

GWSS 590: Feminist New Media Studies Aut 2017

Location: T Th 11:30-1:20 Denny 110

Instructor: R. Y. Lee (rylee001@uw.edu)

Office: Padelford B110-D

Hours: T/W 10:00-11:00 AM or by appointment

Course Description:

What is the body online? How is it raced, classed, and gendered? Where is it located? And who speaks for it?

This seminar examines the raced and gendered stakes in the construction of online lives as disembodied, and provides an array of feminist frameworks for intersectional and transnational analyses of online engagement. By examining forms of media production, and the spread and mediation of (in)voluntary labor, we bring into focus the hidden body of online work.

We begin with the connections between colonial Britain, slavery in the Americas, and the raced and gendered body at the beginnings of media studies, to analyze the stakes of fantasizing online life as disembodied, through discourses of freedom or unlimited play. The internet facilitates current cross-lingual production and consumption of delocalized labor. We address this disproportionate labor specifically in terms of digital media as gendered and racialized conduits for information transmission, and the proliferation of delocalized feminized labor online. The online medium also permits communal responses from geographically separate communities, reclaiming marginalized and noncompliant transnational stances, positions, and perspectives from within popular media – to varying ethical results. Throughout the course we think through the insistence on a default whiteness implicit in the silencing of the body online, coming to grips with the persistent meaning-making of race as well as gender in the context of the online environments.

Because of time, we will not deal extensively with digital games (we approach them in weeks 1 and 9), or speculation in the capitalist sense. However, these topics fall within both new media studies and digital mediation, and students with these research interests should inquire about readings lists for a final paper. Practically speaking, beyond the acquisition of foundations in feminist new media studies, this course provides opportunities for digital object creation and analysis, and a discussion of practical cybersecurity protocols, as well as professionalization through the development of a new media project from concept through implementation and first draft of analysis, including peer review and mock conference presentation.

Syllabus Build Notes and Citational Practices:

I provide this syllabus in the hopes of furthering the work of feminist antiracist new media studies. I restructured the reading list from my previous syllabus along lines of inquiry designed and presented by Jessica Marie Johnson and Elizabeth Losh during their seminar on Feminist DH at the Digital Humanities Summer Institute in Victoria, B.C. in 2017. My project was and remains to identify and interrupt the lingering traces of colonial epistemologies and white feminism in the study of the digital humanities and

new media more broadly construed, for the purposes of building feminist futures where we can all think and thrive together.

I remain grateful to the Simpson Center and the Mellon Summer Fellowship for New Graduate Seminars in the Humanities grant that refined these assessment methods through careful workshopping with faculty and graduate colleagues.

In keeping with the collaborative principles of feminist epistemologies, use and alter these assignments as needed and credit your inspirations accordingly. Suggested citation method: “This [reading list/assignment/assessment method/Charter of Care] is adapted from Regina Yung Lee’s GWSS 590: Feminist New Media Studies, taught Fall 2017 at the University of Washington, Seattle. [link]”

Charter of Care:

Let the teacher teach. Let the students learn.

This course aims to transform the ways we think about our relations with human and inhuman others, and our positions with respect to social structures and the technological world. Our materials may prove difficult and uncomfortable; our in-class discussions, even more so.

Demonstrate your understanding of our course materials in assuming the best, calling out the worst, maintaining kindness, and holding open lines of communication based in scholarly affection for our course materials. This is especially important in the moments of your sharpest disagreements. Use them to bend your thoughts toward ever-deepening analysis of our course materials, in the service of the work we are doing together.

Assignment Structure: See Canvas site for full descriptions and ALL due dates.

PARTICIPATION (10%)

Goal: come to class having read carefully; demonstrate the results of your thought through speaking, prompting, or posting. Follow collective course norms to the best of your ability. Silence mobile devices before entering the room (use collective course norms for emergencies). Ask thoughtful questions and help others participate: incite, investigate, innovate together. Demonstrate your professional academic abilities throughout the seminar. This assignment mirrors the work required of academics in full intellectual flight.

FACILITATION (10%)

Goal: Successfully lead a 25-minute discussion on a specific course text; incite sustained discussion on the main points of this text. This assignment mirrors the work of teaching faculty and collegial interaction around specific texts in research settings. Although you have only 25 minutes to stand before the class, extra time will be allotted if your discussion is successful. See assignment in Canvas for details and Rubric.

CALL FOR PAPERS: CFP-FINDING AND ABSTRACT/PROPOSAL (10%)

Goal: Shadow the conference paper submission process. The proposal, conference, methods, and final paper together mirror the production patterns of research faculty.

CFP Preliminary Source List: SCMS, ACLA, MLA, NWSA, UW Digital Humanities, H-net, UPenn CFPs, FemTechNet, Data & Society, HASTAC, etc. Post your chosen CFP and your initial idea to the relevant Discussion Board thread.

