

University of Illinois, Urbana-Champaign

*Course Description and Syllabus*

**DIALOGUES ON FEMINISM AND TECHNOLOGY**

[Gender and Women's Studies; Media and Cinema Studies; Library and Information Science; GWS 590 meets with MDIA 590 + LIS590]

**Moodle site:** <https://learn.illinois.edu/course/view.php?id=2393>

4 graduate credit hours; no pre-requisites

Instructors: Sharra Vostral, CL Cole, Sharon Irish

Fall 2013 | Monday, 2-5pm | Lincoln Hall 4057

- Sharon—331 LIS Building (501 E. Daniel Street), office hour: 4-5 Tuesdays, or by appointment: [slirish@illinois.edu](mailto:slirish@illinois.edu)
- Cole--236 Gregory Hall, 217-244-1418, [clcole@illinois.edu](mailto:clcole@illinois.edu)
- Sharra—1205 W. Nevada St., 217-333-2990, [vostral@illinois.edu](mailto:vostral@illinois.edu)

**COURSE DESCRIPTION**

*Dialogues on Feminism and Technology* is one version of a Distributed Open Collaborative Course (DOCC) at approximately 15 institutions, organized collectively by FemTechNet. <http://femtechnet.newschool.edu/> The lead organizers (Anne Balsamo, New School; Alexandra Juhasz, Pitzer College; and a 12-member subcommittee) have led a feminist rethinking of the concept of Massive Open Online Courses (MOOCs): to de-emphasize size, to focus upon multidirectional collaboration, and to attend to the values and diverse expertise distributed throughout our networks.

This seminar is an experiment—rather like a laboratory for interdisciplinary collaborative creation and peer-to-peer sharing. Built around a shared set of recorded video dialogues with preeminent thinkers and artists who consider technology through a feminist lens, the course will use the non-linear publishing platform, Scalar <http://scalar.usc.edu/> to structure our explorations. We will use the videos as starting points to diagram/chart our interests and concerns off-line and online, moving back and forth between group work and individual work. Participants will tailor the material to suit their needs and goals and we will investigate interconnections among us. Scalar will be the form of our exploration, with iterative assessments of how we are making meaning with this form. One possible model for our course: <http://scalar.usc.edu/maker/english-507/index>

One of the DOCC's basic pedagogic instruments is the use of Boundary Objects that Learn. (On "boundary objects," see citation below.) Our course will add to a growing database of shared materials. The videos will be the central "objects that learn." Periodically throughout the course, we will reflect on our contributions and aim to discover new connections, using tags and new links.

Our class may meet occasionally with the seminar, Communication 529, "What is a System?" taught by Sally Jackson and Ned O'Gorman.

**NOTE:** Readings will be found on the Moodle site:

<https://learn.illinois.edu/course/view.php?id=2393> or in the required texts

**Readings for each session should be read prior to meeting that week.**

**Required Texts:**

- Virginia Eubanks, *Digital Dead-End: Fighting for Social Justice in the Information Age*, The MIT Press, 2011.
- Melissa Gregg, *Work's Intimacy*, Polity Press, 2011.
- Linda Layne and Sharra Vostral, eds. *Feminist Technology*. University of Illinois Press, 2010.
- Nelly Oudshoorn and Trevor Pinch, eds. *How Users Matter: The Co-construction of Users and Technology*, The MIT Press, 2003.
- Cara Wallis, *Technomobility in China: Young Migrant Women and Mobile Phones*, New York University Press, 2013.

**Schedule of activities, readings and conversations** (subject to change)

Cole, Sharra and Sharon will take turns facilitating the sessions, as indicated.

