

ENG 1131: WRITING THROUGH MEDIA RACE, GENDER, AND TECHNOLOGY

Fall 2014. Section 1983
MWF Period 6 in CSE E211A
W Periods E1-E3 in CSE E211A

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Course Website: www.racegendertechnology.wordpress.com

COURSE DESCRIPTION

This course is based on the premise that technology is not neutral; it is socially and culturally inflected. Our broad goal is to study how technologies are historically and contemporaneously informed by race and gender politics. How do technologies express race and gender politics reflected elsewhere in society? How do race and gender shape technologies, technical design, and technology policies? And how are technologies used to direct the conversation on race and gender? We will begin by defining the key terms, race, gender, and technology, and examining how these terms have evolved. The course is then divided into three units, Colonial Technologies, Mediating 9/11, and New Media Politics. In these units, we will trace the intersection of race, gender, and technology in three different time periods. As this class emphasizes writing *through* media, we will regularly engage with media objects as well as produce them in class activities and assignments. A related goal is to develop a critical lens to analyze the new media objects that we encounter in our daily lives.

COURSE OBJECTIVES & GOALS

As a General Education course, this course satisfies student learning outcomes listed in the Undergraduate Catalog. For more information, see:

<http://catalog.ufl.edu/ugrad/current/advising/info/general-educationrequirement.aspx#learning>

By the end of the course, I hope you will be able to:

- Demonstrate an understanding of the historical and contemporary construction and performance of race and gender through technology
- Articulate and explain the interrelation of race, gender, and technology
- Think critically about issues of race, gender, and sexuality in new media technologies
- Reflect on your position in the new media society
- Show basic experience with web authoring tools
- Formulate rhetorical and persuasive arguments with clear thesis statements, well researched ideas, and an effective writing style.

REQUIRED TEXTS

- Lisa Nakamura, Peter Chow-White, and Alondra Nelson, Eds. *Race After the Internet* (2011). Routledge. Paperback. ISBN 0415802369. <http://www.amazon.com/Race-After-Internet-Lisa-Nakamura/dp/0415802369>

All other texts will be uploaded to Sakai or are available online. You do not need to purchase any of the films, documentaries, or other media objects with which we will engage in the screening periods.

ASSIGNMENTS

Unless otherwise noted, all assignments are due before class on the date indicated.

- **Blog Posts** (3 total, 500 words each = 1500 words)

Blog Post 1 Due: 21 September (Sunday)

Blog Post 2 Due: 12 October (Sunday)

Blog Post 3 Due: 9 November (Sunday)

You will write three blog posts corresponding to each of the three units in the course. Use the blog posts to extend our classroom conversations and explore an idea that interested you from that particular unit. You may discuss a text, photo, or film we encountered in that unit, raise questions about something we discussed, challenge a particular text, apply a concept to contemporary events, and so on. You may also explore an idea related to our course, and to that unit even if we have not covered it in class. You may use you may use your blog posts to think through concepts and ideas we discussed in class.

Stylistically, use your blog post to practice writing a good thesis statement and developing an argument. Your blog posts should be analytical and demonstrate critical thinking. Do not summarize texts. We will use the following Wordpress blog for class: <http://racegendertechnology.wordpress.com/>

- **Blog Comments** (3 total, 75 words each)

Due: Within 24 hours of the blog due date

You will be required to post at least one comment on a classmate's blog post every time a blog post is due. The comments are due within 24 hours of the blog due date. For example, since blog post 1 is due on 15 September, you need to post at least 1 comment on a classmate's post by 16 September. Your comment should engage with the post by raising questions or building on it. Avoid evaluating posts as 'good' or 'bad.'

- **Response Paper** (750 words + multimedia creation)

Due Date: Variable. Students sign up to do one response paper, which is due on the date indicated on the syllabus. Due at the beginning of class.

Every student will sign up to do one response paper once in the term. In the response paper, you must engage with one of the critical articles on the theme or texts for that week. Your response should be critical and evaluative. Briefly summarize the concept or argument from the text, and then make connections between the text and the film, photos, or other objects we studied that week. Alongside your written response, you will create a multimedia artefact which illustrates an important argument or concept from the reading. (For example, what multimedia artefact might you create to represent Orientalism?) You can create a photo, video, meme, or another object. The response paper and multimedia artefact are due at the beginning of class. You will briefly present your paper and artefact to the class.

