

August 24, 2014

Course Description and Syllabus

Fall 2014

COLLABORATIONS IN FEMINISM AND TECHNOLOGY

(formerly known as *Dialogues on Feminism and Technology*)

LIS 590 meets with GWS 590 and MDIA 590

Tuesdays, 2-4:50pm

LIS Building Room 341

4 credits hours | CRN 35246; no pre-requisites

Instructor: Sharon Irish, slirish@illinois.edu

Office Hours: LIS 331, Mondays, 2:30-3:30, or by appointment

COURSE DESCRIPTION

Collaborations in Feminism and Technology is a cross-disciplinary graduate seminar that's part of a Distributed Open Collaborative Course (DOCC) in an international network of institutions and scholars called FemTechNet. The FemTechNet DOCC focuses on intersections among feminisms, media arts, science and technology studies, and human-computer interactions. As co-founder Anne Balsamo noted, the "DNA" of the FemTechNet DOCC is defined by its dialogic structure, generating conversations that create and expand knowledge on feminisms and technologies. While this "specific topic" defines the FTN DOCC it also encompasses a wide range of methods, themes, and subjects within many disciplines.

This Fall 2014 course will use technology for collaborative creation and peer-to-peer sharing while still valuing local issues and face-to-face connections. The course is built around a set of video dialogues on keywords—including Body, Race, Sexualities, Place, Labor, Archive and Transformation—with preeminent thinkers and artists who consider technology through a feminist lens. One of the course's basic pedagogic instruments is the use of Boundary Objects that Learn, a concept indebted to the work of former UI faculty member S. Leigh Star. Through reading, discussion, writing, and making, we will add to a growing and global database of materials relating feminist technologies to economies, identities, infrastructures, and movements.

Goals: To focus upon multidirectional collaboration and to attend to the values and diverse expertise distributed throughout our class and among our networks. To the extent possible at UIUC, the course aims to embody and enact a different way of being academics, through flattened hierarchies and collaboration within and outside of established institutions. Students will create a digital portfolio that will be useful in their personal and professional lives, reflecting considerations of key feminist and digital structures. To help build these portfolios, we will read and watch feminist writings and films, edit Wikipedia, link to and collaborate with other DOCC nodal courses, critique digital tools, and reflect on all of these activities in discussion and writing. The digital portfolio will represent and communicate your explorations. The portfolio can be created using Twine, Scalar, Blogger, WordPress, Vimeo, Tumblr, Storify, or another tool or combination of tools.

NOTE: Readings will be found on the GSLIS Moodle site.

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We will prioritize (and perhaps change) the readings together and decide which of the ones listed will be our focus. Readings for each session should be read prior to meeting that week.

FemTechNet.org

Social Media hashtags: #femtechnet; #DOCC

Schedule of activities, readings and conversations

(subject to change; this is a working, dynamic document; readings will be prioritized according to interests and projects)

Week 1 (Aug 26) ***FemTechNet Introduction***

DISCUSSION of guidelines and structures, such as individual contracts and sign-ups to facilitate class discussions

READ: Background information on FemTechNet DOCC

- “Transforming Higher Education with Distributed Open Collaborative Courses: Feminist Pedagogies and Networked Learning”
<http://femtechnet.newschool.edu/femtechnet-whitepaper/>
- 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/>
- 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.
- Losh, Liz, “Bodies in Classrooms: Feminist Dialogues on Technology”
<http://dmlcentral.net/blog/liz-losh/bodies-classrooms-feminist-dialogues-technology-part-i>
- Losh, Liz, “Learning from Failure: Feminist Dialogues on Technology”
<http://dmlcentral.net/blog/liz-losh/learning-failure-feminist-dialogues-technology-part-ii>
- <http://justpublics365.commons.gc.cuny.edu/2013/02/05/mooc-to-pooc-moving-from-massive-to-participatory/>
- 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

Recommended readings:

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

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- Furness, Zack ed. *Punkademics: The Basement Show in the Ivory Tower* (AK Press, 2012) <http://www.minorcompositions.info/wp-content/uploads/2012/05/punkademics-web.pdf>
- Hardwick, Jennifer. "A Safe Space for Dangerous Ideas; A Dangerous Space for Safe Thinking" <http://www.hybridpedagogy.com/journal/safe-space-dangerous-ideas-dangerous-space-safe-thinking/> Accessed August 15, 2014
- <http://bullybloggers.wordpress.com/2014/07/05/you-are-triggering-me-the-neo-liberal-rhetoric-of-harm-danger-and-trauma/>
- Irish, Sharon, "Hierarchies in the Circuitry." *Technology's Stories*, January 2014.
http://www.historyoftechnology.org/tech_stories/articles_archive.html
- Losh, Elizabeth, *The War on Learning: Gaining Ground in the Digital University* (The MIT Press, 2014), pp. 143-49.
- Smith, Barbara, "A Press of Our Own Kitchen Table: Women of Color Press," *Frontiers: A Journal of Women Studies*, 10: 3 (1989), pp. 11-13.