Abstract: Write a proposal for your top CFP. (If the requested proposal is less than 100 words, also create a 350-500 word version.) Post this to the relevant Discussion Board thread.

Abstracts **must** include:

- Research question being answered by your proposal
- Clear argument based on a central node or query in the CFP itself
- Motivation for paper and/or field-specific focus

Do the Peer Review (also a professionalization activity) before our next class 10/17.

METHODOLOGIES I AND II (30%)

Goal: Propose, create, and analyze a digital object. This assignment mirrors the process of digital production in academic settings.

Methodologies I: Perform an autoethnographic analysis of your own online presence using feminist frameworks for a specific digital object. Based on this, propose a digital object to create. **Follow the specific instructions given in the assignment on Canvas.** Post these on the relevant Discussion Board thread.

Methodologies II: Analyze the process of digital object creation, distribution, and response as a participant-observer. Use the frameworks and analytic tools provided in course readings and from your own disciplines.

PRESENTATION AND FINAL PAPER (40%)

Goal: Successfully present the paper resulting from your proposal and/or to a group of colleagues. Revise and extend the paper into a viable first draft based on comments received. This assignment mirrors the arc of a conference paper in preparation for first draft pre-publication.

Presentation: Make a 20-minute presentation on your paper's central argument or preliminary findings. You may use visual presentation methods if you wish, but they are not required.

Students will field questions from the floor. Dr. Lee will moderate. Invite colleagues if you wish.

Final Paper: Incorporate your responses to the questions and comments into your final paper. The final paper should be about 20 pages double-spaced, including Bibliography, but please don't pad: I would rather read 17 good pages than 20 unedited ones.

Final Paper DUE at 11:59 PM on Canvas Thursday, December 14th, 2017.

Late Policies:

All assignments are due on the course website by 11:59 PM of the due date. Late papers will receive a full grade deduction (e.g. from an A- to a B-) for each day late.

Students requesting a single 48-hour deadline extension must contact Dr. Lee by email **at least three days in advance** of the deadline. No extension can be assumed without a response in writing.

Grading Criteria:

4.0 – achievement *outstanding* relative to the level necessary to meet course requirements.

3.0 – achievement *significantly above* the level necessary to meet course requirements.

2.0 – achievement meeting the *basic* course requirements in every respect.

1.0 – achievement *worthy of credit* that does not meet basic course requirements.

Please see our course website for precise grade scale conversions.

Course Logistics:

Online Norms: Our course website is located on Canvas, and is accessible through your MyUW account. Please familiarize yourself with the course website, since you will use it frequently. If you have questions about using Canvas, consult UW IT on the second floor of Odegaard Library, or at help@uw.edu.

Dr. Lee will respond to student emails within 48 hours. If there has been no response after that interval, please come see Dr. Lee during office hours.

Classroom Norms: Please respect the community around you. Bring your silenced note-taking apparatus every day. Come ready to discuss the readings. Keep mobiles silent and screens dimmed. **We will set collective course norms on the first day. Follow them throughout the quarter.**

Do not record or upload any portion of our class without written permission.

Office hours by appointment: Please keep the appointments you make with Dr. Lee. If you are no longer able to meet, please let Dr. Lee know ASAP. Failure to keep an appointment may result in an inability to reschedule your meeting.

Incompletes: Taking an “incomplete” (I) for this class is strongly discouraged, and will be allowed only under extraordinary circumstances with prior arrangements. If you have any concerns about this class, instructor, or a teaching assistant, please see us as soon as possible.

Wellness and Accommodations:

Students requiring accommodation and support may contact Disability Resources for Students at 448 Schmitz Hall, through their [website](#), or by calling them at (206) 543-8924 (voice) or (206) 543-8925 (voice/TTY).

It is the University of Washington’s policy to provide support services to students needing accommodations that encourage them toward self-sufficient management, including their ability to participate in course activities and meet course requirements.

Students with accommodations are encouraged to contact Dr. Lee in office hours during Weeks 1 and 2.

Wellness and Crisis Help: There is an excellent [list of resources](#) at UW for students in need of assistance. Call Hall Health at (206) 543-5030 for appointments, or consult resources [online](#). UW also has Counseling services available: call them at (206) 543-1240 or head to 401 Schmitz Hall to set up a meeting.

UW Health and Wellness Advocacy: <https://depts.washington.edu/livewell/>
If you need immediate help, please call the Hall Health Crisis Line at (206) 583-1551 from 9:00 am to 5:00 pm, or (206) 744-2500 at any time.