- **Rhetorical Analysis** (900 words)

Due: 24 October

Conduct a rhetorical analysis of an article, book chapter, film, or photo(s) that we discussed in class. Your paper should evaluate the rhetorical claims made by the film or photo, and pay close attention to the circumstances of its production and circulation.

- **Wikipedia Edits** (400 words)

Due: 5 November

This assignment is aimed at addressing Wikipedia's unequal coverage of articles related to minorities (defined by race, gender, nationality, and other ways). Students will identify relevant Wikipedia articles, and then expand and improve the articles. You will have to conduct research on the topic of the article, and identify quality sources which can be cited within the Wikipedia article. Through this assignment, you will identify a problem in the new media society, and actively work to redress it.

- **Proposal** (400 words)

Due: 16 November

Students will write a brief proposal which outlines their topic for the Digital Exhibit assignment. The proposal will contain the following elements: preliminary argument, exigence of this topic of study, and potential scholarly sources that will help you make your argument.

- **Digital Exhibit** (2000 words)

Due: 10 December

For this assignment, you will create a digital exhibit that will integrate text and multimedia to make an argument. To prepare for this assignment, choose a topic from our class which interests you, and formulate an argumentative thesis about that topic. The digital exhibit will demonstrate and support this thesis. Students will set up a Wordpress or Omeka site for the digital exhibit. This site must also articulate the goals and argument of the digital exhibit in a concise manner. The digital exhibit will draw on texts we have read in class, and at least 5 external scholarly sources

- **Quizzes & Participation**

This accounts for in-class discussion, quizzes, in-class work, and other related activities.

Note on Assignments: Students should not write about the same topic for the different assignments. For instance, don't write on the National Geographic images for your blog post, response paper, and rhetorical analysis. You may choose the broad theme of 'Orientalism' and then explore different issues related to that in your blog post, response paper, and rhetorical analysis.

Grade Breakdown

Blog Posts: 195 points

Blog Comments: 45 points

Response Paper: 150 points

Rhetorical Analysis: 150 points

Wikipedia Editing: 50 points

Project Proposal: 60 points

Proposal Paper: 200 points

Quizzes: 50 points

Participation: 100 points

TOTAL: 1000 points

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Grading Rubric

Assignment specific grading rubrics will be distributed before that assignment is due. A general overview of how I arrive at the grades for all major assignments is below.

In each written assignment, I will be looking at:

- 1) Content: How strong is your argument, development, and support? Does your multimedia content (when used) seem well-constructed and relevant to your assignment?
- 2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
- 3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

You should strive to excel in all three areas.

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An "E" is usually reserved for students who do not do the assignment or fail to attend class. However, an "E" may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.

Please note that the above rubric does not take into account every aspect of your writing. Multiple criteria determine whether a paper is successful or unsuccessful. If you have a question about a grade you receive on an assignment, please feel free to discuss it with me during office hours (or make an appointment).

COURSE POLICIES

Communication With Your Instructor

The best way to contact me is via email. Please allow at least 24 hours for me to respond to all requests/questions/inquiries. I also encourage you to meet with me during my office hours, or to schedule an appointment with me for a different time.

Classroom Behavior

Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. Some of the texts we will discuss and write about engage in controversial issues and opinions. Many ideas might differ from your own, therefore please have an open mind to diversity.

Absence and Tardiness

Because of the participatory nature of this course, attendance is crucial. You have **up to 4 absences** that you can take without penalty (aside from missing potential quizzes). Students who miss more than six class periods will fail the course (although the twelve-day rule, laid out below, is the one case for exceptions). Please note that missing a screening time counts as an absence. It is your responsibility to keep track of your absences.

Prolonged absences will affect your quiz average, since in most cases (aside from the exceptions below) I do not allow you to make up missed in-class assignments. In addition, prolonged absences will affect your grade as follows:

- 5 absences: 10% off participation grade
- 6 absences: 10% off final course grade
- 7 absences: Automatic failure of the overall course

If you are absent, please make yourself aware of all due dates and turn in assignments on time. If you miss a screening, you must watch the film or television show prior to the next class. Please check with your classmates to obtain notes for the day you missed.

