

**BE A SOCIAL JUSTICE ACTIVIST:
#ACTIVISM, INTERSECTIONALITY AND SOCIAL MOVEMENT ORGANIZING**

Fall 2022, IDS 2935 (22329), 3 credits, Gen Ed: Diversity, Social Science (Quest 2)¹

T/Period 4 (10:40-11:30am), [ARCH 0205](#)

Th/Period 4-5 (10:40-12:35pm), [LIT 0201](#)

K.L. Broad, Ph.D.

Email: klbroad@ufl.edu (please use Canvas email)

<http://people.clas.ufl.edu/klbroad/>

Phone: (352) 273-0389

Office: CGSWSR building, Room 301

Office hours: T 2-3, W 2-3, Th 2-3 (place TBA)

COURSE DESCRIPTION:

Quest 2: UF Quest 2 courses fulfill the UF Quest 2 requirement and three credits of the general education requirement in the social & behavioral sciences, the biological sciences, or the physical sciences. Where Quest 1 asks why the world is the way it is, Quest 2 asks what we can do about the problems confronting us. Rather than serve as surveys or introductions to specific fields, Quest 2 courses reflect the instructor's expertise and challenge students as co-creators of knowledge in a multi-disciplinary inquiry that uses scientific data to address pressing questions

This course: In the last five years in the US, we have seen some of the largest mass mobilizations ever. Additionally, today we are seeing a tremendous amount of organizing by excluded social groups, those with relatively less institutional, economic and political power. A good many groups do (at least some of) their work online, for example via Twitter and hashtag activism. The central question this class takes up is what does activism addressing social inequalities look like today in the US? We will answer that question by looking at some different forms of activism, particularly social movement organizing and hashtag activism. Many groups take action in social justice movements by embracing an intersectional politics attentive to the interlocking dynamics of social exclusion based on race, gender, class, sexuality, and more. Hence, we will also focus on examples of collective activism which take up the "framework of intersectionality," increasingly understood as characteristic of the activism of many in this political generation in the US as well as a central theory to understand efforts at social change (Almeida 2020; Milkman 2017). As such, this course will provide students with an overview of scholarship about social movement organizing, intersectionality, and hashtag activism. Additionally, this course will take up the question of how social movement activism is studied via social science, with a particular focus on qualitative research. As appropriate to qualitative social science inquiry the class will consider how best to understand the perspective of those we are studying; this means centering their voices and expressions and, at times, putting ourselves in their shoes. As such, and in conjunction with the Quest initiative, this class will review primary materials (e.g., activist writings) and include assignments based on active and experiential learning facilitated by small class size, discussion-based lectures, and structured small group activities. As part of the Quest 2 curriculum, this course invites students to "grapple with the difficult questions and challenges that they will face as thoughtful adults navigating a complex and interconnected world." This course will take up, and consider, a variety of political views about social inequality; one political view is not a required nor an expected outcome.

¹ GENERAL EDUCATION CREDIT: Diversity, Social Science (Quest 2): This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U

GENERAL COURSE INFORMATION

Please note: This class uses the Canvas system (<https://lss.at.ufl.edu/>). This means you will be expected to access Canvas regularly for class materials, schedules, assignments, and possibly zooms. Please use Canvas email to contact Dr. Broad.

COURSE OBJECTIVES/GOALS

This course is designed to provide students with an overview of the scholarship about social movements, hashtag activism, intersectionality, and the opportunity to take up the critical question of how to apply such knowledge.

GENERAL EDUCATION AND STUDENT LEARNING OBJECTIVE INFORMATION:

Please see last pages of syllabus for information on:

- Social and Behavioral Sciences General Education objectives and how the course meets these
- Diversity General Education requirements and how the course meets these
- Quest 2 requirements and student learning objectives and how the course meets these
- Social movement & Intersectional studies student learning objectives and how the course meets these.

This course will take up, and consider, a variety of political views; one political view is not a required nor an expected outcome.

UF STATEMENT OF CLASSROOM LEARNING: People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

UF ACCOMODATIONS: The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (0001 Building 0020-Reid Hall, accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

EXTRA COURSE FEES: There are no additional fees for this course.