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense, subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, including race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

UW Sexual Assault and Relationship Violence Resources
<http://depts.washington.edu/livewell/advocate/>
email: hwadvoc@uw.edu

UW Title IX Complaint Reporting
<http://compliance.uw.edu/titleIX/complaint>

Reading Schedule:

We will discuss the readings listed for each day during the seminar.

Our texts are available either as PDFs on Canvas, or as links in [blue](#) on the syllabus. Tuesday reading loads are heavier. Readings are subject to change with advance notice.

Week 1: Introductions and Contexts: The Physicality of the Online Space

Thursday 9/28	Introductions + Syllabus Setting Collective Course Norms Scalzi, John. “Straight White Male: The Lowest Difficulty Setting” (link) Nakamura, Lisa. “Queer Female of Color: The Highest Difficulty Setting There Is?” (link)
--------------------------	--

Week 2: Bodies on the Internet

<p>Tuesday 10/3</p>	<p>DiAngelo, Robin. "White Fragility" Beckman, Karen. <i>Vanishing Women</i> Ch. 2 (Ch. 1 recommended) Chude-Sokei, Louis. "Uncanny Minstrels and Machines" Keeling, Kara, "Queer O/S" Noble, Safiya Umoja. "A Future for Intersectional Black Feminist Technology Studies" (link) Reagle, Joseph. "Naïve Meritocracy and the Meanings of Myth" (link)</p> <p>Screening: Crenshaw, Kimberlé and Abby Dobson. "The Urgency of Intersectionality."</p>
<p>Thursday 10/5</p>	<p>Bailey, Moya. "#transform(ing)DH Writing and Research" (link) Hayles, N. Katherine. "Toward Embodied Virtuality" Light, Judith. "When Computers Were Women" Nakamura, Lisa. "Indigenous Circuits" Starosielski, Nicole. "Relaying the Atlantic Cable"</p> <p><i>Note:</i> Today and Th 10/19 are the quarter's heaviest Thursday reading loads. Please complete them.</p>
<p>DUE</p>	<p>CFPs posted to Discussion Board</p>

Week 3: Cyborgs and Cyberrace – Feminist Foundations

<p>Tuesday 10/10</p>	<p>Anzaldúa, Gloria. "<i>La conciencia de la mestiza</i>" Fernandez, Maria. "Cyberfeminism, Racism, Embodiment" Haraway, Donna. "Cyborg Manifesto" Sandoval, Chela. "Cyborg Feminism"</p>
<p>Thursday 10/12</p>	<p>Benjamin, Ruha. "Innovating Inequity" Chun, Wendy Hui Kyong. "Race and/as Technology" Liao, Sarah. "My Metamorphic Avatar Journey" Nakamura, Lisa. "Cyberrace"</p> <p><i>Recommended:</i> Nishime, Leilani. "Mulatto Cyborg"</p>
<p>DUE</p>	<p>Abstracts for CFPs posted to Discussion Board Peer Reviews <u>completed</u> by Tuesday's class 10/17</p>

Week 4: Actor-Network Theory (ANT) and the Digital Object

<p>Tuesday 10/17</p>	<p>Meet at the Media Arcade (Suzzallo Library 3rd Floor (381F))</p> <p>Get familiar with the Media Arcade’s resources, both software and hardware. Staff will give you a brief orientation and discuss copyright, distribution, and tracking before leaving you to work.</p> <p>Take this precious chance to work out your digital object proposal in detail. Ask for help with your specific project: modifying an image set, recording and editing a video or audio file, use of twitter, etc.</p>
<p>Thursday 10/19</p>	<p>Bogost, Ian. “You Are Already Living Inside a Computer” (link)</p> <p>Latour, Bruno. “Technology is Society Made Durable”</p> <p>STSWiki entry: “Actor-Network Theory (ANT)” (link)</p> <p>Venturini, Tomazzo. “Diving in Magma”</p> <p>Kember and Zylinska. “Face-to-Facebook or the Ethics of Mediation”</p> <p><i>Recommended:</i> Introna, Lucas, "Phenomenological Approaches to Ethics and Information Technology." (link) Pay attention to the chart at the end. Use it to track what happens during the process of ANT-based analysis.</p>

Week 5: The Flesh of the Online Worker

<p>Tuesday 10/24</p>	<p>McPherson, Tara. “U.S. Operating Systems at Mid-Century”</p> <p>Chun, Wendy Hui Kyong. “The Leakiness of Friends”</p> <p>Hayles, N. Katherine. “Cognitive Assemblages”</p> <p>boyd, danah. “White Flight in Networked Publics”</p>
<p>Thursday 10/26</p>	<p>Buolamwini, Joy. “Algorithms Aren’t Racist. Your Skin Is Just Too Dark.” (link)</p> <p>➔ We will screen the TED talk in class.</p> <p>Irani, Lilly. “Difference and Dependence: Amazon MT”</p> <p>Irani, Lilly. "Justice for Data Janitors" (link)</p> <p>Reagle, Joseph. <i>Reading the Comments</i> Ch. 4</p>
<p>DUE</p>	<p>Methodologies I: Autoethnography + Digital Object Proposal</p>

