

# AFA3930 / SYA 4930: Black Social Movements, The Internet, and Social Media

**Instructor:** Kevin C. Winstead, Ph.D.

**Location:** Online

**Meeting Times:** Online-Asynchronous

**Office Hours:** 1012 Turlington Hall

2:00 pm-3:00 pm Tues Thurs

<https://cal.com/kcwins>

## Description

This course uses a sociological perspective to examine the ways social movements have adapted to online technologies to critically think about how the internet has altered traditional forms of social movement mobilization. The first half of the course is an introduction and review of traditional social movement literatures, while the second half is focused on the Black Lives Matter era as a contemporary social movement intersecting and contrasting with other movements of the Information Age, including the Arab Spring, LGBTQ equality, feminism, and the #MeToo movement, and most recently, the storming of the U.S. Capitol. Students will be encouraged to think about the ways in which social movement processes have been accelerated and/or changed due to the effects of online technologies.

Through readings, lectures, discussions, and research, this course fosters the development of a deeper understanding of the ways in which the Internet, information and communication tools, and concepts ranging from mobile phones, flash mobs, and Twitter has proved to be a fertile space for social movements to construct, organize, coordinate, and redefine the public sphere. 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.

Overall, this course aims to engage with conceptual and empirical understandings of the interplay 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.

## Objectives

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished by:

1. Understand and articulate the relationships between social movements and the media system, from various standpoints within social movement studies.
2. Demonstrate knowledge of the major shifts in research approaches to media, identity & mobilization over time.
3. Apply theoretical and methodological tools of social movement and critical identity research to a specific social movement.
4. Plan, research, and complete a substantive project that contributes to a comparative analysis of some aspect of social movement media, grounded in a concrete movement case and linked to the social movement studies literature. Final projects may take the form of a paper and / or a research tool.

## **General Information**

### **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 the 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](mailto: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](mailto: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/>.

## Student Assignments & Grading

Reading Discussion Leader	10%
Portfolio – Reading Reflections and Responses	10%
Perusall Reading & Annotations	40%
SLACK Class Participation & Discussion Responses	10%
Final Project Proposal	10%
Final Project	20%

## Requirements and Evaluation

Please note that we will NOT have weekly course meetings in this class. We will have optional office hours where you can join me to ask questions or clarifications related to any assignments, readings, etc. I have recorded all my lectures and posted them on Canvas (Or SLACK). You will need to do the following things each week in this order:

1. Complete the reading assignment and notes for the week on Perusall;
2. Watch the lecture(s) posted for the week;
3. Participate in the weekly discussions on Slack;
4. Submit any paper assignments/portfolios/homework (if due).

## **A Word about Due Dates**

Since this course is asynchronous, the assignment due dates are quite flexible. I have a suggested due date for all activities but go at your own pace. However, all assignments each week have to be completed **by the end of the week**, which is Sunday. This includes reading assignments, lectures, Slack discussions, and homework/essay assignments. So my advice is to pace yourself, not rush, but also not leave everything to the last minute because you won't be able to accomplish everything in a short period of time. Here are my suggestions for timing yourself: watch the **lecture(s) on Monday-Tuesday**, discussion leaders should have their **PowerPoint presentation and three discussion questions uploaded by the end of the day Monday, finish the reading assignment, and take your notes by Thursday**. Importantly, **visit Slack at least 2-3 times throughout the week** to participate in the ongoing discussions. Answer the discussion board and **submit any paper assignments/homework (if due) by Sunday**.

## **Discussion Leader PowerPoint & Discussion Questions**

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

1. You must produce a PowerPoint summarizing the article's key arguments, concepts, and debates. The presentation must include background information about the author and the context within which the article is written.
2. You must provide an analysis of the arguments made in your assigned reading.
3. You must also provide at least THREE discussion questions (see below) with your analysis.
  - a. Post your analysis and discussion questions to the Slack Channel of the assigned week for the appropriate reading.
  - b. Your discussion question can/should be based on current (or recently completed) readings.

## **Discussion Responses**

You must also ANSWER your question using your experiences, knowledge of, or reactions to the subject matter of the reading.

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.

### **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.

### **Final Project Proposal**

Includes short overview (abstract), research question, case selection, methods, tools, detailed workplan.

### **Example Proposals**

[“Media’s Role in Organizing the Occupy Gezi Movement” \(PDF\)](#) by Oset Babur. Used with permission.

[“The Motivation and Process behind the Formation of Social Movement Coalitions” \(PDF\)](#) by An MIT Student. Used with permission.