UF EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at [GatorEvalsPublicData](#)

COURSE REQUIREMENTS AND EXPECTATIONS

ATTENDANCE, PARTICIPATION AND STUDY-TIME: This class depends on everyone's active participation and thoughtful discussion. Therefore, while attendance is not required, it is very *strongly* recommended. During-class assignments will not receive credit if a person is not attending class on the day it is assigned or discussed. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. Before class you should complete the readings and think about their application to topic of the day. Please note: my teaching is not meant to endorse or advocate the arguments and theories in the material of this course, but rather to foster the 'critical thinking' skills that will enable students to think for themselves. University courses are designed such that every hour in class is expected to be accompanied by at least 3 hours of study outside of class.

PARTICIPATION ASSIGNMENTS (10 points each/100 points total possible, 33% of final grade): Ten times during the semester you will be expected to do short active-thinking assignments, where you reflect on the material of class and apply it and/or learn by experiencing events outside of class. There will be two types of these assignments. *Please Note: Each person will have one opportunity to turn in a late participation assignment – no questions asked. To do so, please use the attached "coupon" (see last page of schedule). Further details provided in class.*

S-R Assignments – Nine times during the semester you will be expected to complete a short assignment related to class material of the day/week. Topics for these assignments will be announced during class. The assignments are designed to facilitate active learning. These assignments are designed to be a series of self-reflection assignments, where you will be asked to reflect on what you have learned about social movements and organizing. You will be asked to connect these lessons to the larger world by designing an evolving plan to put together the critical components of your own *hypothetical* social movement group about a chosen issue.

Experiential observation and report: Once during the semester (times will vary) you will be expected to "attend" a campus-talk or activist event. The talks and events will be announced in class each week. Students are encouraged to share information about upcoming events. Further discussion in class will outline what makes for appropriate talks and events for this assignment. For those who cannot attend an event, an alternative assignment will be provided. After attending the event, you are required to write 300-500 words describing one or two things you learned that relate to class material. To make this clear, in your response you must also identify and describe the connection to at least one course reading. (Submit in Canvas by *Thursday, Dec. 1st*). I will also ask that you share your ideas from this assignment in a structured discussion in class.

EXAM 1 (100 points possible, 33% of the final grade): Exam 1 will be an in-class exam with a take home component. The in-class portion of the exam will be on *Thursday, October 13th*. The take home portion will be due on *Tuesday, October 18th*. It will cover the material from the first part of the course. *Further information provided in class.*

EXAM 2 (100 points possible, 33% of the final grade): Exam 2 will be a take home exam distributed on *Tuesday, December 6th* and due on *Monday, December 12th* (in Canvas). This assignment will include short-answer and essay questions.

NOTE: I will try to remain as faithful as possible to this syllabus. However, there are times I may need to adjust the plan and make changes. I will announce any such changes in advance, in class or via the class email list.

ANSWERS TO IMPORTANT QUESTIONS:

- *May I take my exam late?* Late exams will only be accepted/arranged when students face documented circumstances beyond his or her control.
- *May I take an incomplete in the course?* The College of Liberal Arts and Sciences states that an incomplete can “only be given when a student has completed a major portion of the course with a passing grade and has been unable to complete the course requirements because of documented circumstances beyond his or her control” (see also Undergraduate Catalog under “Grades/Grading Policy”). An “Incomplete” (or “I” grade) can only be assigned before the final exam/final paper of the course.

REQUIRED READING

J-L

Jobin-Leeds, Greg and AgitArte, 2016. *When We Fight We Win! Twenty-First-Century Social Movements and the Activists that are Transforming Our World*. New York: The New Press.

M

Messner, Michael. 2021. *Unconventional Combat: Intersectional Action in the Veteran’s Peace Movement*. Oxford, UK: Oxford University Press.

JBW

Jackson, Sarah J. and Moya Bailey, Brooke Foucault Welles. 2020. *#Hashtag Activism: Networks of Race and Gender Justice*. Cambridge, MA: The MIT Press.

Readings– see course schedule for details (articles available in Canvas).

