

**CSMT MM 714, Feminism, Technology and Science.
Winter 2017, McMaster University
Dr. Paula Gardner. Office: TSH 322
Email correspondence: gardnerp@mcmaster.ca
Class Meeting times: Thursdays 11:30-2:30, Wilson Building 2012
Office Hours: Thursdays 10-11 am, or by appointment**

COURSE DESCRIPTION

This course investigates contemporary academic scholarship and art and media practices residing in the interstices of feminism, technology and sciences studies, with focus on cultural practices. It employs the resources of FemTechNet, a network of scholars and artists providing a range of curriculum resources, including video dialogues, in an innovative model of open source pedagogical delivery termed the DOCC: distributed, open, collaborative course. The DOCC course approach invites a range of critical interventions (textual, media and art informed practices) that interrogate the productive intersections of feminism, technology and science. Course content addresses how feminism emboldens and articulates emerging cultural concepts and issues including: queer and transgender representations, mobile, locative and wearable media practices, data informatics and politics, biomedicine and bioart, visualisation, object agency, and space/time considerations, among others.

CONTENT/RATIONALE

The course employs feminist scholarship highlighting the notion of the poly-vocal and of radical collaboration, framing power as distributed over networks, and recognizing borders and boundaries as liminal spaces that can be harnessed for critique, transgression, and new formations. A feminist approach queries how normative practices of technology, media and studies often restrain representation- class, race, ethnicity, age, ableism, sexuality --and at the same time, allow us to query how these spaces within and across media, science and technology allow for emerging, contested, and interventional knowledges. We will work to understand these spaces as material, theoretical, conceptual and epistemological, enabling a range of power interventions that can incite new knowledges, phenomena, and practices that veer from the normative, aiming for inclusion, respect, and democratic practice. The class incites liminal spaces to discover new ways of teaching, pedagogical process and class assessment, as well as research framing and production. Our course content focuses on contemporary and emergent sites of inquiry, employing media and art artifacts (FemTechNet video dialogues, and media art samples) and diverse scholarship, situating class members to develop thinking and practice across these materials.

In keeping with the pedagogical aims of the FemTechNet course (Femtechnet.org), students in this class will engage in on-line conversations with students taking a similar course (that also uses FemTechNet video dialogue materials,) in other institutions during the term. Students will have opportunities to collaborate on discussions and projects with students at other universities to explore how space, location and even time impact cultural understandings and inquiries of contemporary practices of science, media and technology.

READINGS AND VIDEO MATERIALS:

- Location of readings are noted on weekly schedule. Many are accessible through URL links and others will be posted via PDF, AVENUE TO LEARN SITE TO LEARN on the course website.
- Please note that all videos made by FemTechNet are located on our FemTechNet vimeo channel: <https://vimeo.com/channels/580726>
- Also consult FemTechNet.org to access other pedagogical and resource materials.

COURSE ASSIGNMENTS:

Detailed criteria for assignments will be delivered separately .

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
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<u>Collaborative Project with Texas A&M/ Dr. Wallis Class</u>	30	April 20th
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The class will collaborate with a team in the DOCC at Texas A&M, Dept of Communication, to create a Collaboration Manifesto and Collaborative Boundary Crossing Project. You will also determine and submit a form to document your team's collaboration.

<u>Sewing</u>	10	Once during term
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Class Presentation

A 10-15 minute presentation that weaves a story uniting the readings, discussing threads (lines of thought, concepts, metaphors, etc) that bind videos and readings for the week. You may use a visual artifact as illustration. To sew is to present a seam across the content that shows synthesis and might suggest the usefulness of the ideas for further exploration or in material practice. Each student will contribute one presentation during the term.

<u>Threading:</u>	10 (total)	Weekly
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A Travel Blog (Course Discussion board)

Write a 1-2 paragraph blog each week, linking lines of inquiry or conceptual development across readings and video. Place your thread on the course discussion board. Expectation: minimum of eight posts, and four responses to peer posts.