Revised draft: [“Differences in Desired and Actual Outcomes between Moments in the course of a Social Movement” \(PDF\)](#) by An MIT Student. Used with permission.

### **Final Project**

The final project is a written research paper (approx. 10 pages, double space, citations) focusing on some aspects of social movement media (tools, practices, production, circulation, reception, impacts, etc). Your project may focus on any aspect of the Black social movement or on multiple movements from a comparative perspective if you prefer. Your project must involve original research, although the research methods you employ are wide open. You’ll analyze findings from your research within a framework drawn from social movement studies. The final project should include a short review of the literature you’re drawing on, a discussion of your research question and methods, an analysis of what you find, and a conclusion that discusses the implications.

## 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	The paper has a mostly clear and logical structure that supports the	The paper has a somewhat unclear or illogical structure that does not fully support	The paper has an unclear or illogical structure that does not support the argument.

	argument. Each paragraph supports the thesis and follows a clear organizational pattern.	argument. Some paragraphs may not support the thesis or may lack a clear organizational pattern.	the argument. Paragraphs may not follow a clear organizational pattern or may not support the thesis.	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	<b>Introduction to the Course</b>	<a href="#">Jeff Goodwin and James Jasper. (2015). "Editors' Introduction," The Social Movement Reader: Cases and Concepts</a>	1) Syllabus Exam
	Jan 8 <sup>th</sup> – Jan 12 <sup>th</sup>	<a href="#">McAdam, Doug. "The Classical Model of Social Movements Examined." Political Process and the Development of Black Insurgency, 1930-1970, Univ. of Chicago Press, Chicago, IL, 1982, pp. 5–19.</a>	2) Perusall SignUp
		<a href="#">McAdam, Doug. "Resource Mobilization: A Deficient Alternative ." Political Process and the Development of Black Insurgency, 1930-1970, Univ. of Chicago Press, Chicago, IL, 1982, pp. 20–35.</a>	3) Slack SignUp
Week 2	<b>Theories &amp; Debates of Social Movements</b>	McAdam, Doug. "The Political Process Model." Political Process and the Development of Black Insurgency, 1930-1970, Univ. of Chicago Press, Chicago, IL, 1982, pp. 36–59.	
	Jan 15 <sup>th</sup> – Jan 19 <sup>th</sup>	Taylor, Verta. 1989. "Social Movement Continuity: The Women's Movement in Abeyance." American Sociological Review 54 (5): 761–75.	
		<a href="#">Bracey, Glenn E. 2016. "Black Movements Need Black Theorizing: Exposing Implicit Whiteness in Political Process Theory." Sociological Focus 49 (1): 11–27.</a>	
Week 3	<b>Understanding Ferguson and Baltimore: Black Protest and Black Lives Matter</b>	<a href="#">DOJ Ferguson: Civil Rights Press Release</a>	<a href="#">Watch: Ferguson: Report from an Occupied Territory</a>
	Jan 22 <sup>nd</sup> – Jan 26 <sup>th</sup>	<a href="#">The Matter of Black Lives</a>	<a href="#">Review: Mapping Police Violence</a>
		<a href="#">A herstory of the# BlackLivesMatter movement</a>	
Week 4	<b>This Internet Thing</b>	The Internet: A Philosophical Inquiry. (pg 62-83)	
	Jan 29 <sup>th</sup> – Feb 2 <sup>nd</sup>	The Internet: A Philosophical Inquiry. (pg 84-102)	
Week 5	<b>Democracy and the Internet</b>	Cyberdemocracy: Internet and the public sphere.	
	Feb 5 <sup>th</sup> – Feb 9 <sup>th</sup>	Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy.	
Week 6	<b>First Look:</b>	Political activities on the Internet: Slacktivism or	

