil Society Lab (DCSL) aims to understand and inform civil society in a digitally dependent world. We engage scholars, practitioners, policy makers and students across four interconnected domains that shape a thriving and independent digital civil society: *organizations, technology, policy, and values*. Through fellowships, research, events, and teaching, we nurture an emerging generation of scholars, community advocates, technologists, and policymakers shaping the future of digital civil society. DCSL is a research initiative of Stanford's Center on Philanthropy and Civil Society (PACS).

For more information, visit [pacscenter.stanford.edu/research/digital-civil-society-lab](https://pacscenter.stanford.edu/research/digital-civil-society-lab) or @DigCivSoc on Twitter.