COURSE SCHEDULE

Thurs. Aug. 25 th	INTRODUCTION
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<u>WEEK 1</u>	
Tues., Aug. 30 th	INTRODUCTION Syllabus
Thurs., Sept. 1 st	INTRODUCTION – Movements, Mobilizations and Protest Today Review material assigned in class
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<u>WEEK 2</u>	
Tues., Sept. 6 th	CORE CONCEPTS – Social Movements and Social Justice Gupta, part of “Chapter 1” (pgs.1-11) Blee and Creasap article
Thurs., Sept. 8 th	CORE QUESTIONS – Reading about movements Staggenborg, “Chapter 8” (pgs. 137-166)
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<u>WEEK 3</u>	
Tues., Sept. 13 th	SJ EXAMPLE J-L, Chapter 1 (pgs. 13-24)
Thurs., Sept. 15 th	SJ EXAMPLE J-L, Chapter 2 (pgs. 25-37) <i>Participation Assignment 1- Problem Identification</i>
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<u>WEEK 4</u>	
Tues., Sept. 20 th	SJ EXAMPLE J-L, Chapter 3 (pgs. 38-50) Guest Speakers: TBD
Thurs., Sept. 22 nd	SJ EXAMPLE J-L, Chapter 4 (pgs. 51-63) <i>Participation Assignment 2 - Choosing an Issue</i>
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<u>WEEK 5</u>	
Tues., Sept. 27 th	SJ EXAMPLE J-L, Chapter 5 (pgs. 64-76) Guest Speakers: TBD
Thurs., Sept. 29 th	SJ EXAMPLE J-L, Chapter 6 (pgs. 77-89) <i>Participation Assignment 3 - Cutting the Issues</i>
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<u>WEEK 6</u>	
Tues., Oct. 4 th	STUDYING SOCIAL MOVEMENTS - Theories Valocchi, “Chapter 2” (pgs. 12-33)
Thurs., Oct. 6 th	STUDYING SOCIAL MOVEMENTS – <i>Documentary</i> Catch up on readings

WEEK 7

Tues., Oct. 11th **STUDYING SOCIAL MOVEMENTS - Methods**
Almeida, "Chapter 2" (pgs. 19-43)

Thurs., Oct. 13th **EXAM 1**

WEEK 8

Tues., Oct. 18th **CORE CONCEPTS – Intersectionality**
DUE: Take Home Portion of Exam 1
AAPC Primer
Thomas, "Chapter 1"

Thurs., Oct. 20th **INTERSECTIONAL MOVEMENTS**
Coaston article
Participation Assignment 4 - Research Report

WEEK 9

Tues., Oct. 25th **INTERSECTIONAL MOVEMENTS**
M, Chapter 1
M, Chapter 2

Thurs., Oct. 27th **INTERSECTIONAL MOVEMENTS**
M, Chapter 3
Review organizational websites
Participation Assignment 5 - Strategy and Tactics

WEEK 10

Tues., Nov. 1st **INTERSECTIONAL MOVEMENTS**
M, Chapter 4
Guest Speaker: TBD

Thurs., Nov. 3rd **INTERSECTIONAL MOVEMENTS**
M, Chapter 5
Participation Assignment 6 - Intersectional Organizing

WEEK 11

Tues., Nov. 8th **E-MOVEMENTS, CYBERACTIVISM & #HASHTAG ACTIVISM**
Carty, "Chapter 2"
JBW, Introduction

Thurs., Nov. 10th **#HASHTAG ACTIVISM Chapter 1**
JBW, Chapter 1
Participation Assignment 7 – Using the Media

WEEK 12**Tues., Nov. 15th****#HASHTAG ACTIVISM Chapter 2**

JBW, Chapter 2 (pgs. 77-110)

Thurs., Nov. 17th**#HASHTAG ACTIVISM Chapter 3 & 4**

JBW, Chapter 3 (pgs. 111-142)

JBW, Chapter 4 (pgs. 143-168)

Participation Assignment 8 - # Intersectionality

WEEK 13**Tues., Nov. 22nd****#HASHTAG ACTIVISM Chapter 5**

JBW, Chapter 5 (pgs. 169-198)