Week 2 (Sept 2) **Feminism 101**

VIEW: Lynn Hershman Leeson's film "Women Art Revolution," in segments, stopping to discuss as we go along.

READ:

- Ahmed, Sara, Ch. 3, "Equality and Performance Culture," *On Being Included: Racism and Diversity in Institutional Life*. Duke, 2012.
- Collins, Patricia Hill. "The Politics of Black Feminist Thought." *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*
- Ferguson, Roderick, Introduction and Ch. 1, *The Reorder of Things: The University and its Pedagogies of Minority Difference*, University of Minnesota Press, 2012.
- hooks, bell. *Feminism is for Everybody*. South End Press, 2000.
http://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf
- Lorde, Audre. "The Master's Tools will never Dismantle the Master's House [1979]." In *This Bridge Called My Back: Writings by Radical Women of Color*, Cherríe Moraga and Gloria Anzaldúa, eds. Third Woman Press [1981], 2002.
- Lugones, Maria. "Introduction." *Pilgrimages/Peregrinajes: Theorizing Coalition against Multiple Oppressions*, Rowman and Littlefield, 2003, pp. 1-39.

Recommended readings:

- Combahee River Collective, "Statement." 1978.
<http://circuitous.org/scraps/combahee.html>
- Enke, Anne, Introduction and Ch. 5, *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*. Duke University Press, 2007.

Week 3 (Sept 9) **Collaborative Practices**

- GUEST PRESENTER, Bonnie Fortune, on feminist maker/hackerspaces

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VIEW (together in class): Mitch Altman (short)

<https://www.youtube.com/watch?v=wamwklXWK4M>;

Mz Tek: <http://www.mztek.org/about/> [scroll down for the video about a hacker space in London]

READ:

- Chan, Anita Say, "Digital Interrupt: Hacking Universalism at the Network's Edge." (Ch. 6) in *Networking Peripheries: Technological Futures and the Myth of Digital Universalism* (The MIT Press, 2013), 173-195.
- <http://collectivate.net/journalisms/2014/5/19/the-politics-of-the-sharing-economy.html>
- "The Case against Sharing," <https://medium.com/the-nib/the-case-against-sharing-9ea5ba3d216d>
- Darms, Lisa, ed., "Introducing the Riot Grrrl Collection." *Riot Grrrl Reader Collection*, Feminist Press, 2013, pp. 1-12.
- Fortune, Bonnie. "Queering the Hackerspace at Miss Baltazar's Laboratory and Beyond." *Make/Shift* 14(Fall/Winter 2013/2014), pp. 38-39.

Recommended readings/viewings:

- Black Girls Code <http://www.blackgirlscode.com/> and YouTube mini-documentary <http://www.youtube.com/watch?v=hgXlofX68eM>
- Stories from the Wood, by Sharon Townson and Ellie Kynaston <http://vimeo.com/72282861>
- Mitch Altman long: <https://www.youtube.com/watch?v=WkiX7R1-kaY>
- Stefanie Wuschitz: <https://www.youtube.com/watch?v=KV0sw80Me6c>
- <http://openinclusivity.org/>

Week 4 (Sept 16) ***Science and Technology Studies 101***

Student-led discussions begin

READ:

- 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.
- Bowker, Geoffrey and S. Leigh Star, ch. 9, *Sorting Things Out: Classification and Its Consequences*, MIT Press, 2000.
- Haraway, Donna, "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]
- Johnson, Deborah, "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.
- Oudshoorn, Nelly and Trevor Pinch, eds., Introduction, *How Users Matter: The Co-construction of Users and Technology*, The MIT Press, 2003.

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- Staudenmaier, John, "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.
- Wacjman, Judy. "Feminist Critiques of Science and Technology," *Feminism Confronts Technology*, Pennsylvania State University Press, 1991, pp. 1-26.
- Wyatt, Sally, "Non-Users Also Matter: The Construction of Users and Non-Users of the Internet," in Oudshoorn & Pinch, *How Users Matter*, 67-79.

