

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

Fall 2021, IDS 2935 (22329), 3 credits
Gen Ed: Diversity, Social Science (Quest 2)

This course will be a face-to-face course with remote access. Zoom links will be posted in Canvas for students that need to, or prefer to, participate remotely. Face masks are expected in all UF facilities, including classrooms. Further information and official announcements regarding Fall 2021 plans and expectations for classes and campus are in Canvas and will be discussed in class.

T/Period 4 (10:40-11:30am), (Onsite) Room: CBD 0220
Th/Period 4-5 (10:40-12:35pm),(Onsite) Room: CBD 0220

K.L. Broad, Ph.D. (she/they)
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 (Zoom):¹ W, 12-2pm, Th 2-3pm

COURSE DESCRIPTION: 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 of such 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 use primary materials (activist writings and art, for example) 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 Please use Canvas email, my office phone #, or come to my posted zoom office hours to ask me questions about the course. Face-to-Face appointments available. Further details in class.

COURSE OBJECTIVES/GOALS

This course is designed to provide students with an overview of the scholarship about social movements, hashtag activism, intersectional inequalities, and the opportunity to take up the critical question of how to apply such knowledge. By the end of the semester students should be able to:

- Explain different social science approaches to theorizing and researching social movements.
- Outline key questions about social movements and how social scientists and activists have answered such questions thus far.
- Detail the key aspects of creating and organizing a social movement organization (according to both scholars and activists)
- Discuss many examples of different social movements addressing inequality and how they work.
- Use key concepts from current research about social movements to explain their dynamics, but also to talk in an informed way about how to apply such concepts to actual social change work.
- Analyze social movements in terms of intersections of race class, race, gender, sexuality (and more) as intertwined structures of oppression and privilege.
- Think more carefully and talk in a more complex way about being an activist and creating social change.

FALL 2021 CLASSROOM AND CAMPUS EXPECTATIONS

These are classroom and campus expectations for Fall 2021 as outlined in recent administrative memos (included at the end of this syllabus).

- All people inside of UF facilities are expected to wear masks in community spaces in buildings, including common areas in our office suites, when we are not in our individual offices or workspaces, even if you are vaccinated.
- Instructors may ask their students to wear a mask, but they may not require nor ask a student to leave the classroom.
- Students who must miss class due to quarantine will be treated as though they are absent from class because of any other illness. The instructor and student should think of it as such and arrange for the student to make up classwork.
- Each classroom will also be equipped with a supply of extra masks, hand sanitizer and wipes

INFORMATION ABOUT REMOTE LEARNING ACCESS

This course will provide remote access to class sessions. This information is also noted in the Welcome module of our course's Canvas page, where zoom links are posted. For the time being, the remote access will be synchronous zoom access during class times, not recorded. I commit to working out an arrangement that fits the quickly changing needs we are confronted with while also maintaining the best teaching/learning environment possible.

If you are joining a class session remotely, please practice using Zoom ahead of time. Plan to have access to a microphone, speakers or headphones, and a webcam. Most laptops should have all these components. In cases of slow Internet connectivity, you can participate through your phone (audio only) by joining the Zoom meeting via a telephone number. (Keep Learning – eLearning – University of Florida). If you are joining the class session onsite, it may be helpful to have a laptop computer to access material online during class. For more information on learning during the COVID19 pandemic, refer to the UF Keep Learning website: [Keep Learning - eLearning](#) - University of Florida

MINIMUM TECHNICAL SKILLS: To complete your tasks in this course via remote learning access, you will need a basic understanding of how to operate a computer, how to use Zoom, and how to use word processing software. Zoom: Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>. See also the information in our class Canvas space.

TECHNOLOGY RESOURCES: For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu>, (352) 392-HELP (4357), Walk-in: HUB 132. Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty.

PRIVACY & ACCESSIBILITY POLICIES: For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas) : [Privacy Policy](#) / [Accessibility](#)
- Zoom: [Privacy Policy](#) / [Accessibility](#)

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 zooms. Please use Canvas email to contact Dr. Broad.

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.

