Digital Blackness

Guidelines for the Midterm Project

This course focuses on Blackness and Black Expressivity as central to today's internet and digital cultures. We look at places and practices of Black-dominated online communications. We root the various internet phenomena that we have witnessed in Black cultural expressions, community philosophies, and communication styles. That's it in a nutshell. Your job now is to --- as we say in Hip Hop--- "show and prove." This does not mean you're being tested on your knowledge like typical midterms and school exams. In Hip Hop, "show and prove" means you gotta show something, not just talk about it.

This midterm project asks you to return to the conversations we have had, the readings we have done, and the writings we have laid down … and then synthesize all of that in some way. There are no exams or quizzes here, just moments when you need to bring together what you have learned (which is really the purpose of exams and quizzes anyway).

At this point, you have seen/read/heard multiple definitions of Black culture (now online). You have made original arguments in here too:

- The pandemic forced us to find and create community with social media. This, in turn, led to new understandings of and connections to artists like Megan the Stallion and social movements like #BlackLivesMatter.
- Black women have used digital culture--- including cultural commentary via Tik Tok and apps to match skin tones--- to address the colorism in the make-up industry and thereby social systems.
- Young Black people on Tik Tok forced people to notice their wide influence with a unified boycott of their dance videos.
- What people have been calling Internet Slang is actually Black Language.
- TedTalks have helped us understand important concepts like intersectionality; meanwhile Black digital archives have illuminated the work of carceral injustice, Black queer lives, and histories of slavery.
- Black entertainers—from the music industry to the film industry and athletes--- are challenging systems of oppression today with their talents and platforms.

Now it is your turn to pause and sift through what you are thinking. Use google slides or canva to create slides for key ideas/explanations of Digital Blackness. Remember to use your own background. No pre-templated themes!

Here are your requirements:

1. Highlight and explain your definition of Digital Blackness.
2. Give your presentation a good title and title page using the traditional academic format.
3. Your slides must have a unique background image (not the pre-templated stuff or just a solid color) and transitions and animations.
4. Use at least one multimedia effect per slide (image, gif, OR video).
5. Reference at least one text covered in the class so far.
6. Come to class on Tuesday, March 7 with ONE finished slide to share.
7. Send the google/canva link via D2L on **Friday, March 10**.

For those of you who have not already presented, this gives you a good opportunity to play around with google slides or canva.

Point-Spread for the Midterm Project (10 points)

Expectations	Check
1. I have highlighted and explained my definition of Digital Blackness with detailed description and cultural/political analysis.	
2. I have at least seven slides (this can include the cover and citation list). *Please Note: If you are doing this with a partner (doubles only, not trios), you need at least 8 slides.*	
3. Each of my slides does something interesting with words, video, images, and/or weblinks. No slide has ONLY words on it or is spatially empty. There are transitions and animations.	
4. My images are weblinked to their source or included as part of my citation slide.	
5. My overall google or canva presentation is visually interesting and communicates a singular message somehow (in other words, it looks like I am making a statement). I did NOT use the pre-packaged templates for the background. My background image matches my content and/or argument.	
6. I have an interesting title on the front page slide. I used a traditional academic title (catchy phrase: description).	
7. I included information from at least one article/author from this class.	
8. I have included the bibliographic information for images (when not weblinked) and texts.	
9. I came to class on Tuesday, March 7 with ONE finished slide to share.	
10. I sent the google/canva link via D2L on **Friday, March 10**.	

Total Points **(this project accounts for 10 points of the final grade's 100 points)**	

Points Translation (Roughly)

10-9 points: A 8 points: B 7 points: C 1-6 points: Failing

NOTES and IDEAS