Research Essay: 50 points, broken down as follows:

1) Research Topic, Research Question, Delimitations	x	Feb 2nd
2) Annotated Bibliography:	10 points	Feb 16th
3) Draft (12 page minimum; for peer review):	10 points	March 30th
3a) Peer Review; Return draft comments to peers	5	April 6th
4) Final Paper (15-20 page):	25 points	April 20th

Research Essay: Students choose their own topic that fits in the broad area of feminism, technology and science; topic is approved by Professor. The essay topic must have coherent thematic or question for which you can conduct a literature review and cogent analysis; this topic should feed your thesis.

READING AND VIDEO VIEWING SCHEDULE:

NO CLASS WEEK OF JAN 12 OR JAN 19.

CONTENT DUE FOR JANUARY 26TH CLASS:

Week One, January 26: All About FemTechNet:

Intro to FemTechNet and Feminist Studies of Technology, Media, Science and Culture:

View: Transformation (Catherine Lord, Donna Haraway about the legacy of Beatriz DaCosta)
(<https://vimeo.com/channels/580726>)

Read:

- FemTechNet White Paper Committee. September 2013. *Transforming Higher Education with Distributed Open Collaborative Courses (DOCCs): Feminist Pedagogies and Networked Learning.*

URL: [http://femtechnet.org/wp-](http://femtechnet.org/wp-content/uploads/2014/10/FemTechNetWhitePaperSept30_2013.pdf)

[content/uploads/2014/10/FemTechNetWhitePaperSept30_2013.pdf](http://femtechnet.org/wp-content/uploads/2014/10/FemTechNetWhitePaperSept30_2013.pdf). **And PDF on Avenue to Learn Site.**

- Juhasz, Alexandra, and Anne Balsamo, "An idea whose time is here: FemTechNet, a Distributed Online Collaborative Course (DOCC)," *Ada: Journal of Gender, New Media and Technology* 1:1 (November 2012). <http://adanewmedia.org/2012/11/issue1-juhasz/> and PDF on Avenue to Learn Site

choice:

Geoffrey C. Bowker and Susan Leigh Star, "Categorical Work and Boundary Infrastructures: Enriching Theories of Classification" and ch 10 "Why Classifications Matter" from *Sorting Things Out: Classification and Its Consequences*. The MIT Press. London, England. 2004. PDF on Avenue to Learn Site

OR

- Star, S. Leigh and James R. Griesemer, "Institutional Ecology, 'Translations' and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39," *Social Studies of Science* 19: 3(August 1989), 387-420. (PDF, Avenue to Learn Site to Learn)

Week Two, Feb 2nd: Foundational Theories

In class: Sound Cloud Assignment (3 minutes to introduce yourself to Texas A&M class)

Watch: Feminism, Technology and Labour. (Judy Wajcman and Anne Balsamo).

Read:

- Rosalind Williams, "The Political and Feminist Dimensions of Technological Determinism" *Does Technology Drive History?: The Dilemma of Technological Determinism*, eds. Merritt Roe Smith and Leo Marx (Cambridge: MIT Press, 1994) 217-235. (PDF, Avenue to Learn Site to Learn)

- Judy Wajcman: "Introduction," in *Feminism Confronts Technology (1991)* pp1-27 (PDF Avenue to Learn Site to Learn)

- Balsamo, Anne, "Teaching in the Belly of the Beast: Feminism in the Best of All Places," *Wild Science: Reading Feminism, Medicine and the Media*, Janine Marchessault and Kim Sawchuk, eds. Routledge, 2000, pp. 185-214. (PDF Avenue to Learn Site to Learn)

- Interview with Lynn Margulis (PDF, AVENUE TO LEARN SITE TO LEARN)

Optional

Mann: Margulis: Science's unruly earth mother (PDF, AVENUE TO LEARN SITE TO LEARN)

Assignment: Idle Time: Take one hour in which you engage in time with no intention or goal. You can wander, meditate, Zen walk, day dream—whatever you wish. Write down thoughts about this experience and bring to class next week to discuss.