	<b>Activism?</b>	political participation by other means?	
	Feb 12 <sup>th</sup> – Feb 16 <sup>th</sup>	What Is Slack about Slacktivism?	
<b>Week 7</b>	<b>Black Feminism, Intersectionality and Black Social Movements</b>	<a href="#">Kimberlé Crenshaw, Washington Post article Why Intersectionality Can't Wait</a>	<a href="#">Watch Panel: Black Feminism and Black Lives Matter</a>
	Feb 19 <sup>th</sup> – Feb 23 <sup>rd</sup>	<a href="#">Reflections on Respectability</a>	
		<a href="#">What love looks like in public</a>	
<b>Week 8</b>	<b>Modes of Internet Activism: SNS and UGC</b>	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.	
	Feb 26 <sup>th</sup> – Mar 1 <sup>st</sup>	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.	
<b>Week 9</b>	<b>Case Study: Trayvon Martin</b>	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	<a href="#">Rest in Power: The Trayvon Martin Story Episode 1: <a href="https://www.facebook.com/ItsBlackRooted/videos/893851210815205/">https://www.facebook.com/ItsBlackRooted/videos/893851210815205/</a> Episode 2: <a href="https://www.facebook.com/ItsBlackRooted/videos/893878140812512/">https://www.facebook.com/ItsBlackRooted/videos/893878140812512/</a> Episode 3: <a href="https://www.facebook.com/ItsBlackRooted/videos/414650282391395/">https://www.facebook.com/ItsBlackRooted/videos/414650282391395/</a> Episode 4: <a href="https://www.facebook.com/ItsBlackRooted/videos/430344107372437/">https://www.facebook.com/ItsBlackRooted/videos/430344107372437/</a> Episode 5: <a href="https://www.facebook.com/ItsBlackRooted/videos/235154640503421/">https://www.facebook.com/ItsBlackRooted/videos/235154640503421/</a> Episode 6: <a href="https://www.facebook.com/ItsBlackRooted/videos/245662709466721/">https://www.facebook.com/ItsBlackRooted/videos/245662709466721/</a></a>
	Mar 4 <sup>th</sup> – Mar 8 <sup>th</sup>		
<b>Week 10</b>	<b>Spring Break</b> Mar 11 <sup>th</sup> – 15 <sup>th</sup>		
<b>Week 11</b>	<b>Case Study: Baltimore</b>	<a href="#">Baltimore Uprising Archive Project</a>	Watch: Baltimore Uprising (2017)
	Mar 18 <sup>th</sup> – Mar 22 <sup>nd</sup>		
<b>Week 12</b>	<b>Modes of Internet</b>	Loken, M. (2014). #BringBackOurGirls and the Invisibility of Imperialism. <i>Feminist Media Studies</i> ,	

	<b>Activism: Twitter and Memes</b>	14(6), 1100–1101. doi: 10.1080/14680777.2014.975442	
	Mar 25 <sup>th</sup> – Mar 29 <sup>th</sup>	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	
<b>Week 13</b>	<b>The Arts, Aesthetics and Black Social Movements</b>	<a href="#">#BlackLivesMatter: A Silver Lining to the Movement's Aesthetic</a>	<a href="#">Beyonce Formation Superbowl</a>
	Apr 1 <sup>st</sup> – Apr 5 <sup>th</sup>	<a href="#">Unapologetic Blackness in Action: Embodied Resistance and Social Movement Scenes in Black Celebrity Activism</a>	<a href="#">Kendrick Lamar</a>
		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	
<b>Week 14</b>	<b>Going Viral -- Organizing for Social Change Online</b>	Emma Brockes. (2018) "Me Too founder 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)
	Apr 8 <sup>th</sup> - Apr 12 <sup>th</sup>	Sharma, Sanjay. 2013. "Black Twitter?: Racial Hashtags, Networks, and Contagion." <i>New Formations</i> 78: 46-64.	<a href="#">Small Change</a>
		Brock, Andre. 2012 "From the Blackhand Side: Twitter as a Cultural Conversation." <i>Journal of Broadcasting &amp; Electronic Media</i> 65 (4): 529-549.	
<b>Week 15</b>	<b>Who Are Your Allies? People of Color and Coalition Politics</b>	Manning Marable. 1995. "Beyond Racial Identity Politics: Towards a Liberation Theory for Multicultural Democracy." Pp. 448-454.	
	Apr 15 <sup>th</sup> - Apr 19 <sup>th</sup>	"Which side are you on?": #Asians4BlackLives confronts anti-black prejudice in Asian communities	<a href="#">Listen: A Letter From Young Asian-Americans To Their Families About Black Lives Matter</a>
<b>Week 16</b>	<b>Educational Equity and Black Student Activism</b>	<a href="#">Missouri 3 Years Later: Lessons Learned, Protests Still Resonate</a>	
	Apr 22 <sup>nd</sup> – 24 <sup>th</sup>	"7 Times in History When Students Turned to Activism," <i>The New York Times</i>	
<b>Final Exam</b>	May 3 <sup>rd</sup>		

## Portfolio Schedule

Date	Subject
TBA	Portfolio Check 1
TBA	Portfolio Check 2
TBA	Portfolio Check 3