ACADEMIC ETIQUETTE & COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Because we are operating with a unique teaching/learning structure with remote access due to COVID-19, participation and discussion will be differently defined (further details provided in class). Please remember that for onsite students arriving late or leaving early is disruptive to the class. For students attending remotely online, please follow online learning etiquette (e.g., microphone off unless speaking). Please know you may choose, at any time, to attend class remotely online. Come to class prepared to engage with the material and to participate in the class discussion. This means you should do the readings assigned for that day before you attend class. Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order for us to learn from each other, we have to allow each other to make mistakes, and to sometimes engage unpopular positions. However, name-calling, other forms of verbal harassment, sexual harassment and microaggressions will not be tolerated and will result in being asked to leave the class. Please also see description of assignments for further discussion of expectations about course participation. 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.

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. A central part of the [UF Honor Code](#) is the Honor Pledge: *“The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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.”* Further information about the UF Honor Code and guidelines for Academic Honesty are [here](#). In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

STUDENT CONDUCT CODE AND SEXUAL HARASSMENT: This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see [UF policies regarding harassment](#). Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

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.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign

of strength. In case of emergency, call 9-1-1. Here is a list of resources:

- *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 [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF 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 [UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES: The following are academic resources that may be helpful for completing this course:

- [UF Computing Help Desk](#) (for E-learning technical support) at 352-392-4357 or via e-mail 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.](#)

CLASS RECORDING POLICY: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party

note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UF GENDER EQUITY: The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy. “Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality.” For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

- [Office of Victim Services](#): 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111, (after business hours and on weekends)
- [Alachua County Victim Services & Rape Crisis Center](#): 352-264-6760 Monday-Friday, 8:30AM- 5PM, some services available 24/7
- [Peaceful Paths Domestic Abuse Network](#): 352-377-8255 (24-hour helpline)

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

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 [GatorEvals Public Data](#)

LAND ACKNOWLEDGEMENT: This is an acknowledgement that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. We further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, we acknowledge an obligation to honor the ancestral, present, and future Native residents of Florida. (Originally Crafted by UF Libraries)

CONSIDER (DOUBLE) MAJORING IN WOMEN’S STUDIES: Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women’s Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women’s Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women’s Studies major consists of four core courses and six electives. It’s simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It’s also the perfect complement to pre-health studies. Contact undergraduate coordinator Devan Johnson (devnjohn@ufl.edu) to make an appointment to discuss adding the major.

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 (either onsite or remotely online). 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 critically about their application to topic of the day. 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. *Please know you may choose, at any time, to attend class online.*

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 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. 2nd*). I will also ask that you share your ideas from this assignment in a structured discussion in class.

TAKE HOME EXAM 1 (100 points possible, 33% of the final grade): Take Home Exam 1 will be designed together and it will be distributed on *Thursday, October 7th* and due a week later on *Thursday, October 14th*. It will cover the material from the first part of the course. *Further information provided in class.*

TAKE HOME EXAM 2 (100 points possible, 33% of the final grade): Take Home Exam 2 will be distributed on *Tuesday, December 7th* and due on *Monday, December 13th* (in Canvas). This assignment will be primarily self-reflection, short-answer, and analytic 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. This is especially significant given the ever-changing structure of teaching/learning this semester.

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

Taking seriously Valocchi’s (2010)² observation that “many times scholars and activists talk past one another, scholars want the ‘big picture’ and develop a conceptual vocabulary to bring that picture into focus while activists address immediate concerns and rely on experiential knowledge to make decisions about issues and strategies.” (Valocchi, 2010, pg. 1), this course embraces learning from both social science research and primary activist materials. We will do this in various ways. For example, we will read activist accounts about certain social justice movements from J-L and then ask the question of how social science research could be done about these movements, ending our consideration by looking at specific examples of such research.

