Gender, Media, and New Technologies: Collaborations in Feminism and Technology
Femtechnet Distributed Open Collaborative Course (DOCC)
Ohio State University, WGSS 3306
Autumn 2014
DOCC Commons Site: http://femtechnet.newschool.edu/

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                                                                       office and on google chat)

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

"We're here, we're queer, and we have email." Digital Queers, 1992.

This course will explore the relationship between technology, social media, and
movements for gender, racial, and sexual justice. In particular, we will examine feminist
theories of technology and social change, ways that activists have used technology to
build coalitions and unite people across diverse contexts, and links between the "do it
yourself" approach to social movement and the open-source ethics in technology cultures.
Course topics include: identity and subjectivity; technological activism; gender, race and
sexualities; place; labor; ethics; and the transformative potentials of new technologies.
The course itself is a part of a cutting-edge experiment in education, culture, and
technology. It is a "nodal" course within a Distributed Online Collaborative Course
(DOCC). Students in this node of the DOCC will engage in their course of study
alongside, and in dialogue with, other undergraduate and graduate students participating
in the DOCC.

Partner classes:
"Gender, Technology, and Culture" at Colby-Sawyer College, Professor Melissa Meade
and "Collaborations in Feminism and Technology*"* at the University of Illinois, Professor
Sharon Irish

Texts:
bell hooks, *Feminism is for Everyone* (Carmen)
Lisa Darms, *The Riot Grrrl Collection*
Judy Wajcman, *Technofeminism*
Virginia Eubanks, *Digital Dead End*

Other course readings will be available on Carmen or online.

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

Course Requirements

Class participation (20%): Come to class each Tuesday prepared with questions and comments on the assigned reading. You are encouraged to take an active role in classroom In-class quizzes will be counted towards the participation grade.

Cross-class participation (20%): Outside of class, you will be responsible for "sync-watching" a video dialogue with one or more students from another DOCC class. Discuss the video using an on-line chat/collaboration service (e.g. the Commons forums, todaysmeet.com, gmail chat, facebook chat). In your discussion, highlight ideas that you find compelling or that you have questions about. If possible, discuss in what ways the video dialogue speaks to your own experience. Does your experience confirm, complicate, or call into questions aspects of the author's theory? Turn in transcripts for 5 of your dialogues.

Reflection Papers: (30%) At the end of each course section, write a three-page reflection paper on a reading from that section will be due. For your discussion paper, briefly discuss a central critique, vision, and strategy from one author or more authors that we have read or watch during that course section. Discuss ways in which author or authors' ideas might contribute to the building of a feminist technocultural movement.

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

Grading

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

Plagiarism policy

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

Questions or concerns

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

Course Schedule

THU 8/28   Mike Brown/Ferguson Teach-In

TUE 9/2   Introduction to course and to each other
- Lorde, Audre. "The Master's Tools will never Dismantle the Master's House" (Carmen and distributed in class)
- Femtechnet Manifesto (Carmen and distributed in class)

Feminism is for Everyone: DIY/DWO Feminisms and Technology

THU 9/4   **Readings:**
- Explore commons, introduce yourselves: http://femtechnet.newschool.edu
- bell hooks, *Feminism is for Everyone*, 1-60

TUE 9/9   **Readings:**
- *Riot Grrrl Collection*, 1-100

THU 9/11   **Readings & Collaboration:**
- Sync-watch: Don't Need You
- *Riot Grrrl Collection*, 101-198

TUE 9/16   **Readings**
- *The Riot Grrrl Collection,* 199-300

THU 9/18   **Readings & Collaboration:**
- Sync-watch: Women, Art, & Revolution
- *The Riot Grrrl Collection,* 300-366

TUE 9/23   **Readings:**
- Judy Wacjman, *Technofeminism,* 1-31
- Jennifer Baumgardner and Amy Richards, "A Day Without Feminism" (Carmen)