**Week 1** (August 26, 2013; SHARRA; *Labor Day is September 2—no class meeting*)

**Introduction**

READ: Background information on FemTechNet DOCC

- FAQs on FemTechNet <http://femtechnet.newschool.edu/the-network/femtechnet-faq/>
- Press coverage of the DOCC so far (and peruse the comments):  
<http://www.insidehighered.com/news/2013/08/19/feminist-professors-create-alternative-moocs>;  
[http://www.huffingtonpost.com/2013/08/16/femtechnet-online-courses-teach-feminist-technology\\_n\\_3763863.html](http://www.huffingtonpost.com/2013/08/16/femtechnet-online-courses-teach-feminist-technology_n_3763863.html)
- Anne Balsamo, "A Work of Feminist TechnoCultural Innovation: Creating an Alternative Genre of MOOC," *SPECTRA bulletin of the National Communication Association*, forthcoming.
- Alexandra Juhasz 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://ada.fembotcollective.org/2012/11/issue1-juhasz>
- Liz Losh, "Bodies in Classrooms: Feminist Dialogues on Technology"  
<http://dmlcentral.net/blog/liz-losh/bodies-classrooms-feminist-dialogues-technology-part-i>
- Liz Losh, "Learning from Failure: Feminist Dialogues on Technology"  
<http://dmlcentral.net/blog/liz-losh/learning-failure-feminist-dialogues-technology-part-ii>
- Introduction from Nelly Oudshoorn and Trevor Pinch, eds. *How Users Matter: The Co-construction of Users and Technology*, The MIT Press, 2003.
- Deborah Johnson, "Sorting Out the Question of Feminist Technology," pp. 36-54, and 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.

**Recommended:**

- Philip Agre, [Infrastructure and institutional change in the networked university](#), *Information, Communication, and Society* 3(4), 2000, 494-507;
- Skim Introduction of Layne and Vostral

**Week 2** (September 9; COLE)

**Process: Scalar** with **Kevin Hamilton**

**Explore** Scalar <http://scalar.usc.edu/> in preparation for today:

- Watch brief videos, especially the 14-minute one (4:31 in length; 14: 27 video is here: <http://scalar.usc.edu/guide/guided-tour/>)
- Look at sample publications, <http://scalar.usc.edu/scalar/showcase/>, and this course project: <http://scalar.usc.edu/maker/english-507/index>

READ:

- S. Leigh Star 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.
- Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" <http://liu.english.ucsb.edu/where-is-cultural-criticism-in-the-digital-humanities/>
- Alan Liu video: [http://www.youtube.com/watch?v=IrvUys\\_STcs&feature=youtube\\_gdata\\_pl\\_ayer](http://www.youtube.com/watch?v=IrvUys_STcs&feature=youtube_gdata_pl_ayer)
- Alexis Lothian and Amanda Phillips, "Can Digital Humanities Mean Transformative Critique?" *Journal of E-Media Studies* 3.1 (2013) <http://journals.dartmouth.edu/cgi-bin/WebObjects/Journals.woa/1/xmlpage/4/article/425>
- Ernesto Priego, "Can the Subaltern Tweet?" [http://www.insidehighered.com/blogs/university\\_of\\_venus/can\\_the\\_subaltern\\_tweet](http://www.insidehighered.com/blogs/university_of_venus/can_the_subaltern_tweet)

**Recommended:**

- This summer's DHPoco discussion may be of help: <http://dhpoco.org/summerschool/classdiscussions/>  
*Sharon excerpted a couple of links of interest:*  
-<http://dhpoco.org/summerschool/classdiscussions/#/discussion/28/week-2-question-2-race-and-computing> (Carina Zona)  
-<http://dhpoco.org/summerschool/2013/07/15/dhpocoss-week-3-summary-of-maria-fernandez-postcolonial-media-theory/>

**\*Week 3** (September 16; SHARON)

**Practices**

Seminar participants will start leading discussions this week and on 10 subsequent weeks (marked with asterisk, instructions below)

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**DUE:** Draft of Semester Contract; see template

**READ:**

- Introduction and Ch. 1, Roderick Ferguson, *The Reorder of Things: The University and its Pedagogies of Minority Difference*, University of Minnesota Press, 2012.
- Ch. 3, "Equality and Performance Culture," Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*. Duke, 2012.
- Adrienne Wadewitz, "Wikipedia's gender gap and the complicated reality of systemic gender bias," July 26, 2013.  
<http://www.hastac.org/blogs/wadewitz/2013/07/26/wikipedias-gender-gap-and-complicated-reality-systemic-gender-bias>

