

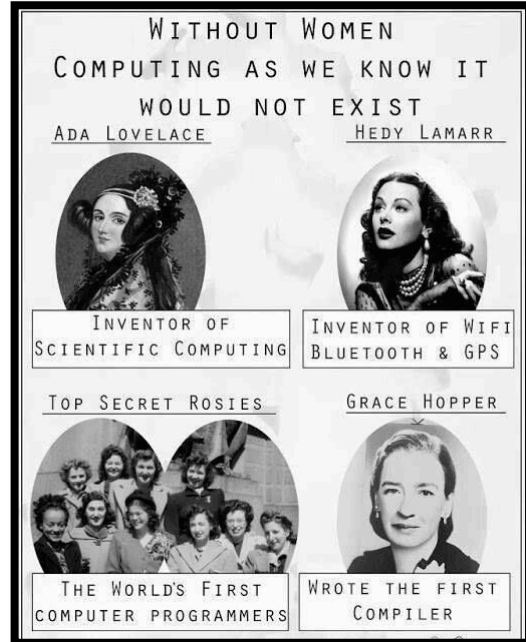
Technology and Difference: A Cyberfeminist Approach

M/W/F  
3:00-3:55 Jennings 136

Carolyn Elerding  
Hagerty 451 (mailbox only)  
[elerding.1@osu.edu](mailto:elerding.1@osu.edu)

Office hours: schedule TBD,  
or by appointment.

Greetings and welcome to CS 2367! Please spend a few minutes writing down your responses to the images found on this and the other pages of this syllabus.<sup>1</sup> We will begin our first meeting with a discussion.



<sup>1</sup> Citations for images are provided at the end of this syllabus

**General Education (GE requirements) fulfilled by this course:**

Cultures and Ideas; Diversity: Social Diversity in the US; Writing and Communication: Level 2

**Prerequisites:**

English 1110 (1100), or equivalent, and sophomore standing. Not open to students with credit for CS 2367.04H (367.02H) or 367.02.

**Goals:**

Students become more skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression. Students learn to evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response, interpretation, and judgment. Students gain deeper understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

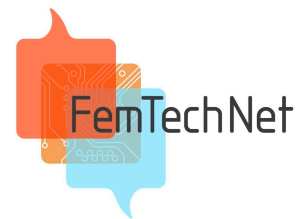
**Expected Learning Outcomes:**

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.
4. Students analyze and interpret major forms of human thought, culture, and expression.
5. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
6. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
7. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

For more information on the ASC GEC requirements at OSU: <http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes>

Assessment for GE learning outcomes will be measured from writing and media composition assignments, midterm exam and quizzes, participation both online and in person, attendance, and a final paper/project. Each of these is designed in accordance with the GE expected learning outcomes.

*“Technology and Difference: A Cyberfeminist Approach” is a specialized section of 2367.04 designed for students interested in queer/feminist theories and digital practices within the field of science and technology studies (STS). Themes include the role of the body in feminism online, feminist readings of philosophy of science, and feminist science fiction as a form of theory. In addition to strengthening traditional college-level writing skills, students will collaborate on various media projects with students in similar classes at other institutions participating in the innovative feminist STS learning network, FemTechNet (<http://femtechnet.org/about-the-network/>).*



**Books and Required Materials:**

Required reading for this course includes books, articles, and excerpts. The articles and excerpts are available through the course website. You must buy print copies of the four books listed below (electronic copies may have incorrect or missing page numbers). Please purchase the specific editions listed. They may be available used at very low prices online.

Butler, Octavia. *Xenogenesis*. Guild America Books, 1987-1989. ISBN-10: 1568650337

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Persuasive Writing*. 2nd edition. W. W. Norton, 2007. ISBN-10: 039393361X

Nakamura, Lisa and Peter Chow-White, eds. *Race After the Internet*. Routledge, 2011. ISBN-10: 0415802369 (AVAILABLE AT SBX Student Book Exchange, 1806 N. High St.)

Rosen, Leonard J. *The Academic Writer's Handbook*. 2<sup>nd</sup> edition. Pearson Longman, 2009. ISBN-10: 0205599109

Smelik, Anneke M. and Nina Lykke, eds. *Bits of Life: Feminism at the Intersections of Media, Bioscience, and Technology*. University of Washington Press, 2008. ISBN-10: 0295988096 (AVAILABLE AT SBX)

**Final Paper and Presentation:** The length of the final paper will be 10-15 pages and will represent the culmination of several preliminary assignments designed to strengthen various aspects of the complex process of written communication.

**Participation:** You are expected to arrive at class prepared. Minimum preparedness involves being ready to provide a brief verbal summary of the required reading or activity and relate it to course themes. I suggest bringing notes to class. Preparedness also includes raising questions and making comments if you have them, as well as doing your part to help maintain a respectful and inclusive environment for all, particularly members of historically marginalized groups. Independent Internet research on texts is highly recommended.