Week 3, Feb 9th: Cara Wallis (Texas A&M University) Guest Teaching (via video conference)
The Politics of Place, Space and Peripheries

Watch: Place, Feminism and Technology: Radhika Gajjala and Sharon Irish video, moderated by Alex Juhasz <https://vimeo.com/82979664>

Read:

- Cara Wallis, "Technology and/as Governmentality: The Production of Young Rural Women as Low-Tech Laboring Subjects in China" (Avenue to Learn Site, PDF)
- Mimi Thi Nguyen, "The Biopower of Beauty: Humanitarian Imperialisms and Global Feminisms in an Age of Terror" (Avenue to Learn Site, PDF)
- Radhika Gajjala, "Placing South Asian Digital Diasporas in Second Life" (Avenue to Learn Site, PDF)

Optional:

- Michelle A. McKinley and Lene O. Jensen, "In Our Own Voices: Reproductive Health Radio Programming in the Peruvian Amazon"
- Doreen Massey, "A Global Sense of Place"
- Olga Patricia Mendez Garcia, "Gender Digital Divide: The Role of Mobile Phones among Latina Farm Workers in Southeast Ohio"

Week 4, Feb 16th: Feminist STS Studies

Watch: Feminism, Technology and the Machine.

<https://vimeo.com/channels/femtechnetdialogues/page:4>

Read:

- Haraway, Donna "A Manifesto for Cyborgs: Science, Technology, and Socialist-Feminism in the 1980s" in Linda Nicholson (ed.) *Feminism/Postmodernism*. pp.190-233. New York and London: Routledge, 1990. (PDF, AVENUE TO LEARN SITE TO LEARN)
- Johnson, Deborah, "Sorting Out the Question of Feminist Technology," pp. 36-54 (PDF, AVENUE TO LEARN SITE TO LEARN)
- Shirley Gorenstein, "What We Now Know about Feminist Technologies," pp. 203---14, in Linda Layne and Sharra Vostral, eds. *Feminist Technology*. University of Illinois Press, 2010. ((PDF, AVENUE TO LEARN SITE TO LEARN)
- Natasha Meyers, Excerpts, *Rendering Life Molecular: Models, Modelers, and Excitable Matter*, Duke University Press, 2015 (Mills Library putting on reserve once received), Introduction and Chap 8 "Molecular Calisthenics"

Optional:

- Bowker, Geoffrey and S. Leigh Star, ch. 9, *Sorting Things Out: Classification and Its Consequences*, MIT Press, 2000. Mills library on Reserve)

Reading Week: February 20-24: No classes held

Week 5, March 2: Disruptive Ontologies: Gender, Race, Ethnicity

Watch: Feminism, Technology and Race (Lisa Nakamura, and Maria Fernandez, moderated by Anne Balsamo)

Read: Choose 3 of the below:

- bell hooks (1992) "Loving Blackness as Political Resistance," in (b hooks) *Black Looks: Race and Representation*, (PDF, AVENUE TO LEARN SITE TO LEARN on Avenue to Learn Site)
- Lisa Nakamura "Queer Female of Color: The Highest Difficulty Setting There Is? Gaming Rhetoric as Gender Capital", Special issue on Games (ED Nina Huntemann), in *Ada: Journal of Gender, New Media and Technology*. URL: <http://adanewmedia.org/2012/11/issue1-nakamura/>
- Sandoval, Chela "New Sciences: Cyborg Feminism and the Methodology of the Oppressed" in Jenny Wolmark (ed.) *Cybersexualities: A Reader on Feminist Theory, Cyborgs and Cyberspace*. pp. 247-263. Edinburgh: Edinburgh University Press, 1999. (PDF, AVENUE TO LEARN SITE & Mills Library Reserve)
- Simone Browne, Chapter, *Dark Matters: On the Surveillance of Blackness; Introduction and Chp 3, "Biometric Technology and the Surveillance of Blackness"* (Mills Library putting on reserve; I will upload chap 3 as PDF)

Optional

- Virginia Eubanks, Chapter, *Digital Dead End: Fighting for Social Justice in the Information Age*.
- Chandra Talpade Mohanty "Under Western Eyes: Feminist Scholarship and Colonial Discourses" in *Media and Cultural Studies: Key Works Revised*, 2006, Meenakshi Gigi Durham and Douglas Kellner Eds., Blackwell Publishing, p 396-422
- Fausto Sterling, Anne. "The Bare Bones of Race." *Social Studies of Science*, 38:5(2006), 657---94.
- Eglash, Ron "Race, Sex, and Nerds: From Black Geeks to Asian American Hipsters" in *Social Text* (June 2002), 20 (2), pg. 49-64.
- Shohat, Ella "Gender and the Culture of Empire: Toward a Feminist Ethnography of the Cinema" in *Taboo Memories, Diasporic Voices*. pp. 17-69. Durham and London, Duke University Press, 2006. (Mills Library: e-access: <http://quod.lib.umich.edu.libaccess.lib.mcmaster.ca/cgi/t/text/pageviewer-idx?c=acls;cc=acls;rgn=full%20text;idno=heb04747.0001.001;didno=heb04747.0001.001;view=image>)

