

EMAC 4350
T/Th, 1-2:15, ATEC 1.305
Instructor: Dr. Banner

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office hours: by appt.
office: ATEC 2.913

Networked Identities

Description: This course examines gender, race, sexuality, disability, and class within emerging media. It introduces you to foundational concepts in feminist, critical race, queer, disability, and social stratification theory; shows how those concepts have been developed within media studies; and deepens your understanding of their articulation in Web 2.0, digital publics, blogging communities, surveillance, and so forth.

Course Objectives:

1. Understand how the Internet and networked technologies intersect with social inequalities and power structures
2. Apply theoretical concepts to media and communication technologies
3. Engage in the collaborative production of knowledge

Required Texts:

Elizabeth Elcessor, *Restricted Access*
Estelle Freedman, *The Essential Feminist Reader*
Alice Marwick, *Status Update*
Course reader, available at Off-Campus Books (561 W. Campbell Rd.)

Because laptops and electronic devices will remain closed during class meetings until we need them for in-class exercises, most readings are in print form, and you must bring the readings with you to class. I'll discuss the rationale behind this policy in class.

Assignments:

Course blog (30%): Following the schedule that accompanies the reading list below, you will post a response to the reading. The response must use an illustration drawn from any medium to elaborate a concept in the reading. *Notes:* Some days I will specify the particular medium I want you to use. In general you are free to use any medium. You do not need to engage all the ideas in the reading or readings: one is sufficient. Our blog is emac4350.wordpress.com. Entries are due by midnight the night before class. Mechanics will be factored into your grade, so pay attention to using appropriate language and accurate grammar. All documents for this course will be located on our course blog, and all revisions to documents will be placed there. Do *not* assume that the eLearning site has the latest materials; it most likely *does not*.

Presentations (10%): Each student will present a case study that uses an example to explain the topic for the day. More detailed guidelines for the case studies can be found in a separate

document. On the schedule below, there are some days when I have already determined what I'd like the presentation to cover.

Participation (20%): Come to class prepared to discuss the reading and to share your blog post. If I sense that your preparation for the class has fallen off due to poor participation, I reserve the right to administer pop quizzes. In other words: *do the reading*. We can't have good discussions unless everyone has done the reading. Attendance is factored into your participation grade. *Notes:* You must attend 22 of our 30 class meetings to pass the course. Texting, IMing, watching videos in class: these are all prohibited, and any of these activities will detract from your participation grade.

Assignments (5%): Many days there is a specific assignment for everyone to do before class. You will turn these in to me.

Quizzes (5%): There may be quizzes.

Final project (30%): Your final project will be a paper that elaborates on something that you blogged about. So when you post to the class blog, hold on to any ideas you think would make for a good expanded project. Staggered deadlines for parts of the paper (a topic proposal; an annotated bibliography; a rough draft) must be met and will be factored into the paper's total grade.

The fine print: You must turn in all assignments to pass the class. Any assignment turned in late will be docked points (1/3 of a letter grade) for each day it is late. All work must be your own. You may not turn in material for this class that you have turned in for other classes.

Disability and the classroom: We all have different learning styles, and some people may need to process information through different methods than others. Please communicate with me as soon as possible regarding any difficulties you foresee with the assignments as they stand, as there is time at the beginning of the semester for me to modify how exercises are organized and information is disseminated. If you have a disability that requires a formal accommodation, please register with the Office of AccessAbility. If you suspect you have a disability, or even if you just have questions, please contact them – conversations with them are fully confidential. OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098 or by email at disabilityservice@utdallas.edu.

Plagiarism: You all know the drill: do not plagiarize. Any plagiarism will be referred to the Dean of Students for punishment. Remember what Prince said: "I am a musician. I don't sample. I don't Memorex. I go onstage and my mic is on." Want to do superlative work? Follow Prince. Do not use the work of others, and always do your work.