Recommended readings:

- Cowan, Ruth Schwartz "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.
- Hines, Alicia Headlam, Alondra Nelson, and Thuy Linh N. Tu, eds. "Introduction: Hidden Circuits." *Technicolor: Race, Technology and Everyday Life*. NYU Press, 2001, pp. 1-12.
- Liu, Alan "Where Is Cultural Criticism in the Digital Humanities?" <http://liu.english.ucsb.edu/where-is-cultural-criticism-in-the-digital-humanities/>
- Lothian, Alexis 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>
- Priego, Ernesto "Can the Subaltern Tweet?" http://www.insidehighered.com/blogs/university_of_venus/can_the_subaltern_tweet

Week 5 (Sept 23) **Labor**

DUE: Draft of Semester Contract, except Wikipedia proposal; see template

VIEW: LABOR Video dialogue, with Judy Wacjman and Anne Balsamo

READ:

- Cross, Jamie, Technological intimacy: Re-engaging with gender and technology in the global factory *Ethnography* (2011) <http://eth.sagepub.com/content/13/2/119>
- Rosser, S., "Through the Lenses of Feminist Theory: Focus on Women and Information Technology." *Frontiers: A Journal of Women Studies*, 26.1 (2005): pp. 1-23.
- Suchman, Lucy, and Brigitte Jordan. Computerization and Women's Knowledge. In *Reinventing Technology, Rediscovering Community: Critical Explorations of Computing as Social Practice*, Philip Agre and Douglas Schuler, eds. (Ablex Publishing, 1997): 97-105.
- Winner, Langdon "Do Artifacts Have Politics?" In *The whale and the reactor: a search for limits in an age of high technology*. University of Chicago Press,

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1986, 19-39.

Recommended readings:

- Melissa Gregg, *Work's Intimacy*, Polity Press, 2011. (not scanned)
- Eubanks, Virginia, *Digital Dead-End: Fighting for Social Justice in the Information Age*, The MIT Press, 2011. (not scanned)

Week 6 (Sept 30) **Archive**

VIEW: ARCHIVE video dialogue, with Lynn Hershman and Ruby Rich

READ:

- Davis, August Jordan, "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.
- Juhasz, Alexandra, "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.
- Rich, Ruby, "My Other, My Self: Lynn Hershman and the Reinvention of the Golem," in *The Art and Films of Lynn Hershman Leeson*, Meredith Tromble, ed. University of California Press, 2006, pp. 159-168.

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

Week 7 (Oct 7) **Wiki Storming**

VIEW: Feminism, Technology, and Wikistorming

WIKIPEDIA proposal drafted in class; *no student-led discussion*

- Wadewitz, Adrienne, "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>
- Wikipedia materials on FemTechNet site:
<http://femtechnet.newschool.edu/wikistorming/>

Week 8 (Oct 14) **Sexualities**

DUE: Finalized version of Wikipedia proposal

VIEW: SEXUALITIES video dialogue

READ:

- Fausto-Sterling, Anne, "The Bare Bones of Sex: Part 1 – Sex & Gender," *Signs* 30.2 (2005): 1491-1527.
- Landstrom, Catharina, "Queering Feminist Technology Studies," *Feminist Theory* 8.1 (2007): 7-26.

Recommended reading/viewing:

<http://www.cyberfeminism.net/>

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

Week 9 (Oct 21)

Race

VIEW: RACE video dialogue with Nakamura/Fernandez

READ:

- Fouché, Rayvon, "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.
- McPherson, Tara, "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation"
<http://dhdebates.gc.cuny.edu/debates/text/29>
- Nakamura, Lisa, and Peter Chow-White, eds., Introduction and Ch. 2 (Chun), *Race after the Internet*. Routledge, 2012.
- Smith, Andrea, "Unsettling the Privilege of Self-Reflexivity." *Geographies of Privilege*. Routledge, 2013.

Recommended readings:

- Fausto-Sterling, Anne. "The Bare Bones of Race." *Social Studies of Science*, 38:5(2006), 657-94.
- Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide*. South End Press, 2005. (not scanned)

Week 10 (Oct 28) **Body**

VIEW: BODY video dialogue (New York)

VIEW: BODY video dialogue Flynn and Roberts (Illinois)

READ:

- 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.
- Koppers, Petra, "The wheelchair's rhetoric: The performance of disability," *TDR: The Drama Review*, 51: 4(2007), pp. 80-88.

Recommended readings:

- Excerpts from *Frankenstein*, esp. chs. 5, 11, 12, 16, 24
<http://www.literature.org/authors/shelley-mary/frankenstein/index.html>
- Butler, Judith, "Bodies in Alliance and the Politics of the Street," September 2011: <http://eipcp.net/transversal/1011/butler/en>
- Clarke, Adele E. "From the rise of medicine to biomedicalization: U.S. healthscapes and iconography, circa 1890/present," *Biomedicalization : technoscience, health, and illness in the U.S.*, Adele Clark, ed. Duke, 2010.
- Grosz, Elizabeth, "Bodies-Cities," in *Sexuality and Space*, Beatriz Colomina, ed. Princeton Architectural Press, 1992.

