

AFA 3930: Black Social Movements, The Internet, and Social Media

Fall 2023



Instructor information

Instructor

Kevin C. Winstead

Email

KWinstead@ufl.edu

Office location & hours



Description

The academy has historically studied the social inequalities produced by race, gender, class, nation, sexuality, and age and forms of oppression. As a result, we know much about the institutional dimensions of these systems of oppression. At the same time, far less emphasis has been placed on questions of activism and resistance to these systems of oppression. This course investigates these questions of resistance, activism, and social change by examining patterns of contemporary political activism by African Americans and their allies who aim to better the social conditions of people of African descent.

The Internet has proved to be a fertile space for social movements to construct, organize, coordinate, and redefine the public sphere. Using information and communication tools and concepts ranging from mobile phones, flash mobs, and Twitter, these movements inscribe cultural values in computational venues. Governments, universities, and extralegal movements are also responding to challenges posed by the emergence of the Internet as a mundane, inherently democratic technology through increased surveillance, algorithmic constructions of 'other,' or delivering propaganda.

The objective of this course is to engage with conceptual and empirical understandings of the interaction between new media and social change. We will explore cases from the last twenty years - primarily focusing on African American culture and cyberactivism - using the public sphere and third spaces as a conceptual framework.

We will explore the integration of new media tools within these movements and governmental and institutional responses to these developments.

Three themes guide our choices. First, responding to racism through political protest, heterogeneous forms of activist politics, and organized social movements constitutes a

distinguishing feature of twentieth-century Black activism. Second, we focus on the political activism of people of African descent because grounding our analysis in the specific experiences of those harmed by racism and examining the strategies used to confront it provides a distinctive lens on contemporary social phenomena. Third, we analyze racism as well as selected social movements that aim to dismantle it through an intersectional lens that takes gender, class, sexuality, age, ethnicity, and citizenship category into account.

Class Format and Expectations

The class will be a combination of semi-structured lectures, discussions based on the assigned readings, and learning activities. Dialogue is my preferred mode of instruction, so interactions (class or online) between you, me, and your classmates are the key to getting a good grade.

As a student in this class, you are expected to:

- Bring an open mind and critical perspective to the course materials and class discussions (ASK QUESTIONS)
- Be thoughtful and Civil to classmates and instructor.
- Attend Class: Attendance is not optional
- read the assigned readings BEFORE class, not during
- Food is permitted. Bring snacks if needed.
- Turn in all assignments
- Check SLACK/CANVAS/PERUSALL regularly.
- post required feedback to the class SLACK by the agreed-upon deadline
- Complete assignments in a timely fashion

Accessibility and Special Needs

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Please note that I am a mandated reporter and am legally obligated to report any sexual violence reported to me. The University of Florida offers confidential support for sexual or relationship violence: <https://police.ufl.edu/divisions/behavioral-services/office-of-victim-services/resources-for-victims/>

University of Florida Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have

neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

UF Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit U.F. Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

U.F. Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the U.F. Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [U.F. Computing Help Desk](#) at 352-392-4357 or via email at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

Course Requirements

The course grade will be based on the following elements:

Reading Discussion Leader	20%
Portfolio – Reading Reflections and Responses	50%
Annotations/Class Participation	30%

Grade Policies

A good grade requires thoughtful, informed participation in class and in online discussions, well-executed arguments in writing, and an outstanding portfolio. Readings will be DISCUSSED on the day marked on the syllabus. Assignments are due as scheduled.

Annotations

Perusall!

I am a firm believer in annotating readings; that is, making notes in the margins while I read through a text. In previous semesters, I've had great success showing students how to use Perusall! To annotate each assigned reading as a class. Perusall is an annotation layer for any online content; this tool is intended to allow y'all to collaborate on your reading, synthesis, and

understanding of the reading selections across the semester. I'll send out the invitation link and explain how we'll use this tool during class.

In addition to highlighting snippets of text that you find interesting (or confusing), Perusal! also allows the use of images and other multimedia content within your annotations. I am inclined to offer extra credit for those whose annotations include compelling, relevant multimedia content illustrating difficult or interesting concepts in the reading.

Your annotations will count as 30% of your participation grade. To get full participation credit, you must annotate every reading with at least ONE note.

Discussion Leader

You are required to lead a discussion on a reading of your choice. There are multiple aspects to this assignment:

1. You must provide an analysis of the arguments made in your assigned reading.
2. You must also provide at least ONE discussion question (see below) with your analysis
 - a. Post your analysis and discussion questions to the Slack Channel of the assigned week for the appropriate reading.
3. In class, lead the discussion by-if possible--offering a (brief) media example that highlights an element or argument found in the reading

Your discussion question can/should be based on current (or recently completed) readings. You must also ANSWER your question using your experiences, knowledge of, or reactions to the subject matter of the reading.

Suggested Question Themes: 1) Themes of Science and Technology 2) Challenging or provocative ideas.

Thursday reading responses must be posted by Tuesday at 11pm. Comments to these posts should ideally be made by Wednesday at 12 midnight.

Discussion Participation

If you're not the discussion leader, you must follow, post, and contribute to the Slack channels for the course. You should post a MINIMUM of five (5) comments on your classmates' posts during the semester.