Changes to the schedule: Please note that this schedule is subject to change, and that without a doubt there will be changes. Since we will be participating in a site of collective knowledge over

which we have no control, there's a good chance I will have to make modifications to cope with whatever unforeseen events arise. Make sure you're okay with that.

August 23: Introductions

- Sign up for presentation dates
- Blog site invites

August 25: Foundational Terms: Social Constructionism/Essentialism

- Judith Lorber, "The Social Construction of Gender" (in reader)
- Judith Butler, "Preface" to her *Gender Trouble* (in reader) NOTE: At a total loss? Google "Judith Butler explained with cats"

Blog posts: Group A & B

August 30: Foundational Terms: Bias/Privilege

- Please take the following tests: "Race," Gender-Career," "Gender-Science," Sexuality," "Disability," at <https://implicit.harvard.edu/implicit/selectatest.html>
- Peggy McIntosh, "White Privilege," <http://www.nymbp.org/uploads/2/6/6/0/26609299/whiteprivilege.pdf>
- Sindelókë, "Of Dogs and Lizards: A Parable of Privilege," <https://sindeloke.wordpress.com/2010/01/13/37/>

Blog posts: Groups C & D

September 1: Feminist Histories and Theories

- Betty Freidan, from *The Feminine Mystique* (in Freedman)
- Pat Mainardi, "The Politics of Housework" (in Freedman)
- Susan Brownmiller, from *Men, Women, and Rape* (in Freedman)
- Combahee River Collective, "A Black Feminist Statement" (in Freedman)

Blog posts: Group A & B

September 6: Feminist Histories and Theories cont.

- Heidi Hartmann, "Capitalism, Patriarchy, and the Subordination of Women" (in reader)

Blog posts: Groups C & D

September 8: Critical Race Theory

- Eduardo Bonilla-Silva, “Rethinking Racism: Toward a Structural Interpretation” (in reader)
- Michael Omi and Howard Winant, “Racial Formation” (in reader)

Blog posts: Group A & B

September 13: Intersectionality

- Adrienne Rich, “Notes toward a Politics of Location” (in Freedman)
- Gloria Anzaldua, “The New Mestiza” (in Freedman)
- Patricia Hill Collins, “Toward a New Vision: Race, Class, and Gender as Categories of Analysis” (class handout)

Blog posts: Groups C & D

September 15: LGBT Theory

- Gayle Rubin, “Notes for a Radical History of the Theory of Sexuality” (in reader)
- Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence” (in reader)
- Look at <http://cyberfeminism.net/category/work/interventions/>

Blog posts: Group A & B

September 20: Disability

- Tom Shakespeare, “The Social Model of Disability” (in reader)
- Lennard Davis, “Constructing Normalcy,” <http://www.glmw.info/soc-dis/files/1.pdf>

Blog posts: Groups C & D

September 22: Class

- Fischer et al., “Inequality by Design” (in reader)
- George Lipsitz, “The Possessive Investment in Whiteness” (in reader)

Blog posts: Group A & B

September 27: Cyborgs, Radicals, Collectives

- Donna Haraway, “A Cyborg Manifesto” (in reader)
- Alondra Nelson and Thuy Linh N. Tu Interview Vivek Bald, “Appropriating Technology” (in reader)
- Consider the Gynepunk Collective, <https://calafou.org/en/content/transhackfeminist-thf-convergence-report>

Blog posts: Groups C & D

September 29: Technology History

- Janet Abbate, Ch. 1, *Coding Gender* (in reader)
- Xeni Jardin, “Men Invented the Internet,” <http://boingboing.net/2012/06/03/nyt-men-invented-the-inter.html>

Blog posts: Group A & B

October 4: Tech. history continued

- Tyrone D. Taborn, “Separating Race from Technology: Finding Tomorrow’s IT Progress in the Past” (in reader)
- Jaime N. Shock, “Secrets are Out: Lesbian, Gay, Bisexual, and Transgender Engineers are No Longer Willing to Hide Their True Selves,” http://www.prism-magazine.org/oct11/feature_03.cfm
- Browse around here: <https://modelviewculture.com/resources>