Remember, developing strong communication skills requires practice. In other words, the more one speaks, the better one becomes at speaking. The same is true of listening, reading, writing, and media composition. Therefore, I encourage you to think of our time together, and in preparation individually and in groups, as an opportunity to strengthen these skills. Each of you is responsible for cultivating your communication skills actively. The first step to being heard is made through speaking.

However, please note that over-participation is possible, particularly in a class of this size. Be considerate of others who may be less privileged or confident than yourself, and practice your active listening skills.

Attendance	15%
Participation (online and f2f)	25%
Assignments and quizzes	25%
Midterm	10%
Final Paper	25%

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
E	0-59.99%

Assessment criteria and results for the final paper and presentation will be determined collaboratively by the class community as a whole. In other words, students contribute to the assessment framework and are partially responsible for determining their own grades. Lateness policies will be determined as a group on the second day of class.

**Academic Misconduct:**

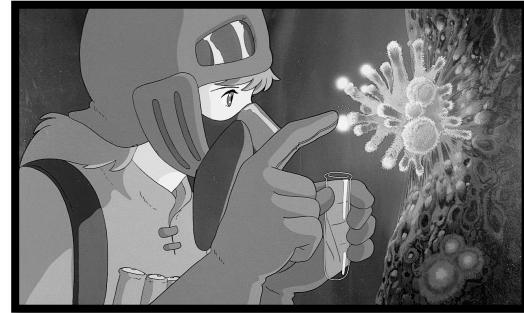
Plagiarism and other forms of cheating will not be tolerated. Do not disrespect yourself or your peers in this way.

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)." For additional information, see the **Code of Student Conduct** at <http://studentlife.osu.edu/csc/>

**Accommodations:**

"Students with disabilities that have been certified by the [Office for Disability Services](#) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901." For more information, see: <http://www.ods.ohio-state.edu/>

**ATTENTION:** I am allergic to many cleansers and perfumes. I ask respectfully that students avoid wearing scented products to our meetings. Thank you.--Carolyn



**NOTE: SYLLABUS IS SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION<sup>2</sup>**

**Week 1:<sup>3</sup> Introduction to Digital, Intersectional, Queer/Feminist Thought and Practice**

**January 12: Welcome, course website tour**

**January 14: Feminism for allies (the basics). Collaborative determination of lateness policies. Read "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh, and "The Male Privilege Checklist" by B. Deutsch**

**January 16: Discussion. Read excerpts from *Feminist Frontiers*. Introduction to Feminist Website Report assignment.**

<sup>2</sup> We will have at least one guest speaker and possibly as many as three of them. These events will replace other activities. In addition, the sequence of topics may change in order to facilitate collaborative activities with other FemTechNet classes.

<sup>3</sup> All readings and viewings are to be completed, along with accompanying study guides, in preparation for the date listed. Suggested further reading will be posted on Carmen for those interested.

Week 2:

January 19: No class. Campus closed in observation of Martin Luther King Day.

January 21: Feminist website reports are due. STUDENT PRESENTATIONS/name-learning exercise.

January 23: STUDENT PRESENTATIONS. Introduction to Constructing Online Identity assignment (themes: identity vs. stereotyping, avoiding appropriation).

Week 3: New Media, the Self, and Community

January 26: Before class, explore links provided on course website and read "At Arm's Length: A History of the Selfie," by Jerry Saltz

January 28: Read "White Flight in Networked Publics" in *RAI*.<sup>4</sup>

January 30: NO F2F MEETING. Assignment due online by 10 pm: following the guidelines on the assignment prompt, construct an online identity for course purposes that is different from your prevailing identity.

Week 4:

February 2: Read "U.S. Operating Systems at Mid-Century: The Intertwining of UNIX and Race" in *RAI*. Read *AWH*<sup>5</sup> Part I: "Academic Writing" (quiz).

February 4: Read "Cesar Chavez, The United Farm Workers, and the History of Star Wars" by Curtis Marez in *RAI* (*Star Wars* and *Sleep Dealer* are available on reserve in Thompson Library for those who would like to look at them).

February 6: NO F2F MEETING. Watch "Internet Shaming" video. By 10 pm, contribute one post and two comments on posts by classmates.

Week 5: Intersectional Queer/Feminist Science and Technology Studies

February 9: Read excerpts from "Cyborg Manifesto" by Donna Haraway. Watch "Feminism, Technology, and Sexualities" video.

February 11: Read "Built Environment: Women's Place, Gendered Space" by Judy Wajcman. Read *AWH* Part VI: "Writing in the Disciplines" (quiz).