Week 6, March 9th: Code, Data, Aesthetics

Watch: Machine (Wendy Chun and Kelly Dobson)

Read:

- "What would Feminist Data Visualisation Look Like?" Catherine D'Ignazion, (4 pages) URL: <https://civic.mit.edu/feminist-data-visualization>
- Wendy Hui Kyong Chun, "Invisibly Visible; Visibly Invisible" and (Ch 1) "On Sourcery and Source Code" in *Programmed Visions: Software and Memory*, 1-54. (2009) (PDF, AVENUE TO LEARN SITE TO LEARN)

- Tiziana Terranova: "Three Propositions on Informational Cultures" in *Network Culture: Politics for the Information Age, 2004*. (pp 6-27) (PDF, AVENUE TO LEARN SITE TO LEARN: <http://compthink.files.wordpress.com/2011/04/terranova-networkculture.PDF>, Avenue to Learn Site to Learn)

Optional:

- Rita Raley, "Dataveillance and Countervailance," in Lisa Gittleman (Ed), *Raw data is an oxymoron*, (2012) MIT Press (PDF, AVENUE TO LEARN SITE TO LEARN)
- dana boyd and Kate Crawford: "Six Provocations on Big Data" (PDF, AVENUE TO LEARN SITE TO LEARN)

Week 7, Extra Class Wednesday March 15th: 8:30-10:30 AM

Refiguring: Biomedica and Bioart

Watch: Bioart video (Tagny Duff and Jennifer Willett)

Read:

- Beatriz DaCosta "Reaching the limit: When Art becomes Science" in *Tactical Biopolitics: Art, Activism and Technoscience*. Beatriz da Costa and Kavita Philip (eds.). pp. 365-382. Cambridge, Mass.: MIT Press, 2008. (PDF, AVENUE TO LEARN SITE TO LEARN- forthcoming)
- Subrosa (Collective). Common Knowledge and Political Love, in *Tactical Biopolitics: Art, Activism and Technoscience*. Beatriz da Costa and Kavita Philip (eds.). 221-243. Cambridge, Mass.: MIT Press, 2008. (PDF, AVENUE TO LEARN SITE TO LEARN- forthcoming)
- Gardner, Paula and Barbara Jenkins: Bodily Intra-actions with Biometric Devices, *Body and Society*, Nov. 2015
(<http://bod.sagepub.com.libaccess.lib.mcmaster.ca/content/early/2015/09/08/1357034X15604030.full.PDF>, Avenue to Learn Site to Learn)

Optional:

- Kavita Philip. Producing Transnational Knowledge, Neoliberal Identities and Technoscientific Practice in India, in *Tactical Biopolitics: Art, Activism and Technoscience*. Beatriz da Costa and Kavita Philip (eds.). 243-269. Cambridge, Mass.: MIT Press, 2008. (PDF, AVENUE TO LEARN SITE TO LEARN- forthcoming)
- Catherine Waldby: "Post Human Spectacle" in *The Visible Human Project: Information Bodies, and Posthuman Medicine*
- Gilles Deleuze: "How do you make yourself a body without organs?" From *One Thousand Plateaus; Capitalism and Schizophrenia* (149-166; 1980)
- Lynn Margulis and Dorian Sagan: *What is Life* (2000) and *Luminous Fish: Tales of Science and Love*.(2009)

Week 8, March 16th: Embodiment, Aesthetics and New Media

Watch: "Feminism, Technology and the Body" video

Read:

- Anna Munster. "Digitalities and Postscript" from *Materializing New Media: Embodiment in Information Aesthetics* (library: PDF, AVENUE TO LEARN SITE TO LEARN on line; or <http://art310-f12-hoy.wikispaces.umb.edu/file/view/Materializing+New+Media2012-October-0901.PDF>, Avenue to Learn Site to Learn)