**Explore** <http://femtechnet.newschool.edu/wikistorming/>

**Week 4** (September 23; COLE)

***Anne Balsamo will be on campus September 21-24.***

Anne will meet with our seminar and discuss FemTechNet, DOCC, and the video dialogues. We will view the DOCC Dialogue: LABOR, Judy Wacjman

**READ:** Gregg, *Work's Intimacy*

**Recommended:**

- Anne Balsamo, *Designing Culture: The Technological Imagination at Work*, Duke University Press, 2011.

**\*Week 5** (September 30; SHARRA)

***Sexualities***

DOCC Dialogue: SEXUALITIES, Faith Wilding and Julie Levin Russo

**READ:**

- Amy Adele Hasinoff, "Sexting as Media Production: Rethinking Social Media and Sexuality," *New Media & Society* (2012)  
<http://nms.sagepub.com/content/early/2012/09/23/1461444812459171>
- Kath Albury & Kate Crawford, "Sexting, consent and young people's ethics: Beyond Megan's Story," *Continuum: Journal of Media & Cultural Studies* 26:3 (2012), 463-473.
- Catharina Landstrom, "Queering Feminist Technology Studies," *Feminist Theory* 8.1 (2007): 7-26.
- Tamara Chaplin, "Lesbians Online: Gay Liberation and the French Minitel," *The Journal of the History of Sexuality*, forthcoming. [Chaplin will supply draft]
- Holly Buchanan et al, "The Re/Making of Men and Penile Modification," in *Technologies of Sexuality, Identity, and Sexual Health*, Lenore Manderson, ed., Routledge, 2012.

**Explore** <http://j-l-r.org/research> [Julie Levin Russo's research];  
<http://www.cyberfeminism.net/>

**\*Week 6** (October 7; COLE)

**Race**

DOCC Dialogue: RACE, Maria Fernandez and Lisa Nakamura

**DUE:** Wikipedia proposal with timeline (discussed in class, September 16)

READ:

- Introduction and Ch. 2 (Chun), in Lisa Nakamura and Peter Chow-White, eds. *Race after the Internet*. Routledge, 2012.
- Rayvon Fouché, "Say It Loud, I'm Black and I'm Proud: African Americans, American Artifactual Culture, and Black Vernacular Technological Activity," *American Quarterly* 58:3(2006), 639-661.
- Virginia Eubanks, *Digital Dead-End: Fighting for Social Justice in the Information Age*, The MIT Press, 2011.
- Tara McPherson, "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation"
- <http://dhdebates.gc.cuny.edu/debates/text/29>
- Black Girls Code <http://www.blackgirlscode.com/> and YouTube mini-documentary <http://www.youtube.com/watch?v=hgXlofX68eM>

**\*Week 7** (October 14; SHARRA)

**Difference**

DOCC Dialogue: DIFFERENCE: Kim Sawchuk and Shu Lea Cheang (shoot: Toronto, Sept)

READ:

- Steven Epstein, "Inclusion, Diversity, and Biomedical Knowledge Making: The Multiple Politics of Representation," in *How Users Matter*, Oudshoorn & Pinch, pp. 173-190.
- Nellie Oudshoorn, "Clinical Trials as a Cultural Niche in Which to Configure the Gender Identities of Users: The Case of Male Contraceptive Development," in *How Users Matter*, Oudshoorn & Pinch, pp. 209-227.
- Anne Fausto-Sterling, "The Bare Bones of Sex: Part 1 – Sex & Gender," *Signs* 30.2 (2005): 1491-1527.
- 1<sup>st</sup> half of Cara Wallis, *Technomobility in China: Young Migrant Women and Mobile Phones*, New York University Press, 2013.

