## UCLA César E. Chávez Department of Chicana and Chicano Studies
## CCS 191: Race and the Digital

Spring 2016
TTH 10:00-11:50 AM
Location TBA

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Office: 7339 Bunche Hall
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Office Hours: TH 2:00-4:00 PM,
and by appointment



## A. COURSE DESCRIPTION

This course investigates spaces of new media and their import for the study of race and ethnicity in the United States. Building upon an interdisciplinary list of readings, we will use digital studies to investigate the ways racial formation is embedded in 21st century technologies, from circuits manufactured on Navajo land to smartphone applications designed by urban day laborers. Areas of focus include the digital divide, labor, cyberfeminism, and the role of social media in contemporary activism. Together, we will foreground questions of accessibility and the digital divide in an approach that connects race, space, and the digital.

## B. OBJECTIVES

After completing this course, students will be able to:
- Identify and explore major themes and ideas related to race formation and digital studies
- Place these themes within the framework of relational racialization
- Address the social relevance of such developments for Chicana/o studies
- Apply writing, analytical, and digital literacy skills to the study of race and the digital

1

## C. Student Evaluation

**15% Participation and Attendance:** Students are expected to attend every class and to be active and prepared participants. Readings are to be completed before class.

**20% Leading Discussion:** Once during the quarter, each student will author a 500 to 750-word blog reviewing our assigned reading. They will use the blog to lead an introduction to that day's discussion topic. Posts that draw upon current policy issues, multimedia projects, link to previous posts, and integrate multiple class readings are encouraged. For examples, see http://scalar.usc.edu/works/race-and-migration-in-the-united-states-/blog.

**15% Blogging:** Students are responsible for reading the class blog each week and contributing to our shared web conversation. Each student is to write seven comments responding to their classmates' blog posts over the course of the quarter, ranging between 50-100 words each.

**20% Digital Divide:** This 5-page assignment examines the digital divide through a combination of course readings, analysis of statistical data on Internet participation, and participant observation in a web forum.

**30% Final Paper/ Creative Project:** In this 8-10 page assignment, students will elaborate on one of the formal themes introduced in the course. Details to follow.

## D. REQUIRED TEXTS

- Constanza-Chock, S. (2014) Out of the Shadows, Into the Streets! MIT Press. Available at the campus bookstore or for free download online at, https://mitpress.mit.edu/sites/default/files/titles/free_download/9780262028202_Out_of_the_Shadows.pdf

- Electronic Resources on course website

## E. Course Policies

**Office Hours:** Office hours are an opportunity to discuss general questions about the class, to clarify concepts and themes introduced in lecture, and to receive direct feedback on your assignments.

**Class Attendance, Preparedness, and Participation:** You are expected to have your texts and necessary materials (paper, lecture notes, handouts, etc.) with you in each class. I will monitor attendance regularly. You are responsible for all material missed due to absences. You are required to use email for this class. I will send announcements to your UCLA account. You are responsible for checking it frequently.

**Approved Technology**: Using cell phones, mp3 players, or any other item that may distract you and your fellow classmates is prohibited. Laptops are allowed for note-taking only.

**General Assignment Guidelines:** All work must be double-spaced in 12-point Times New Roman font with 1" margins, page numbers inserted, and your name clearly printed on the first page of your paper. Page limits do not include images or your bibliography. Essays that are not properly formatted or do not properly cite sources will be penalized.

I am happy to offer feedback on assignments during office hours or by appointment. For additional assistance, I encourage you to visit the Undergraduate Writing Center, http://wp.ucla.edu/index.php/home in A61 Humanities, Rieber Hall 115, and Powell Library 228. Contact 310-206-1320 or wcenter@g.ucla.edu for more information.

**Fair Use and Academic Dishonesty:**
All course work that is posted to the web is required to abide by the Doctrine of Fair Use and include appropriate citations. Any student who fails to cite their sources, plagiarizes, steals, copies, or purchases a paper will fail the course. More so, the University will review them for further reprimand and potential expulsion. Refer to *the UCLA Student Conduct Code* for specific guidelines. For citation standards, see https://owl.english.purdue.edu/owl/section/2/

**Late Assignments/ Grade Disputes:** Assignments are due at the beginning of class. Tardiness will result in a reduction on your assignment score by 5% a day.