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. [Hard copy available in course reserves in Library West]

JBW Jackson, Sarah J. and Moya Bailey, Brooke Foucault Welles. 2020. *#Hashtag Activism: Networks of Race and Gender Justice*. Cambridge, MA: The MIT Press. [On reserve as Ebook. *NOTE: To access Course Reserves (ARES) via Canvas you must use Mozilla Firefox.*]

https://uflflvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99383201642006597

In addition, the required reading will include additional core readings about the social science study of social movements and intersectionality, listed on syllabus below and available electronically in Canvas

Recommended:

BKM Bobo, K. and J. Kendall, S. Max, 2010. *Organizing for Social Change: Midwest Academy Manual for Activists*. The Forum Press. [On Reserve]

² Valocchi, S. 2009. *Social Movements and Activism in the USA*. London: Routledge.

COURSE SCHEDULE

WEEK 1

Tues., Aug. 24th

INTRODUCTION

Syllabus

Thurs., Aug. 26th

INTRODUCTION – Movements, Mobilizations and Protest Today

Please look at photos of the 2017 Women’s March on Pgs. 8-264 “Why We March” in Why We March : Signs of Protest and Hope--Voices from the Women’s March (Ebook in library, link live, sign in with gatorlink)

Please review these organizational websites (links live):

#NeverAgain One Mind Youth Movement ZeroHour

WEEK 2

Tues., Aug. 31st

CORE CONCEPTS – Social Movements and Social Justice

Gupta, part of “Chapter 1” (pps. 1-11)

Thurs., Sept. 2nd

CORE QUESTIONS – Reading about movements

Staggenborg, “Chapter 8, American Right-Wing Movements”

WEEK 3

Tues., Sept. 7th

SJ EXAMPLE – LGBTQ Movement

J-L, Chapter 1

Thurs., Sept. 9th

SJ EXAMPLE – Public Education Activism

J-L, Chapter 2

Participation Assignment 1- Problem Identification

WEEK 4

Tues., Sept. 14th

SJ EXAMPLE – Movement about Mass Incarceration

J-L, Chapter 3

Thurs., Sept. 16th

SJ EXAMPLE –Immigrant Rights

J-L, Chapter 4

Queer Undocumented Immigrant Project (QUIP) of United We Dream

Participation Assignment 2 - Choosing an Issue

WEEK 5

Tues., Sept. 21st

SJ EXAMPLE – Struggle for Economic Power

J-L, Chapter 5

Thurs., Sept. 23rd

SJ EXAMPLE – Environmental Activism

J-L, Chapter 6

Participation Assignment 3 - Cutting the Issues

WEEK 6

Tues., Sept. 28th **STUDYING SOCIAL MOVEMENTS - Theories**
Valocchi, "Chapter 2"

Thurs., Sept. 30th **STUDYING SOCIAL MOVEMENTS – *United in Anger***
Catch up on readings

WEEK 7

Tues., Oct. 5th **STUDYING SOCIAL MOVEMENTS - Methods**
Almeida, "Chapter 2"

Thurs., Oct. 7th **CATCH UP & REVIEW**
Take Home Exam 1 distributed

WEEK 8

Tues., Oct. 12th **CORE CONCEPTS - Intersectionality**
Anderson and Hill Collins, "Introduction"
Coaston, J. 2019. "[The Intersectionality Wars](#)" *Vox*.

Thurs., Oct. 14th **CORE CONCEPTS - Intersectionality**
DUE: Take Home Exam 1
"A Primer on Intersectionality"
Participation Assignment 4 - Research Report

WEEK 9

Tues., Oct. 19th **INTERSECTIONAL MOVEMENTS - History**
Collins and Bilge, "Chapter 3" (pp. 73 – 86)

Thurs., Oct. 21st **INTERSECTIONAL MOVEMENTS – Today**
[Sister Song](#)
[Forward Together](#)
[Generations Ahead](#)
Participation Assignment 5 - Strategy and Tactics

WEEK 10

Tues., Oct. 26th **INTERSECTIONAL MOVEMENTS – Today**
Analyzing the Women's March

Thurs., Oct. 28th **E-MOVEMENTS and CYBERACTIVISM**
Carty, "Chapter 2"
Participation Assignment 6 - Intersectional Organizing