Participation online can include:

- Posting questions or responding to other students' forum postings

- Providing examples and counter-examples
- Performing scholarly, constructive criticism of the assigned reading
- Proposing additional literature, websites or resources
- Sharing current news items and media reports that are relevant to class topics

The best comments will respond actively to the topic of discussion, or extend discussions from section or even lecture. Thread-jacking or trolling will not be tolerated and will result in a grade reduction. Your discussion posts and comments will count as 75% of your participation grade.

Portfolio

Periodically, we will have portfolio check-ins. You will be required to respond to the three reading prompts. The prompts will require you to understand the arguments being made and their contribution to the field or society. Any assigned multimedia can be used to replace reading.

Primary Source Essay Rubric

Category	Excellent	Good	Fair	Poor
Argument (25%)	The paper presents a clear and well-developed argument that is original, complex, and nuanced. The argument is supported throughout the paper and shows a sophisticated understanding of the historical topic.	The paper presents a clear argument that is well-developed and mostly original. The argument is supported throughout the paper and shows a good understanding of the historical topic.	The paper presents an argument that is somewhat clear and developed. The argument may lack originality or nuance and may not be fully supported throughout the paper.	The paper presents an argument that is unclear or underdeveloped, lacking originality, nuance, or support throughout the paper.
Evidence and Sources (25%)	The paper provides substantial and relevant evidence from a variety of credible primary and secondary sources that effectively support the argument. The author demonstrates a sophisticated understanding of the sources and their relevance to the argument.	The paper provides relevant evidence from primary and secondary sources that mostly support the argument. The author demonstrates a good understanding of the sources and their relevance to the argument.	The paper provides some evidence from primary and secondary sources that may not be fully relevant or effective in supporting the argument. The author may not fully demonstrate an understanding of the sources and their relevance to the argument.	The paper provides little or no evidence from primary and secondary sources or uses sources that are not credible or relevant to the argument. The author does not demonstrate an understanding of the sources and their relevance to the argument.

Citations (15%)	The paper uses proper citation style consistently and accurately throughout the paper, including both in-text citations and a works cited page. All sources are properly cited and referenced.	The paper uses proper citation style mostly consistently and accurately throughout the paper, including both in-text citations and a works cited page. Most sources are properly cited and referenced.	The paper may have some inconsistencies or inaccuracies in citation style or missing citations for some sources.	The paper has significant inconsistencies or inaccuracies in citation style or missing citations for many sources.
Organization (15%)	The paper has a clear and logical structure that is easy to follow and supports the argument. Each paragraph supports the thesis and follows a clear organizational pattern.	The paper has a mostly clear and logical structure that supports the argument. Some paragraphs may not support the thesis or may lack a clear organizational pattern.	The paper has a somewhat unclear or illogical structure that does not fully support the argument. Paragraphs may not follow a clear organizational pattern or may not support the thesis.	The paper has an unclear or illogical structure that does not support the argument. Paragraphs do not follow a clear organizational pattern and do not support the thesis.
Clarity and Style (20%)	The paper is well-written, clear, and concise with a consistent and appropriate tone for the audience and purpose. The language is sophisticated and effective, and the paper has few or no errors in grammar, spelling, or punctuation.	The paper is mostly well-written, clear, and concise with an appropriate tone for the audience and purpose. The language is mostly effective, and the paper has minor errors in grammar, spelling, or punctuation.	The paper may have some clarity or style issues, including unclear or awkward phrasing, inappropriate tone, or numerous errors in grammar, spelling, or punctuation.	The paper has significant clarity or style issues, including unclear or awkward phrasing, inappropriate tone, or numerous errors in grammar, spelling, or punctuation.

Course Schedule

Week	Topic	Reading	Exercises
Week 1	Introduction to the Course		
	Thu., Aug. 24	A herstory of the# BlackLivesMatter movement Jeff Goodwin and James Jasper. (2015).“Editors’ Introduction,” The Social Movement Reader: Cases and Concepts	1) Syllabus Exam 2) Perusall SignUp 3) Slack SignUp
Week 2	Understanding Ferguson and Baltimore: Black Protest and Black Lives Matter		
	Tue., Aug. 29	DOJ Ferguson: Civil Rights Press Release	Watch: Ferguson: Report from an Occupied Territory
	Thu., Aug. 31	The Matter of Black Lives	Review: Washington Post database of U.S.’ police shootings of civilians for 2015 and 2016.
Week 3	This Internet Thing		
	Tue., Sep. 5	The Internet: A Philosophical Inquiry. (pg 62-83)	
	Thu., Sep. 7	The Internet: A Philosophical Inquiry. (pg 84-102)	
Week 4	Democracy and the Internet		
	Tue., Sep. 12	Cyberdemocracy: Internet and the public sphere.	
	Thu., Sep. 14	Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy.	
Week 5	First Look: Activism?		