**\*Week 8** (October 21; COLE, Sharra out of town)

**Machines**

*Tara McPherson will be on campus, Oct 21/22*

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DOCC Dialogue: ~~MACHINES: Wendy Chun and Kelly Dobson~~; BODIES

READ:

- Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century," in *Simians, Cyborgs and Women: The Reinvention of Nature* (New York; Routledge, 1991), pp.149-181. [first published 1985]
- Rayvon Fouché, "Aren't Athletes Cyborgs?: Technology, Bodies, and Sporting Competitions." *Women's Studies Quarterly* 40:1/2(Spring 2012).
- Ruth Schwartz Cowan, "Consumption Junction: A Proposal for Research Strategies in the Sociology of Technology," in *The Social Construction of Technological Systems*, Wiebe E. Bijker, Thomas Parke Hughes, Trevor J. Pinch, eds. ([1983] 1987), 261-280.
- Jamie Cross, Technological intimacy: Re-engaging with gender and technology in the global factory *Ethnography* (2011)  
<http://eth.sagepub.com/content/13/2/119>
- 2<sup>nd</sup> half of Cara Wallis, *Technomobility in China: Young Migrant Women and Mobile Phones*, New York University Press, 2013.

**\*Week 9** (October 28; SHARON)

**Kevin Hamilton** on Scalar

DOCC Dialogue: ~~SYSTEMS: Janet Murray and Brenda Laurel (shoot: Toronto, Sept)~~

MACHINES: Wendy Chun and Kelly Dobson

READ:

- Tara McPherson, "U.S. Operating Systems at Mid-Century: The Intertwining of Race and Unix," in Lisa Nakamura and Peter Chow-White, eds. *Race after the Internet*. Routledge, 2012, pp. 21-37.
- Sally Wyatt, "Non-Users Also Matter: The Construction of Users and Non-Users of the Internet," in Oudshoorn & Pinch, *How Users Matter*, 67-79.
- John Staudenmaier, "The Politics of Successful Technologies," In *In Context: History and the History of Technology: Essays in Honor of Melvin Kranzberg*. Research in Technology Studies, v. 1, Stephen Cutcliffe and Robert Post, eds., Bethlehem: Lehigh University Press, 1989, pp. 150-171.
- Balsamo, "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.

**Recommended:**

- Janet Murray, *Inventing the Medium: Principles of Interaction Design as Cultural Practice*, The MIT Press, 2011.
- Brenda Laurel, "Making Games for Girls," 1996  
[http://www.ted.com/talks/brenda\\_laurel\\_on\\_making\\_games\\_for\\_girls.html](http://www.ted.com/talks/brenda_laurel_on_making_games_for_girls.html)

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**\*Week 10** (November 4; SHARON)

**Body**

*Dorothy Roberts, November 7*

DOCC Dialogue: BODY: scheduled with Dorothy Roberts for November 8 at UIUC

READ:

- Jonathan Xavier Inda, "Materializing Hope: Racial Pharmaceuticals, Suffering Bodies, and Biological Citizenship" in *Corpus: An Interdisciplinary Reader on Bodies and Knowledge*, Monica J. Casper and Paisley Currah, eds. Palgrave, 2011, 61-80.
- Dorothy Roberts, "The Invention of Race [ch 1] and "Embodying Race [ch 6]" *Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-first Century*. New Press, 2011.
- Dylan Rodríguez, "Multiculturalist White Supremacy and the Substructure of the Body," in *Corpus: An Interdisciplinary Reader on Bodies and Knowledge*, Monica J. Casper and Paisley Currah, eds. Palgrave, 2011, 39-60.
- Christa Erickson, "Networked Interventions: Debugging the Electronic Frontier," in *Embodied Utopias: Gender, Social Change, and the Modern Metropolis*, Amy Bingaman, Lise Sanders, and Rebecca Zorach, eds. Routledge, 2002, 225-241.
- Elizabeth Grosz, "Bodies-Cities," in *Sexuality and Space*, Beatriz Colomina, ed. Princeton Architectural Press, 1992.
- Judith Butler, "Bodies in Alliance and the Politics of the Street," September 2011: <http://eipcp.net/transversal/1011/butler/en>