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Week 11 (Nov 4) ***Differences and Democracies***

VIEW: DIFFERENCE video dialogue with Kim Sawchuk and Shu Lea Cheang

- Cricket Keating, Ohio State University, visits with us online
<https://wgss.osu.edu/people/keating>

READ:

- Keating, Cricket (Christine), "Building Coalitional Consciousness," *NWSA Journal* 17:2(Summer 2005): 86-103.
- Keating, Cricket, and Amy Lind, "Navigating the Pink Tide: Queer Politics and the New Left in Ecuador." *International Journal of Feminist Politics*. 15: 4(December 2013), 215-33.
- Matsuda, Mari, "Standing Beside My Sister, Facing the Enemy: Legal Theory Out of Coalition" *Where Is Your Body?: And Other Essays on Race, Gender and the Law*, Beacon Press, 1996.

Week 12 (Nov 11) ***Place***

VIEW: PLACE Gajjala/Irish video dialogue

READ:

- 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>
- 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.
- Massey, Doreen, "Places and their Pasts," *History Workshop Journal* 39(1995), 182-192.
- Massey, "A Global Sense of Place," *Marxism Today* 38(1991), 24-29.
<http://dx.doi.org/10.1080/14702540903364443>
- Sanya, Brenda Nyandiko, "Mobile technologies and feminist possibilities in rural Kenya." In C. McCarthy, A. Kozma, M. Fitzpatrick, K. Palma, and N. Lamers (Eds.), *Mobilized identities: Mediated subjectivity and cultural crisis in the Neoliberal era*. Champaign, IL: Common Ground Publishing, 2014. Online version: <http://agi.ac.za/journal/feminist-africa-18-2013-e-spaces-e-politics>

Recommended Readings:

- Coulthard, Glen, "Place against Empire: Understanding Indigenous Anti-Colonialism." *Affinities* 4:2 (2010)
<http://affinitiesjournal.org/index.php/affinities/article/view/69>
- 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.
- McCorquodale, Duncan, Katerina Rüedi, & Sarah Wigglesworth, eds. *Desiring*

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

Week 13 (Nov 18) **Systems: Games**

VIEW: SYSTEMS: GAMES video dialogue with Brenda Laurel and Janet Murray

READ:

- Balsamo, Anne. P. 17 and Ch. 2. *Designing Culture: The Technological Imagination at Work*, Duke University Press, 2011.
- Flanagan, Mary, Ch. 2. "Playing House" (17-62) and Ch. 7 "Critical Computer Games" (222-249) *Critical Play: Radical Game Design* The MIT Press, 2013.
- Brenda Laurel, "Making Games for Girls," 1996
http://www.ted.com/talks/brenda_laurel_on_making_games_for_girls.html
- P2P University <https://p2pu.org/en/>

Week 14 (Dec 2) **Transformation**

VIEW: TRANSFORMATIONS video dialogue

READ:

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

Recommended to re/read:

- Fouché, Rayvon, "Aren't Athletes Cyborgs?: Technology, Bodies, and Sporting Competitions." *Women's Studies Quarterly* 40:1/2(Spring 2012).
- Haraway, Cyborg (see Week 4 above)

Week 15 (Dec 9): **Sharing**

Possible topics for student portfolios (that Sharon can help with):

- Interview/invite/read: Toby Beauchamp, Jimena Canales, Anita Chan, Anke Voss (all UIUC); Laura Forlano and Marie Hicks (IIT/Chicago); Jillana Enteen at Northwestern; Eden Medina at Indiana University (Bloomington, IN); Sharra Vostral at Purdue (Indiana)
- Collaborations with UIUC and/or OSU undergraduates in CL Cole's and Cricket Keating's classes
- Work with FemTechNet video dialogues that we don't have time for: Suchman/Gibson-Graham; Bustamante/Diamond