Week 6: Digital Hate

<p>Tuesday</p>	<p>Citron, <i>Hate Crimes in Cyberspace</i> Ch. 2</p>
-----------------------	---

10/31	Cottom, Tressie McMillan. "Who Do You Think You Are?" (link) Phillips, Whitney. <i>This is Why We Can't Have Nice Things</i> Ch 7 Phillips, Whitney. <i>This is Why We Can't Have Nice Things</i> Ch 9 Solis, Marie. "These tech companies are finally standing up to hate – will it work?" (link)
Thursday 11/02	Chen, Adrian. "Unmasking reddit's Violentacrez" (link) Warnings: misogyny, homophobia, racism, incest, reddit. Lee, Regina Yung. "Cybersecurity: A Brief Overview" → <i>Implement TWO recommendations from this guide by today. Bring your experiences and results to class.</i> Marwick, Blackwood, Lo. "Best Practices for Conducting Risky Research and Protecting Yourself from Online Harassers" Phillips, Whitney. "We're the Reason We Can't Have Nice Things" (link)
Timeline	Have you finished creating your digital object?

Week 7: Viral Tactics and the Politics of Spread

Tuesday 11/07	Burgess and Green, "Youtube's Cultural Politics" De Certeau, Michel. "Strategies and Tactics" Terranova, Tiziana. "Free Labour" Jenkins, Ford, and Green. "Designing For Spreadability"
Thursday 11/09	Fischer, Mia, and K. Mohrmann. "Black Deaths Matter? Sousveillance and the Invisibility of Black Life" (link) Gao, Cindy. "The Virtuosity of Asian YT stars" (link) Pham, Minh-Ha T. <i>Asians Wear Clothes on the Internet</i> Ch. 4 Pham, Minh-ha T. <i>Asians Wear Clothes on the Internet</i> Ch. 5
Timeline	Have you distributed and/or restricted your digital object's online presence? (Consider: pw protection, Tor, limited access, distribution platforms, friend networks, sockpuppet accounts, VPNs, using UW IPs only, etc.)

Week 8: Transnational Fandoms and Digital Labor Side A: Fans

Tuesday 11/14	Lee, Regina Yung. "As Seen on the Internet" Turk, Tisha. "Fan Work" (link) Javabeans and Girlfriday, "Gaksital: Episode 1" (link)
--------------------------	---

	<i>Recommended: Schulze, Marion. "Kdramaland"</i>
Thursday 11/16	NO CLASS – Dr. Lee at NWSA Take this time to work on your digital object, Methodologies II, and your presentation and final paper.
Timeline	How are you tracking responses to or spread of your digital object online? What responses have you gotten, and how have you worked to process them?

Week 9 Transnational Fandoms and Digital Labor Side B: Anti-Fans

Tuesday 11/21	Davis, Joshua. "The Stalking of Daniel Lee" Epik High. "Fan" – <i>screened in-class</i> Gray, Jonathan. "New audiences, new textualities: Anti-fans and non-fans" Jung, Sun. "Fan activism, cybervigilantism, and Othering mechanisms in K-pop fandom" (link)
Thursday 11/23	NO CLASS – Holiday
DUE	Methodologies II: Analysis of Digital Object Creation, Distribution, and Response

Week 10: Case Studies – #Gamergate and Wikipedia

Tuesday 11/28	Consalvo, Mia. "Confronting Toxic Gamer Culture" (link) Layne, Alex, and Samantha Blackman. "Self-Saving Princess" (link) Quinn, Zoe. "5 Things I Learned as the Internet's Most Hated Person" (link) Sarkeesian, Anita and Stephen Colbert. "Interview." – <i>screened in class</i> Singal, Jesse. "Gamergate Should Stop Lying to Journalists – and Itself" (link) <i>Recommended: Chu, Arthur. "Your Princess is in Another Castle" (link)</i>
Thursday 11/30	Reagle, Joseph. <i>Good Faith Collaboration</i> Ch.4 Wadewitz, Adrienne. "Looking at the Five Pillars of Wikipedia" "Gamergate Controversy" Wikipedia Article (link) → Scan briefly before class. We'll discuss the article and the Talk Pages once we're together.

--	--

Week 11: Final Thoughts and Presentations

Tuesday 12/05	Panels I and II
Thursday 12/07	Panel III and Final Thoughts

FINAL PAPERS: DUE 11:59 PM Thursday, December 14th, 2017, on Canvas.