

Accommodation of students with disabilities: Students who have verification from Disability Services are responsible for contacting the professor as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901) verifies the need for accommodations and assists in the development of accommodation strategies.

Gender, Media, and New Technologies
Femtechnet Distributed Open Collaborative Course (DOCC)
Ohio State University, WGSS 3306
Autumn 2013

Professor: Cricket Keating
Office: 113B University Hall

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Office Hours: Wednesdays 2-4 (in office and on google chat)

DOCC Commons Site: <http://femtechnet.newschool.edu/course-2013/>

Partner class: “Gender, Technology, and Culture,” Colby-Sawyer College, Professor Melissa Meade. Professor Meade is available for google chat office hours on Wednesdays, 11:00 am-noon, meademelissa@gmail.com.

“During movement times, the people involved have the same problems and can go from one community to the next, start a conversation in one place, and finish it in another.”
Myles Horton, *The Long Haul*

“We’re here, we’re queer, and we have email.” Digital Queers, 1992.

This course takes as its starting point the following questions: How are gender identities constituted in technologically mediated environments? How have cyberfeminists used technology to build coalitions and unite people across diverse contexts? How are the “do it yourself” and “do it with others” ethics in technology cultures central to feminist politics? Juxtaposing theoretical considerations and case studies, course topics include: identity and subjectivity; technological activism; gender, race and sexualities; place; labor; ethics; and the transformative potentials of new technologies. The course itself is a part of a cutting-edge experiment in education, culture, and technology. It is a “nodal” course within a Distributed Online Collaborative Course (DOCC). Students in this node of the DOCC will engage in their course of study alongside, and in dialogue with, other undergraduate and graduate students participating in the DOCC.

Texts:

Judy Wajcman, *Technofeminism*

Lisa Darms, *The Riot Grrrl Collection*

E. Gabriella Coleman, *Coding Freedom: The Ethics and Aesthetics of Hacking*

Virginia Eubanks, *Digital Dead End*

Course Requirements

Class participation (10%): Come to class prepared with questions and comments on the assigned reading. You are encouraged to take an active role in classroom discussions by bringing relevant questions, concerns and experiences to the classroom.

Reflection papers: (30%) At the end of each course section, a 2-3 page reflection paper will be due. For your discussion paper, briefly discuss a central critique, vision, and strategy that the author or authors present in a reading from that course section. Next, discuss in what ways the reading speaks to your own experience. Does your experience confirm, complicate, or call into questions aspects of the author's theory? Finally, discuss ways in which author's ideas might contribute to the building of a feminist technocultural movement. For this assignment, you have the option of writing three reflection papers over the course of the semester, or writing four reflection papers and having your lowest reflection paper grade dropped.

Digital Learning assignments (30%) During the course of the semester, we will have several digital learning workshops. These workshops will serve to introduce students to areas of feminist technological activism as well as provide the opportunity for students to work together across campuses. Students may choose to work in groups or individually on the digital learning assignments associated with the workshops (the assignments will be distributed prior to the workshop).

Final Project (30%) For the final project, work in teams or individually to design a feminist technocultural intervention. In your 6-8 page project reflection paper, address the following questions: What problem does your project aim to address? What alternative vision of economic, political, or social relations does your project represent, either explicitly or implicitly? In what ways does your project mobilize technology to help achieve that vision?

Grading

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. All assignments are due in the Carmen dropbox at the end of day specified in the syllabus. A late paper will be penalized by half a grade for every day that the paper is overdue.

Plagiarism policy

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, do not plagiarize.

Questions or concerns

Please feel free to email me or to speak with me if you have questions about the material, or if you have personal concerns that will affect your class performance. I am happy to arrange appointments to discuss issues at greater length.

Course Schedule

THU 8/22 Introduction to course and to each other

Technofeminism

TUE 8/27 Readings:

- Judy Wajcman, *Technofeminism*, 1-31.
- Jennifer Baumgardner and Amy Richards, “A Day Without Feminism” (Carmen)
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THU 8/29 Readings:

- Judy Wajcman, *Technofeminism*, 32-78.