Thurs., Nov. 24th**NO CLASSES – UNIVERSITY HOLIDAY**

WEEK 14**Tues., Nov. 29th****#HASHTAG ACTIVISM Chapter 6**

JBW, Chapter 6 (pgs. 199-230)

Thurs., Dec. 1st**CHANGES BROUGHT ABOUT BY MOVEMENTS & ACTIVISM?**

Take Home Exam 2 preparation

Last day to turn in Experiential Observation and Report

WEEK 15**Tues., Dec. 6th****INTERSECTIONAL MOVEMENTS TODAY?***Exam 2 distributed*

Reflecting on Assignments 1-8

Participation Assignment 9 – Final Report and Reflection

Mon., Dec. 12th**EXAM 2 DUE – turn in on Canvas**

GRADE INFORMATION

BE A SOCIAL JUSTICE ACTIVIST:

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Fall 2022, IDS 2935 (22329), 3 credits

The following chart should be used to keep track of your grade in the class. Please be aware that the level of effort you put into the class, may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class. There are 300 points possible in the class. For further information on UF grading policies see [Grades and Grading Policies](#) in the Undergraduate Catalog. Please note: UF Policy states: a minimum grade of C is required for general education credit/

Grade	%	Points	Translation
A	94 - 100 %	280 - 300	<i>outstanding -far beyond expectations</i>
A-	90 - 93%	270 - 279	<i>excellent – reaching high expectations</i>
B+	87 - 89%	261 - 269	<i>very good -above expectations</i>
B	84 - 86%	252 - 260	<i>very solid completion of requirements</i>
B-	80 - 83%	240 - 251	<i>good completion of requirements</i>
C+	77 - 79 %	231 - 239	<i>requirements completed solidly</i>
C	74 - 76 %	222 - 230	<i>basic requirements completed</i>
C-	70 - 73%	210 - 221	<i>barely done requirements</i>
D+	67 - 69 %	201 - 209	<i>requirements not fulfilled</i>
D	64 - 66%	192 - 200	<i>poor work</i>
D-	60 - 63 %	180 - 191	<i>very poor work</i>
E	below 60 %	179 and below	<i>failing/inappropriate</i>

Please note: UF grading policy for assigning grade points is detailed here:
Grades and Grading Policies

PARTICIPATION ASSIGNMENTS

Assignment 1	_____	Assignment 6	_____
Assignment 2	_____	Assignment 7	_____
Assignment 3	_____	Assignment 8	_____
Assignment 4	_____	Assignment 9	_____
Assignment 5	_____	Experiential report	_____

PARTICIPATION ASSIGNMENTS TOTAL (100 points possible) _____

EXAM 1 (100 points possible) _____

EXAM 2 (100 points possible) _____

TOTAL = _____

TOTAL _____ = _____ %
TOTAL POSSIBLE 300

NOTE: Final grades will be available on ONE.UF on December 21st

FURTHER INFORMATION ABOUT THE COURSE

Please note: A minimum grade of C is required for general education credit

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, principles, and terminology; the history, theory, and/or methodologies used; and social institutions, structures, and processes. (S). Assessment: Exams
- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. (D). Assessment: Exams, Participation Assignments
- Identify, describe, and explain the cross- disciplinary dimensions of current social movement efforts at social change to address pressing social problems of complex intersecting social inequalities, represented by the social sciences incorporated into the course. (Quest). Assessment: Exams

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (S). Assessment: Participation Assignments, Exams.
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society. (D). Assessment: Exams, Participation Assignments
- Critically analyze quantitative or qualitative data in the form of social movement empirical research appropriate for informing praxis that addresses social change in the form of social movements. (Quest). Assessment: Exams, Participation Assignments

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate knowledge, thoughts, and reasoning clearly and effectively. (S). Assessment: Participation Assignments.
- Develop and present, in terms accessible to an educated public, clear and effective plan for social movement organizing that address important societal issues or challenges. (Quest). Assessment: Participation Assignments

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Quest). Assessment: Participation Assignments, Exams.