Week	Topic	Reading	Exercises
	Tue., Sep. 19	Political activities on the Internet: Slacktivism or political participation by other means?	
	Thu., Sep. 21	What Is Slack about Slacktivism?	
Week 6	Black Feminism, Intersectionality and Black Social Movements		
	Tue., Sep. 26	Kimberlé Crenshaw, Washington Post article Why Intersectionality Can't Wait	Watch Panel: Black Feminism and Black Lives Matter
	Thu., Sep. 28	Reflections on Respectability What love looks like in public	
Week 7	Modes of Internet Activism: SNS and UGC		
	Tue., Oct. 3	Harlow, S., & Guo, L. (2014). Will the Revolution be Tweeted or Facebooked? Using Digital Communication Tools in Immigrant Activism. <i>Journal of Computer-Mediated Communication</i> , 19(3), 463–478.	
	Thu., Oct. 5	Chang, Ho-Chun Herbert, Allissa Richardson, and Emilio Ferrara. "#JusticeforGeorgeFloyd: How Instagram facilitated the 2020 Black Lives Matter protests." <i>PLoS one</i> 17.12 (2022): e0277864.	
Week 8	Case Study: Trayvon Martin		
	Tue., Oct. 10	Beers, D. (2008) Social network(ing) sites. Revisiting the story so far: A response to danah boyd & Nicole Ellison <i>Journal of Computer-Mediated Communication</i> 13,2. pp. 516–529	
	Thu., Oct. 12		

Week	Topic	Reading	Exercises
			Rest in Power: The Trayvon Martin Story Episode 1: https://www.facebook.com/ItsBlackRooted/videos/893851210815205/ Episode 2: https://www.facebook.com/ItsBlackRooted/videos/893878140812512/ Episode 3: https://www.facebook.com/ItsBlackRooted/videos/414650282391395/ Episode 4: https://www.facebook.com/ItsBlackRooted/videos/430344107372437/ Episode 5: https://www.facebook.com/ItsBlackRooted/videos/235154640503421/ Episode 6: https://www.facebook.com/ItsBlackRooted/videos/245662709466721/
Week 9	Case Study: Baltimore		
	Tue., Oct. 17		Watch: Baltimore Uprising (2017)
	Thu., Oct. 19		Baltimore Uprising Archive Project
Week 10	Modes of Internet Activism: Twitter and Memes		
	Tue., Oct. 24	Loken, M. (2014). #BringBackOurGirls and the Invisibility of Imperialism. <i>Feminist Media Studies</i> , 14(6), 1100–1101.	

Week	Topic	Reading	Exercises
	Thu., Oct. 26	doi: 10.1080/14680777.2014.975442 Loza, S. (2014) Hashtag feminism, #SolidarityIsForWhiteWomen, and the other #FemFuture. <i>Ada: A Journal of Gender, New Media, and Technology</i> , No.5. doi:10.7264/N337770V	
Week 11	The Arts, Aesthetics and Black Social Movements		
	Tue., Oct. 31	#BlackLivesMatter: A Silver Lining to the Movement's Aesthetic Unapologetic Blackness in Action: Embodied Resistance and Social Movement Scenes in Black Celebrity Activism	Beyonce Formation Superbowl
	Thu., Nov. 2 (From Home)	Audre Lorde. 2009 ["Is Your Hair Still Political?" Pp. 224-227 in <i>I Am Your Sister: Collected and Unpublished Writings of Audre Lorde</i> . New York: Oxford	Kendrick Lamar
Week 12	Going Viral -- Organizing for Social Change Online		
	Tue., Nov. 7	Emma Brockes. (2018) "Me Toofounder Tarana Burke: 'You have to use your privilege to serve other people,'"	Zeynep Tufekci. (2014). "Online Social Change: Easy to Organize, Hard to Win" (Video)
	Thu., Nov. 9	Small Change	
Week 13	Social Media and Global Community Organizing		
	Tue., Nov. 14	Sharma, Sanjay. 2013. "Black Twitter?: Racial Hashtags, Networks, and Contagion." <i>New Formations</i> 78: 46-64.	

Week	Topic	Reading	Exercises
	Thu., Nov. 16	Brock, Andre. 2012 "From the Blackhand Side: Twitter as a Cultural Conversation." Journal of Broadcasting & Electronic Media 65 (4): 529-549.	
Week 14	Tue., Nov. 21 Thu., Nov. 23		Thanksgiving
Week 15	Who Are Your Allies? People of Color and Coalition Politics Tue., Nov. 28	Manning Marable. 1995. "Beyond Racial Identity Politics: Towards a Liberation Theory for Multicultural Democracy." Pp. 448-454.	Listen: A Letter From Young Asian-Americans To Their Families About Black Lives Matter
	Thu., Nov. 30	"Which side are you on?": #Asians4BlackLives confronts anti-black prejudice in Asian communities	On Two Fronts: Latinos & Vietnam
Week 16	Educational Equity and Black Student Activism Tue., Dec. 5	Missouri 3 Years Later: Lessons Learned, Protests Still Resonate	
		"7 Times inHistory When Students Turned to Activism," The New York Times	
Final Exam			

Exam schedule

Date	Subject
Portfolio Checks	9/25 11:59 PM
Portfolio Checks	10/26 11:59 PM
Portfolio Checks	12/11 11:59 PM