All members of the class are expected to adhere to official UF time. For this reason, if you are late to class, this will count as $\frac{1}{2}$ **an absence**. If you are more than **10 minutes late**, I will mark you as absent. If you are frequently late to class or absent, this will also negatively affect your participation grade in the course.

Twelve-Day Rule and Absence Exceptions

According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days without penalty. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments and blog posts on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work.

For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> for more detail.

Preparation and Participation

I recommend that you take notes as you do your reading for our class. Please bring the assigned reading to class with you, in print or digital form.

In class, be prepared for active discussions. Our class is not lecture based, and you will be expected to participate in class discussions about the texts and topics we are discussing that day. Being present in the classroom is not enough to succeed in this class. If you are frequently quiet during class, I may call on you.

Your participation grade will be based on your participation in class discussion, in your behavior during group work, your online presence on the class website, and other behavior factors. If you sleep during class or are not present mentally in the classroom, I may mark you as absent.

Electronic Devices – Cell Phones, Laptops, iPads, Etc.

Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket – if I see you texting or surfing the web, I may ask you to leave the classroom, resulting in an absence.

While we are working in a computer classroom, you should use computers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or your being asked to leave class for the day. You can, however, use the class computer to access the class website (to facilitate discussion) or view course readings (if you prefer not to print electronic readings).

Assignment Submission

Papers and written assignments are due, via electronic copy, in .doc or .docx format (except for blog posts and comments), either the day before or the day of class, depending on the assignment type. Some assignments may be due on the blog. Your assignment is still due if you plan to miss class.

Technology failure is not an excuse for a late assignment. If ELearning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment. This email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure. The same policy applies for blog entries: please send me a screenshot or email from WordPress confirming the system error. You must go back and post your blog once the website is working again in order to get full credit.

Always back up your papers on a flash drive or on a cloud service, such as Dropbox. I also recommend saving into a Word file anything that you plan on posting on the class website. For policies on late assignments, refer to individual assignment descriptions.

Late Submission

If you expect to not make a deadline, please contact me in advance of the deadline. I may allow a short extension on a due date once in the term if you contact me before the deadline, and in certain pressing circumstances.

Academic Paper Format

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1 inch margins, on all sides
- MLA style headers with page numbers
- MLA style citations

For help with MLA format, find a copy of the *MLA Handbook* in the library or refer to the OWL Purdue website (<http://owl.english.purdue.edu/owl/resource/747/01/>).

Any file submitted as a Word document must have a file name that follows the “Last Name” “Assignment Name” format, e.g., Thorat Rhetorical Analysis.

All blog posts should be in paragraph form and submitted in a legible font.

Assignment Originality and Plagiarism

You must produce original material for all assignments in this course – you should not re-use materials that you have written for other courses. This also applies to material within the class – for example, you cannot repeat material from a blog post wholesale in your research paper. However, you may expand on *ideas* from your shorter assignments.

Plagiarism is a serious violation of the student honor code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>). The Honor Code prohibits and defines plagiarism as follows:

“Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a) Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- b) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”
(University of Florida, Student Honor Code)

I have a zero tolerance policy for plagiarism. If you plagiarize, you will fail the assignment. You may also fail the class and be reported to the Office of the Dean of Students. Always cite your sources.

UNIVERSITY POLICIES

Statement of Composition (C) and Humanities (H) Credit.

This course can satisfy the UF General Education requirement for Composition or Humanities.

For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/generatl-educationrequirements.aspx>

Statement of Writing Requirement (WR): This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx>

Statement of Student Disability Services: The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>

Statement on Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>

Statement on Academic Honesty: All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Important Phone Numbers for Emergencies: University counseling services and mental health services: (352) 392-1575 <http://www.counseling.ufl.edu/cwc/Default.aspx> ;University Police Department: (352) 392-1111 or 911 for emergencies

SCHEDULE

The schedule may change at the discretion of the instructor.