THU 9/25   **Readings & Collaboration:**
- Sync-watch*:* "Feminism, Technology, and Issues of Women's Labor" video dialogue with Judy Wacjman and Ann Balsamo
- Judy Wacjman, *Technofeminism,* 32-78

TUE 9/30   **Readings:**
- Judy Wacjman, *Technofeminism,* 79-101
- Christina Haralanova, "Hacktivism: the Art of Practicing Life

and Computer Hacking for Feminist Activism" (Carmen)
- Sophie Toupin, "Feminist Hackerspaces as Safer Spaces" (Carmen)
- micha cárdenas, From a Free Software Movement to a Free Safety Movement (Carmen)

THU 10/2   **Readings & Collaboration:**
- Sync-watch*:* Archive video dialogue with Lyn Herschman and Ruby Rich
- Judy Wacjman, *Technofeminism*, 102-130.

Coalitional Approaches to Technofeminism

TUE 10/7   **Readings:**

- Aurora Levins Morales, "Circle Unbroken, The Politics of Inclusion" (Carmen)
- Mari Matsuda, "Standing Beside My Sister, Facing the Enemy: Legal Theory Out of Coalition" (Carmen)
- Bernice Johnson Reagon, "Coalition Politics: Turning the Century" (Carmen)
- Reflection paper 1 due

THU 10/9   **Readings & Collaboration:**
- Sync-watch*:* Feminism, Technology, and Wikistorming
- Adrianne Wadewitz, "Wikipedia's gender gap and the complicated reality of systemic gender bias," (Carmen)

TUE 10/14   **Readings:**
- Catharina Landstrom, "Queering Feminist Technology Studies" (Carmen)
- bell hooks, *Feminism is for Everyone,* 61-104

THU 10/16   **Readings & Collaboration:**
- Sync-watch*:* Sexualities video dialogue with Julie Levin Russo and Faith Wilding

TUE 10/21   **Readings:**
- Maria Fernandez, "Cyberfeminism, Racism, and Embodiment" (Carmen)
- McPherson, Tara, "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation" (Carmen)

THU 10/23   **Readings & Collaboration:**
- Sync-watch*: Race video dialogue with Lisa Nakamura and Maria Fernandez
- Nakamura, Lisa, and Peter Chow-White, eds., Introduction and Ch. 2 (Chun), *Race after the Internet* (Carmen)

TUE 10/28   **Readings**

- Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-first Century* (Carmen)
- Petra Kuppers, "The wheelchair's rhetoric: The performance of disability" (Carmen)

THU 10/30   **Readings & Collaboration:**
- Sync-watch*: Body video dialogue Flynn and Roberts

TUE 11/4   **Readings:**
- Radhika Gajjala, "Placing South Asian Digital Diasporas in Second Life" (Carmen)
- Sanya, Brenda Nyandiko, "Mobile technologies and feminist possibilities in rural Kenya" (Carmen)

THU 11/6   **Readings & Collaboration:**
- Sync-watch*: Place video dialogue with Radhika Gajjala and Sharon Irish

Technology, Democracy, and Transformation

TUE 11/11   **Readings**:
- NO CLASS

THU 11/13   **Readings & Collaboration:**
- Virginia Eubanks, *Digital Dead End,* 1-48
- Sync-watch: Infrastructure video dialogue with Lucy Suchman and Katherine Gibson Graham
- Reflection Paper 2 due on Carmen

TUE 11/18   **Readings:**
- Virginia Eubanks, *Digital Dead End,* 49-98.

THU 11/20   **Readings & Collaboration:**
- Virginia Eubanks, *Digital Dead End,* 99-152.
- Sync-watch: Transformations video dialogue with Donna Haraway, Catherine Lord, and Beatriz da Costa

TUE 11/25   Project Preparation
- Reflection paper 3 due
- bell hooks*, Feminism is For Everyone,* 105-118

THU 11/27   Thanksgiving

TUE 12/2   Project Presentations

THU 12/4   Project Presentations

TUE 12/6   Course Conclusions