TUE 9/3 Readings:

- Judy Wajcman, *Technofeminism*, 102-130.

THU 9/5 Readings:

- Digital Learning Workshop

Reflection Paper due

DIY Feminism

TUE 9/10 Readings:

- *The Riot Grrrl Collection*, 1-100

Film: Don't Need You

THU 9/12 Readings:

- *The Riot Grrrl Collection*, 100-198

TUE 9/17 Readings:

- *The Riot Grrrl Collection*, 199-366
- Mimi Thi Nguyen, “Riot Grrrl, Race, and Revival” and “Making Waves: Other Punk Feminisms” (Carmen)

THU 9/19 Readings:

- Digital Learning Workshop

Reflection Paper due

DWO Feminism

- TUE 9/24 Readings:
- Maria Fernandez, “Cyberfeminism, Racism, and Embodiment” (Carmen)
 - Bernice Johnson Reagon, "Coalition Politics: Turning the Century” (Carmen)
 - Jamie Nesbitt Golden, “Feminism can’t be just for white women” (Carmen)
- THU 9/26 Readings:
- Selections from Uma Narayan, *Dislocating Cultures* (Carmen)
 - Radhika Gajjala and Annapurna Mamdipudi, “Cyberfeminism, Technology and International ‘Development’” (Carmen)
- TUE 10/1 Readings:
- Aurora Levins Morales, “Circle Unbroken, The Politics of Inclusion” (Carmen)
 - Mari Matsuda, “Standing Beside My Sister, Facing the Enemy: Legal Theory Out of Coalition” (Carmen)
 - Cricket Keating, “Building Coalitional Consciousness” (Carmen)
- THU 10/3 Readings:
- Digital Learning Workshop
- Reflection Paper due

Feminist Hactivism

- TUE 10/8 Readings:
- E. Gabriella Coleman, *Coding Freedom: The Ethics and Aesthetics of Hacking*, 1-93.
- THU 10/10 Readings: No class meeting, but keep reading!
- E. Gabriella Coleman, *Coding Freedom: The Ethics and Aesthetics of Hacking*, 93-161.
 - Christina Haralanova, “Hactivism: the Art of Practicing Life and Computer Hacking for Feminist Activism” (Carmen)
 - Sophie Toupin, “Feminist Hackerspaces as Safer Spaces?” (Carmen)
- TUE 10/15 Readings:
- E. Gabriella Coleman, *Coding Freedom: The Ethics and Aesthetics of Hacking*
 - micha cárdenas, From a Free Software Movement to a Free

Safety Movement (Carmen)

- Feminist Designs: Ellen Balka discusses ways to make cities more inclusive (Carmen)

THU 10/17 Readings:

- Digital Learning Workshop

Reflection paper due

Digital democracy

TUE 10/22 Readings:

- Virginia Eubanks, *Digital Dead End*, 1-48.

THU 10/24 Readings:

- Virginia Eubanks, *Digital Dead End*, 49-98.

TUE 10/29 Readings:

- Virginia Eubanks, *Digital Dead End*, 99-152.

THU 10/31 Readings:

- Digital Learning Workshop

TUE 11/5 Readings:

- Jodi Dean, "Technology: The Promises of Communicative Capitalism" (Carmen)

THU 11/7 Readings:
In class film: "Forbidden Voices: How to Start a Revolution with a Laptop"
Reflection paper due

TUE 11/12 Readings:

- Project trouble-shooting session (consultants from digital union available)

THU 11/14 Readings:

- Project trouble-shooting session (consultants from digital union available)

TUE 11/19 Readings:

- No class: Work on projects

THU 11/21 Thanksgiving

TUE 11/26 Project Presentations

THU 11/28 Project Presentations

TUE 12/3 Course Conclusions
Project Reflection paper due