- Elisabeth Grosz: "Chaos, Cosmos, Territory, Architecture" in *Chaos, territory, art; deleuze and the framing of the earth* (2008) (<http://projectlamar.com/media/groszchaos.PDF>, Avenue to Learn Site to Learn)
- Michelle White. 2009. *Networked Bodies and Extended Corporealities: Theorizing the Relationship between the Body, Embodiment and Contemporary New Media*.
URL:<http://web.a.ebscohost.com.libaccess.lib.mcmaster.ca/ehost/detail/detail?vid=3&sid=c9df832-3411-4aaa-acba-70da9e8214c7%40sessionmgr4001&hid=4201&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZSZzY29wZT1zaXRI#AN=47191498&db=qth>

Optional:

- Ewa Plonowska Ziarek; Aesthetics: An Important Category of Feminist Philosophy (Mills Library database)
- Anna Munster. Chapter 6 "Toward Syn-aesthetics: Thinking Synthesis as Relational Mosaic in Digital Audiovisuality, from *An Aesthesis of Networks: Conjunctive Experience in Art and Technology*. http://ieeexplore.ieee.org.libaccess.lib.mcmaster.ca/xpl/ebooks/bookPDF_Avenue%20to%20Learn%20Site%20to%20LearnWithBanner.jsp?fileName=6555800.PDF, Avenue to Learn Site to LearnType=chapter

Week 9, March 23rd: "Becomings": Human Machine Interfaces and the Posthuman

Watch: Performance, with Maris Bustamante and Sara Diamond

Read:

- Katherine Hayles: "Cyborgs to Cognisphere" Theory, Culture & Society 2006 (SAGE, London, Thousand Oaks and New Delhi) Vol. 23(7-8): 159-166 (PDF, AVENUE TO LEARN SITE TO LEARN)
- Karen Barad: "Posthuman Performativity: Toward an Understanding of how Matter comes to Matter" (PDF, AVENUE TO LEARN SITE TO LEARN)
- Rosi Braidotti, "Post humanism: Life Beyond the Self." *The Posthuman*. Polity Press. 13-54 (PDF, AVENUE TO LEARN SITE TO LEARN)

Optional

- Luletz, Valerie "Feminist Science Studies, Objectivity and the Politics of Vision" in *Feminist Science Studies: A New Generation*, pp. 321-338. Eds. Maralee Mayberry, Banu Subramaniam, Lisa H. Weasel. New York: Routledge, 2001. (Mills Library Reserve)
- Harding, Sandra "After Absolute Neutrality: Expanding 'Science'" in *Feminist Science Studies: A New Generation* pp. 291-320. Eds. Maralee Mayberry, Banu Subramaniam, Lisa H. Weasel. New York: Routledge, 2001.

Week 10, March 30th: Care, Grief, Decolonisation: Feminist Readings

Watch: FemTechNet Video Dialogue: Feminism, Technology and Difference, (Kim Sawchuk and Shu Lea Cheang)

Read: Choose three of the below

- Aryn Martin, Natasha Myers and Ana Viseu. "The Politics of Care in Technoscience," *Introduction to a special issue of Social Studies of Science, Social Studies of Science* 1-17. 2015 (PDF, AVENUE TO LEARN SITE TO LEARN)
- Sara Ahmed: *Queer Feelings*; from *The Cultural Politics of Emotion* (PDF, AVENUE TO LEARN SITE TO LEARN Avenue to Learn Site to Learn)

- Leanne Betasamosake Simpson. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." <http://decolonization.org/index.php/des/article/view/22170/17985>

Optional:

- Beatriz Preciado. *Testo Junkie: Sex, Drugs and Biopolitics*. Introduction plus choose a chapter you want to read. (Ebook, McMaster Library)
- Matter feels, converses, suffers, desires, yearns and remembers; Interview with Karen Barad (http://quod.lib.umich.edu/o/ohp/11515701.0001.001/1:4.3/-new-materialism-interviews-cartographies?rgn=div2;view=fulltext#note_1) (PDF, AVENUE TO LEARN SITE TO LEARN; Avenue to Learn Site to Learn)
- Erin Manning, *Politics of Touch; Sense, Movement, Sovereignty*
- Jane Bennett, Ch. 2 "The Agency of Assemblage" in *Vibrant Matter: A Political Ecology of Things*, 2010
- Patricia Clough: "The Affective Turn; Political Economy, Biomedicine and Bodies" (206-228) in *The Affect Theory Reader Ed. Seigworth and Gregg* (2010)