Blog posts: Groups C & D

October 6: Relations online

- Lisa Nakamura, “Race in/for Cyberspace: Identity Tourism and Racial Passing on the Internet” (in reader)
- danah boyd, “White Flight in Networked Publics: How Race & Class Shaped American Teen Engagement with MySpace & Facebook” (in reader)

Blog posts: Group A & B

October 11: Immaterial/Material

- Vernadette Gonzalez and Robyn Magalit Rodriguez, “Filipina.com: Wives, Workers, and Whores on the Cyberfrontier,” handout
- Chen, “The Laborers,” <http://www.wired.com/2014/10/content-moderation/>

Blog posts: Groups C & D

October 13: Neoliberalism and self-branding

- Alice Marwick, *Status Update*, Introduction, chapters. 1-2
- Look at subRosa, “Down with Self-Management,” <http://cyberfeminism.net/down-with-self-management/>

Presentation: Minh-Ha T. Pham, “Blog Ambition”

Blog posts: Group A & B

October 18: Silicon Valley culture cont.

- Finish Marwick

Presentation: Taylor Nygaard, “Queer Youth Bullying and Policing the Self-Brand”

Blog posts: Groups C & D

October 20: Conferences to discuss final paper

No blogs

October 25: Conferences to discuss final paper

No blogs

October 27: The problems of “accessibility”

- Elizabeth Ellcessor, *Restricted Access*, Introduction and chap. 2

Blog posts: Groups A & B

Proposal for final paper due via email by 9am

November 1: Accessibility cont.

- Ellcessor, chap. 5

Blog posts: Groups C & D

November 3: Communicating under capitalism

- Jonathan Alexander and Elizabeth Losh, “A YouTube of One’s Own? Coming Out Videos as Rhetorical Action” (in reader)
- Kristy Liddiard, “Liking for Like’s Sake” (in reader)

Blog posts: Groups A & B

Annotated bibliography due via email by 9am

November 8: Communicating under capitalism cont.

- Lori Kido Lopez, “The Radical Act of ‘Mommy Blogging’” (in reader)
- Jessie Daniels, “Blogger and Blogalicious: Gender, Race, and the Political Economy of Women’s Blogging Conferences” (in reader)

Blog posts: Groups C & D

November 10: Speech online

- Jessie Daniels, “Race, Civil Rights, and Hate Speech in the Digital Era,” <http://www.mowanienawisci.info/wp-content/uploads/2014/04/0262550679chap6.pdf>
- Mary Ann Franks, “The Many Ways That Twitter Is Bad at Responding to Abuse,” <http://www.theatlantic.com/technology/archive/2014/08/the-many-ways-twitter-is-bad-at-responding-to-abuse/376100/>
- Browse this resource, <http://femtechnet.org/csov/>

Blog posts: Groups A & B

November 15: Algorithms and Identities

- Safiya Noble, “Google Search: HyperVisibility as a Means of Rendering Black Women and Girls Invisible,” <http://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/>
- Explore “Obscurity,” <https://obscurity.online/>

Blog posts: Groups C & D

November 17: TBD

November 22 & 24: NO CLASS (Thanksgiving week)

November 29: Surveillance

- John Gillom, from *Overseers of the Poor* (in reader)

Blog posts: Groups A & B

December 1: Intersectionality continued

- Jesse Daniels, “The Trouble with White Feminism,” http://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1212&context=gc_pubs
- Dorothy Kim and Eunsong Kim, “The #TwitterEthics Manifesto,” <https://modelviewculture.com/pieces/the-twitterethics-manifesto>

Please bring a 1-3 page draft of your final project to class for a peer review

Blog posts: Groups C & D

December 6:

Peer review/edit of final paper drafts

Additional policies:

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Additional UTD policies can be found here:

<http://provost.utdallas.edu/syllabus-policies/>