Week 1

Aug 25(M) **Introduction**

Aug 27(W) **How is technology political?**

Langdon Winner, "Do Artifacts Have Politics," 121-136. (Sakai)

Browse: <http://www.theatlantic.com/business/archive/2014/06/how-cities-use-design-to-drive-homeless-people-away/373067/>

Class Activity: Reading Strategies

No Screening

Aug 29(F) **How is technology political?**

Class Activity: Continue discussion, Introduce Response Papers

Week 2

Sept 1(M) HOLIDAY - NO CLASS

Sept 3(W) **What is Gender?**

Judith Lorber, "Night to His Day": The Social Construction of Gender," pg 54-62

Mary Holmes, Selection from *Gender and Everyday Life*, pg 2-4

Discuss Blog Posts and developing good reading questions

Screening: Blogging + The Life and Times of Sara Baartman

Sept 5(F) **What is Race?**

Omi and Winant, selection from *Racial Formations*, pg 9-15

Browse: http://www.huffingtonpost.com/2013/09/16/nina-davuluri-miss-america-religion_n_3934428.html

Due: Post brief response to The Life and Times of Sara Baartman on the blog

Response Paper on Winner, Lorber, or Omi and Winant due

UNIT ONE: COLONIAL TECHNOLOGIES

Week 3

Sept 8(M) **Photographs, Exhibitions & Gazing**

Brenda Croft, "Laying Ghosts to Rest," pg 20-28.

Introduction to Visual Rhetoric

Sept 10(W) **Photographs, Exhibitions & Gazing**

Anne Maxwell, Selection from *Colonial Photography and Exhibitions*, pg 9-14.

Screening: Watch documentary films on colonial exhibitions on British Pathe + Browse images in dLOC and the Caribbean Photo Archive

Sept 12 (F) **Photographs, Exhibitions & Gazing**
Anne Maxwell, Selection from *Colonial Photography and Exhibitions*, pg 1-9.
Response Paper on Croft/Maxwell due. (Topic: Colonial Photography)

Week 4

Sept 15(M) **The Book: Creating the Primitive**
James Anthony Froude, Selections from *The English in the West Indies*
<http://www.manioc.org/patrimon/HASH1f8a614646a92da7410ddd>
“A Coolie Village”: pg 75-85 and

Sept 17(W) **The Book: Creating the Primitive**
J.J. Thomas, “Negro Felicity in the West Indies” pg 81-101. In *Froudacity*.
<http://ufdc.ufl.edu/AA00000555/00001>
Response Paper on Froude&Thomas due (Topic: Travel Writing)

Screening: Watch short clips from The Travel Film Archive

Sept 19(F) **The Book: Creating the Primitive**
Mary Louise Pratt, “From the Victorian Nyanza to the Sheraton San Salvador”, pg 201 – 227.
Response Paper on Pratt due (Topic: Travel Writing)

Week 5

Sept 21 (Sunday): **Blog Post 1 and Comments due**

Sept 22(M) In class: Discuss Blog Posts

Sept 24(W) **What is Orientalism?**
Lutz and Collins, “A World Brightly Different: Photographic Conventions 1950-1986 from Reading National Geographic,” pp 87-117.
Response paper on Lutz and Collins due. (Topic: Orientalism)

Screening: Indiana Jones and the Temple of Doom

Sept 26(F) **What is Orientalism?**
Watch before class: Edward Said on Orientalism
https://www.youtube.com/watch?v=fVC8EYd_Z_g
Response paper on Said due. (Topic: Orientalism)

UNIT TWO: MEDIATING 9/11

Week 6

Sept 29(M) **Media: Photographs**
“Introduction” to Defining Visual Rhetorics. pp 1-13.
Browse: *September 11 Digital Archive* before class
Introduce Rhetorical Analysis Assignment

Oct 1(W) **Media: Representing the Other**

Thomas Riegler, "9/11 on the Screen: Giving Memory and Meaning to All that "Howling Space" at Ground Zero", pg 155-165.

Response Paper on Riegler due. (Topic: Terrorist in the Media)

In Class: Using logos to persuade your audience

Screening: Traitor (2006) or 24

Oct 3(F) **Media: Representing the Other**

Evelyn Alsultany, "Introduction" to *Arabs and Muslims in the Media*, pg 1-17.