You have *one week* to dispute a grade by submitting (1) the *original* graded assignment and (2) *a paragraph* (no more than a page) describing the reasons for which you are requesting a change of grade on an assignment (academic arguments). Bear in mind that I have the right to raise or lower the assignment's grade.

**Accessibility Accommodations:** I will make every attempt to accommodate students with disabilities. Students requesting academic accommodations are required to register with The Office for Students with Disabilities (OSD), http://www.osd.ucla.edu. Deliver verification to me as early in the quarter as possible.

## F. READING SCHEDULE

### Week 1: Introduction
Discussion: Course Overview, a framework for race and the digital
> **March 29**
> • Review Syllabi and Course Foundations
>
> **March 31**
> • Lui, A. (2012) "Where is the Cultural Criticism in the Digital Humanities?" Debates in the Digital Humanities, ed. Matthew K. Gold. Minneapolis: University of Minnesota Press, 490-509.
> • McPherson, T. (2012) "Why Are the Digital Humanities So White? Or Thinking the Histories of Race and Computation," in Debates in the Digital Humanities, ed. Matthew K. Gold. Univ of Minnesota Press.

### Week 2: Convergence Culture
Discussion: Old Media and Fair Use
> **April 5**

- Nakamura, Lisa. (2015) "Media," in <u>Keywords for American Cultural Studies</u>. NYU Press.
- Baron, Denis. "Pencils to Pixels: The Stages of Literacy Technology."
- Jenkins, Henry. (2008) "Afterword," in <u>Convergence Culture: Where Old and New Media Collide</u>. NYU Press, Selections

**April 7**
- **Blogging Workshop, Meeting in SSC 2035B**
- Cummings, Alex Sayf and Jarrett, Jonathan. (2012) "Only Typing? Informal Writing, Blogging, and the Academy." <u>Writing History in the Digital Age</u>.
- Christen, K. (2012) "Does Information Really Want to be Free? Indigenous Knowledge Systems and the Question of Openness." <u>International Journal of Communication</u>, 6, 2870-2894.

## Week 3: Digital Divide
Discussion: Place and the Digital
**April 12**
- Avila, Eric. "Chapter 5: Taking Back the Freeway," <u>Folklore of the Freeway: Race and Revolt in the Modernist City</u>. University of Minnesota Press, 2014.
- Baca, Judy "Complete History and Description of The Great Wall," http://sparcinla.org/the-great-wall-part-2/

### *Blogging Begins*

**April 14**
- Sandvig, Christian. (2012) "Connection at Eqiiaapaayp Mountain: Indigenous Internet Infrastructure." <u>Race after the Internet</u>. Ed. Lisa Nakamura, Peter Chow-White, and Alondra Nelson. New York: Routledge, 168-200.
- Gilbert, Melissa. (2010) "Theorizing Digital and Urban Inequalities." <u>Information, Communication & Society</u>, 13:7, 1000-1018.

**Suggested Resources**
- File, Thom. (2013) "Computer and Internet Use in the United States," <u>U.S. Census Bureau</u>.
- Gonzales, Amy. (2015): "The Contemporary U.S. Digital Divide: From Initial Access to Technology Maintenance," <u>Information, Communication & Society</u>.

## Week 4: Participation Divide
Discussion: Digital Literacy, Content Creation
**April 19**
- Nakamura, L. (2007) "Chapter 5: Measuring Race on the Internet," <u>Digitizing Race: Visual Cultures of the Internet</u>, University of Minnesota Press.
- Laura Robinson, Shelia R. Cotten, Hiroshi Ono, Anabel Quan-Haase, Gustavo Mesch, Wenhong Chen, Jeremy Schulz, Timothy M. Hale & Michael J. Stern (2015) "Digital Inequalities and Why they Matter," <u>Information, Communication & Society</u>, 18:5, 569-582

**April 21**
- Hargittai, Eszter & Walejko, Gina. (2008) "The Participation Divide: Content Creation and Sharing in the Digital Age," <u>Information, Communication & Society</u>, 11:2, 239-256.