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- #Ferguson and #FergusonSyllabus; <https://medium.com/message/ferguson-is-also-a-net-neutrality-issue-6d2f3db51ebo>
<https://storify.com/neelofer/fergusonsyllabus>
- Visit/study/assess FabLab & Makerspace cucfablab.org; Urbana Makerspace <http://makerspaceurbana.org/>
- <http://www.digitalundivided.com/>
- Feminist Electronic Music Spaces (including empyre archive, June 2014)
- CUWiki and local wikis
- Feminist archives
- Christa Donner: <http://www.christadonner.com/> and/or Terri Kapsalis <http://www.saic.edu/profiles/faculty/terrikapsalis/>
- Feministing <http://feministing.com/> (Sharon knows co-executive director) (Other online venues: colorlines, crunkfeministcollective, nomorepotlucks)
- FemFM, Knowle West TV and other community media
- Community informatics and feminism
- Nakamura, Balsamo, Losh & Paredes Connected Learning Alliance workshop, October 13-26, online: "Diversity, Equity, Access"
- Zombies vs Feminists Twitter Tag: Feminist Pedagogy and Twitter Tag: Adapting Pete Rorabaugh's Twitter vs Zombie's 4.0 for Femtechnet 2014
<https://medium.com/whos-afraid-of-online-education/feminist-pedagogy-and-tvsz-e7ee990719d5>
- Situated Knowledges mapping
- Exquisite Corpse ReMix
- Digital Labor conference, The New School, Nov 14-16
<http://www.digitallabor.org/#dl14>;
<https://mailman.thing.net/mailman/listinfo/idc>
- *DOCC contributions: primer for teaching video dialogues to undergrads; guides to key readings; syllabi mapping; organization of documents (archives); transcribing/captioning of videos*

Logistics, Due Dates and Assessment

I want this course to serve your goals, needs and interests. *To repeat:* Students will create a digital portfolio that will be useful in their personal and professional lives, reflecting considerations of key feminist and digital structures. To help build these portfolios, we will read and watch feminist writings and films, edit Wikipedia, link to and collaborate with other DOCC nodal courses, critique digital tools, and reflect on all of these activities in discussion and writing. The digital portfolio will represent and communicate your explorations. The portfolio can be created using Twine, Scalar, Blogger, WordPress, Vimeo, Tumblr, Storify, or another tool or combination of tools.

Each student will draft a contract specifying their semester work using a template. Your draft of the contract—except for the Wikipedia section—is due on **September 23**. I will then schedule an initial meeting with you in late September into October, during which we will refine the contract together. The Wikipedia proposal is due

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October 14. A second one-on-one session will be in late November to consider what you have done, what else you need to do, and any problem areas.

Course times will be dedicated to sharing your work and editing Wikipedia, among other activities.

The contract will include four parts, which will result in a portfolio, and add up to 1000 points. The point spread is to give you some idea of what to emphasize in your contract.

- Identify your goals, with specific outcomes (e.g. progress toward degree) (100 points)
- Facilitate discussion in relation to the readings for one or two sessions (100 points)
 - Session facilitator(s) will meet with Sharon. **You or your team will need to schedule this meeting with 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 DOCC2014 communities including a required Wikipedia effort: Collaboration and participation (300 points) and Wikipedia editing (200 points)
 - Your proposal with a timeline for your participation in editing Wikipedia will be due **October 14.**
- Expand your comfort zone and document it: try something new, such as visiting and trying something at the Fab Lab or Makerspace, writing a commentary about an exhibit, interviewing a campus staff member for a research project, demonstrate proficiency in a new subject area, the list is long and can build on other parts of your contract. (300 points)

Schedule of Additional, Course-Related Events

- Midwest Archives conference in Champaign, Sept 12
- Kathleen Fitzpatrick at UIUC: **The Future of Scholarly Communication** September 17, 2014, 4:30 pm, Knight Auditorium, Spurlock Museum (600 S. Gregory Street, Urbana) This event is free and open to the public.
The ubiquity of digital technology and networked communication, in parallel with changing dynamics and economics of scholarship and the academy have led to rapid change in scholarly communication. While it appears clear that sharing scholarship and engaging in scholarly dialogue will remain central to the academic enterprise, the best ways to share and to conduct that dialogue are less clear. Libraries, scholarly societies, and, of course, scholars themselves are all assessing both present and future modes and methods of communication. This panel discussion will be conducted by those on the front lines of that assessment and of innovations in response.

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- School of the Art Institute of Chicago Exhibition, *A Proximity of Consciousness*, opens Sept 19, and remains on exhibit for the semester.
<http://www.saic.edu/sullivangalleries/fullschedule/a-lived-practice.html>
- Engaged Librarian event, iHotel, 7-9pm Oct 7

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.
- Some participants may want to join a possible “field trip” to Ohio State University, timing TBD
- Participants should be aware of a FemTechNet conference on Thursday, April 16 at University of Michigan, in Ann Arbor

Attendance/ Participation Policy

If you find you must miss class, contact the instructor 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)

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 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

I aim to support a 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.