Week 11: April 6th : Queer Performances

Watch: Feminism, Technology and Sexualities video

Read:

- Halberstam, Jack. "Animating Revolt and Revolting Animation" in *The Queer Art of Failure*. pp. 27-52. Durham and London: Duke University Press, 2011. (PDF Avenue to Learn Site)
- Landstrom, Catharina, "Queering Feminist Technology Studies," *Feminist Theory* 8.1 (2007): 7--26. (PDF, AVENUE TO LEARN SITE TO LEARN Avenue to Learn Site)
- Barad, Karen. "Nature's Queer Performativity" in *Qui Parle: Critical Humanities and Social Sciences*. Vol. 19(2):121-158, Spring/Summer 2011. (PDF, AVENUE TO LEARN SITE TO LEARN Avenue to Learn Site)

Optional:

-Halberstam, Judith. Animal sociality beyond the hetero/homo binary in *Women & Performance: a journal of feminist theory*. Vol. 20, No. 3, November 2010, 321–331.

Week 12, April 13th: It's a Wrap!

Presentations of Collaborative Boundary Crossing projects

Selected Background Readings Feminism, Science, and Technology

- Lisa Parks: "Zeroing In, Overhead Imagery, Infrastructure Ruins and Datalands in Afghanistan and Iraq" in *Communication Matters* (PDF, AVENUE TO LEARN SITE TO LEARN)
- Jody Berland (2009) *Chapter, North of Empire: Essays on the Cultural Technologies of Space*. Duke University Press Books. Selected Chps. (PDF, AVENUE TO LEARN SITE TO LEARN)
- Anita Chan. Preface and Chapter 1 "Introduction: Digital Reform—Information-Age Peru", in *Networking Peripheries Technological Futures and the Myth of Digital Universalism*, 2013. (MIT Press) (Ebook, Mac Library)
- Edmunds, David S., Ryan Shelby, Angela James, Lenora Steele, Michelle Baker, Yael Valerie Perez and Kim TallBear, "Tribal Housing, Codesign, and Cultural Sovereignty," *Science Technology Human Values*,
<http://sth.sagepub.com/content/early/2013/06/19/0162243913490812>
- Massey, "A Global Sense of Place," *Marxism Today* 38(1991), 24-29.
<http://dx.doi.org/10.1080/14702540903364443>
- Smith, Andrea, "Unsettling the Privilege of Self---Reflexivity." *Geographies of Privilege*. Routledge, 2013.
- Ruth Schwartz Cowan, *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave* (New York: Basic Books, 1983).
On feminist histories of technology; panel at the workshop, "Science, Medicine, and Technology in the 20th Century: What Difference Has Feminism Made?" Princeton University, October 2-3, 1998.
- Judith A. McGaw, "Women and the History of American Technology" *Signs* 7 (1982):798-828 and "No Passive Victims, No Separate Spheres: A Feminist Perspective on Technology's History" *In Context, History and the History of Technology: Essays in Honor of Melvin Kranzberg*, eds. Stephen H. Cutcliffe and Robert C. Post (Bethlehem: Lehigh University Press, 1989) 172-191
- Judy Wajcman, *Feminism Confronts Technology* (University Park: Penn State University Press, 1991); also *Technology and Culture* 38 (January 1997), a special issue on gender and technology, eds. Nina E. Lerman, Arwen Palmer Mohun, and Ruth Oldenziel, with their introduction, "The Shoulders We Stand On and the View From Here: Historiography and Directions for Research," pp. 9-30.
- Carroll Purcell, "Seeing the Invisible: New Perceptions in the History of Technology" *Icon* 1 (1995) 9-15.
- Sandra Harding: "Postcolonial Science and Technology Studies: Are There Multiple Sciences?" from *Sciences from below: feminisms, postcolonialities, and modernities*, pp 130-155. (2008)
- Lucy Suchman, "Readings and Responses" (8-24) from *Human-Machine Configurations: Plans and Situated Actions* (pp 8-23) and "Interactive Artifacts" Ch 4(pp 33-50), Cambridge 2007
- Sara Kember, "The Meaning in life: Genomics 2" in *Cyberfeminism and Artificial Life*
- Roslyn Deutsche: *Evictions: Art and Spatial Politics* (selected passages; PDF, AVENUE TO LEARN SITE TO LEARN)
- Lisa Gitelman, "Media as Historical Subjects" and "New Media Bodies" from *Always Already New: Media, History and the Data of Culture*
- Anna Munster "Welcome to Google Earth"
<http://film3410.files.wordpress.com/2011/02/criticaldigital.PDF>, Avenue to Learn Site to Learn
- Gajjala, Radhika, "Placing South Asian Digital Diasporas in Second Life," *The Handbook of Critical Intercultural Communication*, Thomas K. Nakayama and Rona Tamiko Halualani, eds. Blackwell Publishing Ltd., 2010. (Mills Library Reserve; e-access:

<http://site.ebrary.com.libaccess.lib.mcmaster.ca/lib/oculmcmaster/detail.action?docID=10510359>)

- Jacobs, Jane M. and Catherine Nash, "Too Little, Too Much: Cultural Feminist Geographies," *Gender, Place and Culture: A Journal of Feminist Geography*. 10:3 (2003), 265---79. (Mills Library: http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/PDF, Avenue to Learn Site to Learn/0966369x/v10i0003/265_tltmcfq.xml)

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

ON-LINE COURSE ELEMENTS

In this course we will be using the On-line McMaster course website. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor. X = e-mail, LearnLink, WebCT, web pages, capa, Moodle, ThinkingCap, etc.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

DEPARTMENTAL EMAIL POLICY

It is the policy of the Communication Studies and Multimedia Department that all email communication between students and instructors (including TAs) must originate from their official McMaster University email accounts. This policy protects the confidentiality and sensitivity of information and confirms the identities of both the student and instructor.

ACADEMIC ACCOMMODATIONS FOR RELIGIOUS, INDIGENOUS AND SPIRITUAL OBSERVANCES:

"Students requiring academic accommodation based on religion and spiritual observances should follow the procedures set out in the Course Calendar or by their respective Faculty. In most cases, the student should contact his or her professor or academic advisor as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday or spiritual observance."

COURSE MODIFICATION:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ATTENDANCE POLICY

Students are expected to attend all seminar classes. In the case of severe illness or crisis, you should **email your instructor prior to class** to request to be excused. After one excused absence, your grade will be docked a letter grade.

WRITTEN WORK AND LATE SUBMISSIONS:

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. All essays must be properly referenced, with footnotes and a bibliography. Use the Turabian (Chicago) style for referencing; examples can be found at McMaster University Library-Guides or in Berkin and Anderson, chapter 11. Students are encouraged to visit the Centre for Student Development to improve their essay skills (MUSC B107; x24711). For information about the Writing Clinic and the Centre’s other services, visit the Centre’s website: <http://csd.mcmaster.ca>. Chapter 12 in Berkin and Anderson is also useful.

All written work must be submitted in class on the date assigned. Late assignments will not be accepted. In cases of serious personal crisis, please contact instructor via email to discuss the assignment due date.

COURSE GRADING SCALE:

Grades in graduate courses are reported as letter grades. However, instructors may record grades for individual components of the course either as letter or numerical grades. The averaging of letter grades assigned to individual components of a course must be done by using the McMaster 12-point scale, as follows: A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, F = 0. Further, all .5 marks should be rounded up. The passing grades for courses at the graduate level are A+, A, A-, B+,B, and B-. Graduate students enrolled in undergraduate courses will be subject to the same set of passing grades as courses at the graduate level.

Graduate Student Grading Scale:

Grade	Points	Pass/Fail
A+	12	P+
A	11	P
A-	10	F
B+	9	

B	8	
B-	7	
F	0	

Note: Grades in graduate courses are reported as letter grades. Averaging of letter grades must be done using the McMaster 12-point scale.