- Goodman, Steven and Cocca, Carolyn. "Youth Voices for Change: Building Political Efficacy and Civic Engagement through Digital Media Literacy," Journal of Digital and Media Literacy, February 1, 2013.

**Suggested Resources**
- Duggan, Maeve and Brenner, Joanna. "The Demographics of Social Media Users-2012." Pew Research Center, February 14, 2013.

## Week 5: Digital Labor
Discussion: Net-Working
### April 26
- Nakamura, Lisa. (2014) "Indigenous Circuits: Navajo Women and the Racialization of Early Electronic Manufacture," American Quarterly, 66.4.
- Thomas, V. L. (1989). "Black Women Engineers and Technologists." in A Hammer in Their Hands: A Documentary History of Technology and the African-American Experience, ed. Caroll Pursell. MIT Press, 2005.
### April 28
- Wajcman, J., & Lobb, L. A. P. (2007). "The Gender Relations of Software Work in Vietnam." Gender, Technology and Development, 11(1), 1-26.
- Wallis, C. (2013). "Technology and/as Governmentality: The Production of Young Rural Women as Low-Tech Laboring Subjects in China." Communication and Critical/Cultural Studies, 10(4), 341-358

### *Digital Divide Paper Due*

## Week 6: Cyberfeminism and Race
Discussion: Intersectionality
### May 3
- Haraway, Donna. (1991) "A Cyborg Manifesto,"
- Fernandez, Maria. (2003) "Cyberfeminism, Racism, Embodiment." In Domain Errors! eds. Maria Fernandez, Faith Wilding, and Michelle M. Wright. Brooklyn, N.Y.: Autonomedia.
- Daniels, J. (2009). "Rethinking Cyberfeminism(s): Race, Gender and Embodiment." Women Studies Quarterly. 37: 1 - 2.
### May 5
- Coleman, Beth. (2009). "Race as Technology." *Camera Obscura*, 24 (1 70), 177–207.
- Risam, Roopika. (2015). "Beyond Margins: Intersctionality and the Digital Humanities," Digital Humanities Quarterly, 9: 2.

## Week 7: Race in Cyberspace
Discussion: Online communities and identity
### May 10
- Gray, Kishonna. (2012) "Intersecting Oppressions and Online Communities," Information, Communication and Society. 15.3, pp. 411-428.
- Nakamura, L. (2007). "Avatars and the Visual Culture of Reproduction on the Web," Digitizing Race: Visual Cultures on the Internet. Univ of Minnesota Press.
### May 12

- Wright, M. M. (2005) "Finding a Place in Cyberspace: Black Women, Technology, and Identity." Frontiers: A Journal of Women Studies. 26: 1, 48-59.
- Ketchum, Karyl E. "Facegen and the Technovisual Politics of Embodied Surfaces." Women's Studies Quarterly. 37. Special Issue: Technologies (2009): 183-99.

**Week 8: Transmedia Organizing**
Discussion: Social networks, multimedia approaches to organizing
Guest Speaker: Dr. Vanessa Diaz
**May 17**
- Díaz, Vanessa. (2014). "Latinos at the Margins of Celebrity Culture: Image Sales and the Politics of Paparazzi." Contemporary Latina/o Media: Production, Circulation, Politics. NYU Press.
- Bonilla, Y. and Rosa, J. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." American Ethnologist, 42: 4–17.

**May 19**
- Review "Out for Change," http://transformativemedia.cc
- Constanza-Chock, Sasha. (2014) "Introduction and Chapter 1," Out of the Shadows, Into the Streets! MIT Press.

**Week 9: Digital Activism**
Discussion: Social justice, spatial and the digital
**May 24**
- Constanza-Chock, Sasha. "Chapter 2 and Chapter 3."
**May 26**
- Constanza-Chock, Sasha. "Chapter 4 and Chapter 5."

**Week 10: Conclusions**
Discussion: Future Directions in Race and the Digital
**May 31**
- Constanza-Chock, Sasha. "Chapter 6 and Chapter 7."

**\*Comments Due\***

**June 2**
- Constanza-Chock, Sasha. "Conclusion."
- Spiro, Lisa. (2012) "This is Why We Fight? Defining the Values of the Digital Humanities." Debates in the Digital Humanities. 16-35

**\*Final Exam Period: Paper or Creative Project Due\***