WEEK 11

Tues., Nov. 2nd **#HASHTAG ACTIVISM Introduction**
JBW, Introduction

Thurs., Nov. 4th **#HASHTAG ACTIVISM Chapter 1**
JBW, Chapter 1
Participation Assignment 7 – Using the Media

WEEK 12

Tues., Nov. 9th **#HASHTAG ACTIVISM Chapter 2**
JBW, Chapter 2

Thurs., Nov. 11th **NO CLASSES – UNIVERSITY HOLIDAY**

WEEK 13

Tues., Nov. 16th **#HASHTAG ACTIVISM Chapter 3**
JBW, Chapter 3

Thurs., Nov. 18th **#HASHTAG ACTIVISM Chapter 4**
JBW, Chapter 4
Participation Assignment 8 - # Intersectionality

WEEK 14

Tues., Nov. 23rd **#HASHTAG ACTIVISM Chapter 5**
JBW, Chapter 5

Thurs., Nov. 25th **NO CLASSES – UNIVERSITY HOLIDAY**

WEEK 15

Tues., Nov. 30th **#HASHTAG ACTIVISM Chapter 6**
JBW, Chapter 6

Thurs., Dec. 2nd **CHANGES BROUGHT ABOUT BY MOVEMENTS & ACTIVISM?**
Take Home Exam 2 preparation
Last day to turn in Experiential Observation and Report

WEEK 16

Tues., Dec. 7th **INTERSECTIONAL MOVEMENTS TODAY?**
Take Home Exam 2 distributed
Reflecting on Assignments 1-8
Participation Assignment 9 – Final Report and Reflection

WEEK 17

Mon., Dec. 13th **TAKE HOME EXAM 2 DUE – turn in on Canvas**

GRADE INFORMATION

BE A SOCIAL JUSTICE ACTIVIST:

#ACTIVISM, INTERSECTIONALITY AND SOCIAL MOVEMENT ORGANIZING

Fall 2021, 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 %	279 - 300	<i>outstanding -far beyond expectations</i>
A-	90 - 93%	270 - 284	<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) _____

TAKE HOME EXAM 1 (100 points possible) _____

TAKE HOME EXAM 2 (100 points possible) _____

TOTAL = _____

TOTAL _____ = _____ %
TOTAL POSSIBLE 300

NOTE: Final grades will be available on ONE.UF on December 22nd

FURTHER INFORMATION ABOUT THE COURSE

GENERAL EDUCATION REQUIREMENTS & STUDENT LEARNING OBJECTIVES

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

GENERAL EDUCATION OBJECTIVES FOR SOCIAL AND BEHAVIORAL SCIENCES (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

How this class meets Social and Behavioral Sciences (S) course objectives: This class is grounded in multi-disciplinary (Women's Studies, Sociology, and Political Science) social science research on social movements. The course is designed to provide instruction on the history of the research area – for example, what types of social movements characterized early social science theories of social movement mobilization. Further the course is designed to introduce students to social science research methods typically used for studying social movements, both qualitative and quantitative (i.e., Chapter 2 of a Social Movements textbook assigned is a detailed description of methods of researching social movements with examples). Related, the course is designed to introduce students to intersectional analysis as a means by which to understand complex social inequalities and social movement actions. The course textbooks (and additional readings) argue that using intersectional theory in conjunction with social movement theory is a burgeoning area of current scholarship, so the students will have a solid framework for understanding the place of intersectionality in their social science of social movements training. The course also provides in-depth examples of various current social movements. In each instance, class lecture will include a short section asking students to think about how best to conduct social science research to understand that particular movement, hence building their critical social science skill set. The central focus of the course is reading and understanding social science research about the core social process of social change in the form of social movements. Not only is the class designed to have students read and understand the social science research on social movements, the course is also designed to have students apply that knowledge by enacting a semester-long hypothetical creation of a social movement organization, hence developing their mastery of social movement research knowledge. Finally, the course is focused on current examples of social movements, especially those engaging intersectional strategies, thus the class will provide a space for students to think about ethical questions related to social inequalities in society as they are differently answered by different social actors and organizations.

SOCIAL SCIENCE STUDENT LEARNING OBJECTIVES (SLOs)

Content: Identify, describe, and explain key themes, principles, and terminology; the history, theory, and/or methodologies used; and social institutions, structures, and processes.