In Class: Moving your audience

Response Paper on Alsultany due. (Topic: Terrorist in the Media)

Week 7

Oct 6(M) **Counterpoints**

Watch before class: Axis of Evil Comedy Tour

Developing Topics for your Rhetorical Analysis

Oct 8(W) **Counterpoints**

Moustafa Bayoumi, Selection from *How Does It Feel To Be A Problem?: Being Young and Arab in America*

Response Paper on Bayoumi due.

Screening: New York

Oct 10 (F) **Counterpoints**

Selected poems by Naomi Shihab Nye

Response Paper on Nye due

Week 8

Oct 12 (Sunday) Blog Post 2 Due

Oct 13(M) In Class: Discuss Blog Post 2

Oct 15(W) **Gender & the War on Terror**

Dana Cloud, "To Veil the Threat of Terror": Afghan Women and the Clash of Civilizations in the Imagery of the U.S. War on Terrorism, pg 393-413

Browse: <http://www.time.com/time/photoessays/afghanwomen/>

Screening: Zero Dark Thirty

Response Paper on Cloud. (Topic: Gender and the War on Terror)

Oct 17(F) **HOMECOMING - NO CLASS**

Week 9

Oct 20(M) Bring Introduction and Thesis Statement of your Rhetorical Analysis

Oct 22 (W) Peer Review of Rhetorical Analysis

Oct 24 (F) **Rhetorical Analysis Paper Due**

UNIT THREE: NEW MEDIA POLITICS

Week 10

Oct 27(M) **The Digital Divide**

Read: Excerpt on Digital Divide (Sakai)

Browse: Internet Population and Penetration 2008:

<http://geography.oii.ox.ac.uk/?page=internet-population-and-penetration-2008>

Browse: Internet Population and Penetration 2011:

<http://geography.oii.ox.ac.uk/?page=internet-population-and-penetration>

Oct 29 (W) **Racial Issues on the Internet**

Anna Everett, "Have We Become Postracial Yet? Race and Media Technology in the Age of President Obama," *Race After the Internet*

Response Paper on Everett due (Topic: Racial Issues on the Internet)

Screening: Wikipedia Basics and Editing

Oct 31(F) **Racial Issues on the Internet**

Rayvon Fouche, From Black Inventors to One Laptop Per Child by in *Race After the Internet*

Response Paper on Fouche due. (Topic: Racial Issues on the Internet)

Week 11

Nov 3(M) **Social Media and Race**

Danah Boyd, "White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook,"

Race After the Internet

Introduce Proposal Assignment and Digital Exhibit Assignment

Nov 5(W) **Social Media and Race**

Eszter Hargittai, "Open Doors, Closed Spaces," *Race After the Internet*

Response Paper on Hargittai due. (Topic: Social Media and Race/Gender)

Screening: Library Research Visit + Wikipedia Editing

Nov 7(F) **Digital Games**

Mimi Nguyen, "Tales of an Asiatic Geek Girl: Slant from Paper to Pixels"

Response Paper on Nguyen due. (Topic: Digital Games and Race/Gender)

Week 12

Nov 9 (Sunday) **Blog Post 3 Due**

Nov 10(M) **Discuss Blog Post 3**

Browse: Examples of Digital Exhibits

Nov 12(W) **Digital Games**

Read: Anita Sarkeesian's Kickstarter campaign

Watch before class: Any Youtube video by Sarkeesian on women in video games
In Class: Developing topics, refining questions
Screening: Play digital games

Nov 14(F) In Class: Work on Proposals

Week 13

Nov 16 (Sunday) **Proposals Due**

Nov 17(M) **Towards the Future: Indigenous Design**
Excerpt from *African Fractals* by Eglash

Nov 19(W) **Towards the Future**
Read “New Voices on the Net” in *Race After the Internet*
Screening: Re-design challenge

Nov 21(F) **Towards the Future**
Diversity in Silicon Valley

Week 14

Nov 24(M) Writing with sources: Summarizing, paraphrasing, quoting

Nov 26(W) NO CLASS - THANKSGIVING

Nov 28 (F) NO CLASS - THANKSGIVING

Week 15

Dec 1(M) Format and Structure of Digital Exhibit

Dec 3(W) Student Conferences
Student Conferences

Dec 5(F) First Draft Due
Revision Strategies
Peer Review of Digital Exhibit

Week 16

Dec 8(M) Class Presentations

Dec 10(W) Class Presentations
Digital Exhibit Due