**Recommended:**

- Elizabeth Wilson, ch. 3, "Cesspool City: London," in *The Sphinx in the City: Urban Life, the Control of Disorder, and Women*. University of California Press, 1992.
- Excerpts from *Frankenstein*, esp. chs. 5, 11, 12, 16, 24  
<http://www.literature.org/authors/shelley-mary/frankenstein/index.html>

**\*Week 11** (November 11; SHARON)

**Place**

DOCC Dialogue: PLACE: Sharon Irish and Radhika Gajjala (live stream from LA on Nov 14)

READ:

- Doreen Massey, "Places and their Pasts," *History Workshop Journal* 39(1995), 182-192.

- Massey, "A Global Sense of Place," *Marxism Today* 38(1991), 24-29.  
<http://thinkurbanism.wordpress.com/2011/12/15/a-global-sense-of-place-by-doreen-massey-1991/>
- Radhika Gajjala, "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.
- Ch. 4, in Sharon Irish, *Suzanne Lacy: Spaces Between* University of Minnesota Press, 2010, pp. 83-106.
- Mimi Thi Nguyen, The Biopower of Beauty: Humanitarian Imperialisms and Global Feminisms in an Age of Terror *Signs* 36: 2 (Winter 2011), 359-383  
<http://www.jstor.org/stable/10.1086/655914>
- Jane M. Jacobs and Catherine Nash, "Too Little, Too Much: Cultural Feminist Geographies," *Gender, Place and Culture: A Journal of Feminist Geography*. 10:3 (2003), 265-79.

**Recommended:**

- chs 1 & 2, and Sadie Plant's essay, in Doina Petrescu, ed. *Altering Practices: Feminist Politics and Poetics of Space*, Routledge, 2007.
- Duncan McCorquodale, Katerina Rüedi, & Sarah Wigglesworth, eds. *Desiring Practices: Architecture, Gender and the Interdisciplinary*. Black Dog Publishing, 1996. Henry Urbach essay, "Closets, Clothes, disclosure," pp. 246-63.

**\*Week 12** (November 18; SHARRA fall break is Nov 25-Dec 1)

***Infrastructures***

DOCC Dialogue: INFRASTRUCTURES: Catherine Gibson-Graham and Lucy Suchman (shoot: Fall, NY)

**READ:**

- Petra Kuppers, "The wheelchair's rhetoric: The performance of disability," *TDR: The Drama Review*, 51: 4(2007), pp. 80-88.
- Star, Susan Leigh, "The Feminism(s) Question in Science Projects: Queering the Infrastructure(s)," in Ingunn Moser and Gro Hanne Aas, eds. *Technology and Democracy: Gender, Technology and Politics in Transition?*. Oslo: Center for Technology and Culture (TMV Skriftserie, Nr. 29), 1997, pp. 13-22. (PDF coming)
- David S. Edmunds, Ryan Shelby, Angela James, Lenora Steele, Michelle Baker, Yael Valerie Perez and Kim TallBear, "Tribal Housing, Codesign, and Cultural Sovereignty," *Science Technology Human Values*, published online 25 June 2013.
- Langdon Winner, "Do Artifacts Have Politics?" In *The whale and the reactor: a search for limits in an age of high technology*. University of Chicago Press, 1986, 19-39.



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**\*Week 13** (December 2; SHARON)  
**Archive**

DOCC Dialogue: ARCHIVE, with Lynn Hershman and Ruby Rich

READ:

- August Jordan Davis, "Martha Rosler's Fighting Legions: *Semiotics of the Kitchen* (1975/2003), Performance and the (Video) Document," in *Dead History, Live Art? Spectacle, Subjectivity and Subversion in Visual Culture since the 1960s*, Jonathan Harris, ed. Liverpool University Press, 2007, 209-239.
- Alexandra Juhasz, "A Process Archive: The Grand Circularity of Woman's Building Video," *Doin' It in Public: Feminism and Art at the Woman's Building*, Otis College of Art and Design, 2011, 97-123.
- Ruby Rich, "My Other, My Self: Lynn Hershman and the Reinvention of the Golem," in *The Art and Films of Lynn Hershman Leeson*, Meredith Tromble, ed. (Berkeley: University of California Press, 2006), pp. 159-168.