Critical thinking: 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.

Communication: Communicate knowledge, thoughts, and reasoning clearly and effectively.

How this class assesses general education and social science student learning:

Content: Small-group and individual course assignments and exams are designed to test students on mastery of methods and theory of social movement research and intersectional analysis.

Critical thinking: Small-group and individual course assignments and exams are designed to also evaluate student learning of empirical research about social movements, application of intersectional analysis and research participant critique, and different ethical solutions for social change

Communication: Participation assignments 1-9 correspond to course readings and ask students to work in small-groups to discuss readings, communicate core concepts of social movement processes and reason in terms of social movement and intersectional theory to apply course knowledge to a hypothetical situation and make group decisions.

GENERAL EDUCATION OBJECTIVES FOR DIVERSITY COURSES:

GENERAL EDUCATION OBJECTIVES – DIVERSITY

Diversity (D) – this designation is always in conjunction with another program area.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with 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 (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

How this class meets Diversity course objectives: While this class is grounded in multi-disciplinary (Women's Studies, Sociology, and Political Science) social science research on social movements, it centers research about social movements seeking to address complex social inequalities. Accordingly, it draws upon intersectional theory which explains the interconnections and intertwining qualities of social inequalities based on race, gender, class, sexuality, ethnicity, religion, age, ability, and more. Students will learn to use intersectional theory to critically analyze and evaluate how social inequities are challenged as well as constructed and reproduced in social movements. Students will also study and reflect on various ways different groups have sought to organize and create social change mindful of multiple and interlocking social inequalities.

QUEST 2 COURSE DESCRIPTION:

Quest 2 courses provide an opportunity for students to engage in thought-provoking Gen Ed coursework that builds on and expands their Quest 1 experience with the Arts and Humanities. If Quest 1 courses ask what it means, Quest 2 courses ask what we can do. Thus, rather than offer an introduction to or survey of a specific field, Quest 2 courses invite students to encounter important real-world issues that cut across disciplines and introduce scientific methods and discourse for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and/or the planet today. What are the unintended consequences of technological progress, climate change, and structural racism? How do the various social and/or biophysical sciences substantively contribute to life on our planet? How do these disciplines converge towards improving the human condition?

QUEST 2 STUDENT LEARNING OBJECTIVE (SLOs):

Content: Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.

Critical thinking: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.

Communication: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.

Connection: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

COURSE STUDENT LEARNING OBJECTIVES (SLOs):

Content: 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.

Critical Thinking: 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.

Communication: 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. (Communication)

Connection: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

How this class assesses these dimensions of student learning:

Content: Participation assignments, “Exam” 1, and “Exam” 2 will test students on mastery of core concepts, research strategies, and findings drawn from multi-disciplinary research on social movement efforts at social change to address pressing social problems of complex intersecting social inequalities

Critical Thinking: Participation assignments, Exam 1, and Exam 2 will require students to use critical thinking to analyze and apply knowledge of social movements from social movement empirical research and theories of intersectional inequalities.

Communication: Participation assignments will require students to use communication skills and techniques to present clear and effective plans for social movement organizing that address important societal issues and challenges and will be accessible to an educated lay public.

Connection: Participation assignments will require students to engage with course content in ways that allow for development of personal intellectual ideas as well as professional skills relevant to today’s changing world.

IMPORTANT COUPON

- This coupon is good for turning in one participation assignment late.
- This coupon is only good during Fall semester of 2021 for *Be a Social Justice Activist (IDS 2935)*
- This coupon may only be used for **two weeks** after the participation paper is originally due.
- If the coupon is not used during the semester, it is worth 5 points extra credit (only if it is turned in with the take-home exam).

NAME: _____

PARTICIPATION ASSIGNMENT NUMBER: _____

TOPIC: _____

ORIGINAL DUE DATE OF PARTICIPATION PAPER: _____

DATE TURNED IN: _____

This coupon must be stapled to the participation paper and turned in with it. Please turn in hard copy to Dr. Broad