February 13: NO F2F MEETING. Begin reading *Dawn*, followed by *Adulthood Rites* (summaries due 3/2). Watch both "Feminism, Technology, and Systems" videos: "Games" and "Infrastructures." By 10 pm, contribute one post and two comments on posts by classmates.

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<sup>4</sup> *Race After the Internet*

<sup>5</sup> *Academic Writer's Handbook*

Week 6:

**February 16:** Introduction to Key Word Media Composition assignment (due 2/27).  
Read Part I in *Bits of Life* and AWH Part II: "Working with Sources" (quiz).

**February 18:** Read "From Rambo Sperm to Egg Queens" in *Bits of Life*, and "The Egg and the Sperm" by Emily Martin

**February 20:** NO F2F MEETING. Watch "Feminism, Technology, and Labor" video. By 10 pm, contribute one post and two comments on posts by classmates.

Week 7: The Body and the Digital

**February 23:** Read Chapters 4, 7, and 10 in *Bits of Life*.

**February 25:** Watch "Feminism, Technology, and Race" video. Read AWH Part II: "Research," and *TSIS* "Introduction" (quiz).

**February 27:** NO F2F MEETING. Post Key Word Media Composition assignments on course blog. Watch "Bodies 2013 Illinois" video. By 10 pm, contribute one post and two comments on posts by classmates.

Week 8:

**March 2:** Watch "Feminism, Technology, and the Body," "Feminism, Technology, and Bodies," "A Presentation on Bodies by Heather Cassils," and "A Presentation on Bodies by Skawennati" videos (the last two are very short). Review for midterm. Turn in summary of *Adulthood Rites*.<sup>6</sup>

**March 4:** MIDTERM

**March 6:** NO F2F MEETING. NO ASSIGNMENT.

Week 9: Ecofeminism

**March 9:** Read Chapter 11 in *Bits of Life* and selection from Astra Taylor's *The People's Platform*. Collaborative determination of grading rubric for paper.

**March 11:** Read AWH Part VII: "Library of Academic Writing" (except Ch. 25) and *TSIS*<sup>7</sup> 1-2 (quiz). Turn in thesis statement and introductory paragraph.

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<sup>6</sup> Failure to turn in any one of the preparatory assignments for the final paper (such as the summary, outline, and rough draft) will result in -5% from your final grade for each assignment missed. Otherwise, they are not graded. You will, however, receive abundant feedback.

<sup>7</sup> *They Say/I Say*





**April 17: NO F2F MEETING.** By 10 pm, read articles and explore links about Laverne Cox, then compare with Carlos and/or Wachowski in a brief post and contribute two comments on posts by classmates.

**Week 14: Conclusions**

**April 20:** Before class, watch "Feminism, Technology, and Place" video and read portions of "Situated Knowledges" by Donna Haraway.

**April 22:** flipped classroom (in class work day)

**April 24:** WE ARE MEETING. STUDENT PRESENTATIONS. Present Feminist Mapping/Situated Knowledges projects. Before class, post projects.

**Week 15:**

**April 27:** LAST CLASS MEETING. NO FINAL EXAM. STUDENT PRESENTATIONS. Feminist Mapping/Situated Knowledges project.

***Final papers are to be submitted via Carmen drop-box by 5 pm on Tuesday, May 5, 2015. Any time before April 15, you may submit them early by email for comments and a preliminary grade. You may then improve your grade by revising, if you wish.***

**Though not required, utilizing the Writing Center is strongly encouraged. For more information: <http://cstw.osu.edu/writingcenter>**

**Images:**

"Rosie the Riveter," by Norman Rockwell. Crystal Bridges Museum Collection. <http://www.crystalbridgescollection.com/artist/norman-rockwell/rosie-the-riveter/>

"Without Women Computing as We Know It Would Not Exist." Nicole Johnson Women and Technology pinterest site. <https://www.pinterest.com/pin/234609461811696697/>

"Geordi LaForge Meme." <http://actvision.in/master/geordi-laforge-meme>

Photo of Jake Sully, *Avatar*. "How Does Sci-Fi Represent Characters with Disability?" by Liam Volke. <http://thetfs.ca/2014/05/12/how-does-sci-fi-represent-characters-with-disability/#.V12UKqaHqJM>

Photo of Walter Carlos. <http://www.artistopia.com/wendy-carlos>

"The First Cotton-Gin," by William L. Sheppard. Wood engraving. Wikimedia Commons. <http://memory.loc.gov/service/pnp/cph/3c00000/3c03000/3c03800/3c03801>

Still from *Nausicaa of the Valley of the Wind* by Hayao Miyazaki (1984). <http://thevoyeurs.wordpress.com/2009/04/17/les-voyeurs-70-hayao-miyazaki/>