**Explore** <http://www.lynnhershman.com/film/>

**\*Week 14** (December 9; COLE)  
**Transformations**

DOCC Dialogue: TRANSFORMATIONS: Catherine Lord, Donna Haraway about the legacy of Beatriz DaCosta (shoot LA, Sept)

READ:

- Beatriz da Costa and Kavita Philip, eds. *Tactical Biopolitics: Art, Activism, and Technoscience*, The MIT Press, 2008: SubRosa "Common Knowledge and Political Love" pp. 221-242 ; Haraway, Donna "Training in the Contact Zone: Power, Play, and Invention in the Sport of Agility" pp. 445-464; Beatriz DaCosta "Reaching the limit: When Art becomes Science" pp. 365-382.
- Margaret Grebowicz and Helen Merrick; with a "seed bag" by Donna Haraway (eds.) *Beyond the Cyborg: Adventures with Donna Haraway*. New York: Columbia University Press, 2013.

**Week 15** Finals week: **Projects due, December 16** SHARRA

**Logistics, Due Dates and Assessment**

The course instructors will divide seminar participants into three groups after our first meeting. In other words, about six students will meet individually twice during the semester with Sharra, Cole, or Sharon. We want this course to serve your goals, needs and interests: each student will draft a contract specifying their semester work using the template. Your draft of the contract is due on **September 16**. We will then schedule an initial meeting with you in late September/early October, during which we will refine the contract. The second session will be in late November to consider what you have done, what else you need to do, and any problem areas.

The contract will include four parts:

- Identify your goals, with specific outcomes (e.g. progress toward degree)
- Facilitate discussion in relation to the readings for one or two sessions
  - Session facilitator(s) will meet with Sharra/Cole/Sharon (see our names associated with the weeks above). **You or your team will need to schedule this meeting with Sharra/Cole/Sharon for Thursday or Friday in the week prior to “your” class to plan for an effective session.**
  - A rubric for an effective session will include: Draft several discussion questions that probe the methods, assumptions, gaps, and strengths of the author(s); what connections do you see in the readings to other themes of the course? Beyond these readings, are there related readings, or videos, or walking tours, or guest speakers that we might want to consider, view, take, or talk to?
- Contribute to the UI and DOCC2013 communities (including a required Storming Wikipedia effort)
  - Your proposal with a timeline for your participation in Storming Wikipedia will be due **October 7.**
- Expand your comfort zone (try something new, such as visiting and trying something at the Fab Lab or Makerspace, writing a commentary about a Krannert Art Museum exhibit, interviewing a campus staff member for a research project, demonstrate proficiency in a new subject area, collaborate with someone at another DOCC institution, the list is long.)

### **Schedule of Additional, Course-Related Events**

**September 11-13** is African Studies conference on ICTs, distance learning and Africa in which Sharon Irish is participating along with Radhika Gajjala from the DOCC course at Bowling Green

**September 13-14** is a mini-conference on representations of Native Americans in gaming

**Monday, September 23**, Public Lecture, Anne Balsamo, *Designing Digital Memorials*, 7PM, LIS Building 126

**Tuesday, Sept 24:** WITS Panel, 10AM, Peterson Room, 228/231 Gregory Hall  
With Anne Balsamo, a dialogue about the UIUC WITS (Women, Information Technology and Scholarship) group from the 1990s

**October 17, 2013**, Body/Bodies Lecture Series: Toby Beauchamp (Gender and Women’s Studies, Oklahoma State University) 4 p.m., Knight Auditorium, Spurlock Museum Series co-organized and sponsored by IPRH and the Department of Gender and Women’s Studies, with co-sponsorship by the Spurlock Museum. A reception will follow the lecture.

**October 21**

- SCALAR Workshop 9 a.m. to 12 noon Venue TBD Presenters: Tara McPherson (Gender and Critical Studies, University of Southern California, School of Cinematic Arts), Kevin Hamilton (IPRH, Art + Design, UI)
- Inside Scoop Series: Cultural Dimensions of Media, A Conversation with Tara McPherson (Gender and Critical Studies, University of Southern California, School of Cinematic Arts) 5:00 p.m., Intersections Living Learning Community, Saundis Lounge, 131 PAR

**October 22** Lecture: Tara McPherson (Gender and Critical Studies, University of Southern California, School of Cinematic Arts) 4:30 p.m. 1092 Lincoln Hall

Public Lecture, Charrette, and Exhibition: Towards a National Cold War Monuments and Environmental Heritage Trail

Public lecture: **October 24, 2013**

Charrette: **October 26, 2013**

Exhibition: **November 1, 2013**

Organizers: Kevin Hamilton, Art + Design Ryan Griffis, Art + Design, with Sarah Kanouse (University of Iowa)

**November 7, 2013** Body/Bodies Lecture Series: Dorothy Roberts (George A. Weiss University Professor of Law and Sociology, and the Raymond Pace and Sadie Tanner Mossell Alexander Professor of Civil Rights, University of Pennsylvania) 4:30 p.m., Knight Auditorium, Spurlock Museum Series co-organized and sponsored by IPRH and the Department of Gender and Women's Studies, with co-sponsorship by the Spurlock Museum. A reception will follow the lecture.

**Symposium: December 5-6, 2013**

Hip Hop and Punk Feminisms: Genealogy, Theory, Performance

Organizers: Ruth Nicole Brown, Gender and Women's Studies, Education Policy, Organization & Leadership; Karen C. Flynn M, Gender and Women's Studies and African American Studies; Mimi Thi Nguyen, Gender and Women's Studies; Fiona I. B. Ngô, Asian American Studies and Gender and Women's Studies

**Partial List of Course-Relevant Activities**

Participants may choose to work with the Ethnography of the University initiative, <http://www.eui.illinois.edu/>, taking advantage of its umbrella IRB for course-based research.

People who might be invited to Skype in/visit: Monica Casper, Virginia Eubanks, Ray Fouché, Linda Layne, Lisa Nakamura, Paula Treichler, among many others

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Visit the C-U Community Fab Lab [cucfablab.org](http://cucfablab.org) and/or Urbana Makerspace <http://makerspaceurbana.org/>

Krannert Art Museum exhibit (**after August 30**):  
[http://www.kam.illinois.edu/exhibitions/current/hello\\_world.html](http://www.kam.illinois.edu/exhibitions/current/hello_world.html)

### **Attendance/ Participation Policy**

If you find you must miss class, contact the instructors as soon as possible. Students missing more than one class session or who regularly arrive late or leave early will not pass the class unless alternate arrangements have been made with the instructor. According to University policy: "For a graduate level course, attendance is expected, and should not be counted toward the final grade. The Student Code explicitly states that for all students, "(a) Regular class attendance is expected of all students at the University" ([http://admin.illinois.edu/policy/code/article1\\_part5\\_1-501.html](http://admin.illinois.edu/policy/code/article1_part5_1-501.html))

### **Academic Integrity**

Please review and reflect on the academic integrity policy of the University of Illinois, [http://admin.illinois.edu/policy/code/article1\\_part4\\_1-401.html](http://admin.illinois.edu/policy/code/article1_part4_1-401.html) to which we subscribe.

If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgement must be given. Not to do so is to commit plagiarism, a form of academic dishonesty. If you are not absolutely clear on what constitutes plagiarism and how to cite sources appropriately, now is the time to learn.

### **Statement of Inclusion**

We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

### **Disability Statement**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructors and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).