

LMC 3451 Syllabus
Race, Gender, and Digital Media
3 Credits

Instructor - Dr. Brandy Pettijohn
Email [REDACTED]
Office Hours & Location [REDACTED]

GENERAL INFORMATION

This course will examine how race and gender identity are mediated in digital media. We will explore issues of race, ethnicity, and gender + the politics of technology (technoculture) in digital venues, social media, artificial intelligence, algorithms, and mundane digital phenomena.

COURSE GOALS AND LEARNING OUTCOMES

Upon completion of the course, students will:

- Have increased awareness of basic concepts in digital media using the lens of race and gender theories, digital theory, and STS
- Explore issues surrounding race, gender and technoculture in online venues, social media, and digital practice.
- Increase their awareness of the multiple ways that the digital impacts, extends, and hinders the use of information based on race and gender.
- Engage with research from a range of disciplines and will see how different fields address these themes to develop an interdisciplinary approach

COURSE REQUIREMENTS & GRADING

<u>Assignment</u>	<u>Points</u>
Discussion Blog Posts (once a week)	50
Discussion Leader (once)	10
Keyword Definitions (3 x 5 pts ea.)	15
Midterm (Final Project Scaffolding)	10
Final Project	15

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

CONTACTING ME: It is easiest to contact me via Canvas email. You should receive a response within 24 hours, during weekdays. I generally will not respond over weekends or Spring Break but will get back you as soon as possible. If you have not heard back please send an email to the address at the top of the syllabus.

GRADING: All written assignments should be posted to the class Canvas site. Any postings should be in the body of the message (not sent as attachments). **Late assignments will not be accepted unless you arrange with the instructor in advance of the due date.**

COURSE MATERIALS: All readings can be found on the course Canvas site in either PDF or ePub form (but not both). Feel free to buy physical copies to support the authors. The readings below are not exhaustive; other supplemental readings will be suggested by myself or your classmates.

TECHNOLOGY: In this class we will be using different technologies such as Canvas, which is where all of your readings are located and where you will submit your assignments. We will also use Padlet, which allows students to comment on topics anonymously. Students do not have permission to record lectures, guest lecturers, or other students discussion leader assignments.

INCLUSIVE EXCELLENCE: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

SUPPORTING STUDENTS WITH DISABILITIES: Georgia Tech welcomes students with disabilities into the University's educational programs. The University promotes efforts to provide equal access and a culture of inclusion without altering the essential elements of coursework.

Students experiencing academic barriers due to disability or chronic medical conditions, don't hesitate to contact the Office of Disability Services at disabilityservices.gatech.edu or call the office at (404) 894-2563 or in-person at Smithgall Student Services Building, 353 Ferst Drive, Suite 221. If you have already registered with the Office of Disability Services and have obtained an accommodation letter, please meet with me privately during office hours as early in the semester as possible to discuss implementing your accommodations.

ACADEMIC HONESTY: If you quote, paraphrase, or summarize information that you originally obtained from a written (print or Internet) or a verbal source in your written assignment, this source should be cited in your text. You should use MLA style in your papers for this course: references should be parenthetically made within your essay and linked to a Works Cited section. Questions about appropriate forms of citation can be asked of the course instructor or the reference staff at the library. You should become familiar with the provisions of the Georgia Tech academic honor code and the policies governing violations of the honor code. See <http://policylibrary.gatech.edu/student-affairs/academic-honor-code>

STATEMENT ON GENERATIVE AI USE: This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, when using generative AI tools in the work of this course, you are expected to adhere to these principles:

Responsibility: You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.

Transparency: Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).

Documentation: You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

WRITTEN ASSIGNMENTS AND PARTICIPATION: Due dates and topics for the writing assignments are listed in the syllabus and in each assignment. Your writing assignments will provide opportunities to extend classroom discussions and to meditate more thoughtfully on course topics. Class discussions depend on your analyses of the readings and your contributions to the conversations. Your writing should build on your reading and class discussions. Please come to each class prepared to participate in discussions after having read all required texts assigned for that day, bringing your ideas and questions.

ASSIGNMENTS:

- **Weekly** - Short reflection on the readings - 200 - 300 words to be posted on the canvas discussions once a week ([REDACTED]) and posted **no later than 10 am on the day of class.** (Only 10 are required.)
 - These should help you organize your thoughts about the text so you can bring them up in class, they will also help classmate see and expand on your point of view within the discussion blog. This is less about writing rigor (although please use appropriate grammar, citation rules, and formatting) and more about thinking critically about a post. It is ok to disagree with what you read as long as you can articulate your stance. Please remember to be kind and collegial to your fellow classmates.
- **Discussion Leader:** Students will sign-up to be a discussion leader of a reading assignment. In this assignment you will need to create a powerpoint presentation doing the following
 - Let us know who the author of the paper is, if applicable what else they are known for (i.e. other texts that you found interesting)
 - Background about the time in which the article was written (are there considerations) if applicable
 - Give a brief synopsis of the reading (not just a break down of what the article is about, but what platforms are being discussed, what are the implications for race, gender, and digital media)
 - Introduce a keyword if you wish to do so
 - Prepare 3 discussion questions for the class
 - Send it to Dr. Pettijohn via the Canvas email **no later than 1pm same day of class**, so I can upload it and have it ready to present.
- **Keywords:** Students will select a keyword from a reading and provide a thorough definition using several texts (3 minimum) to define the keyword and clarify it for digital media in the context of the course. 250-word minimum.
 - Appropriate texts (not exhaustive): Oxford English Dictionary (to consider the etymology of a term - down to common usages), Stanford Encyclopedia of Philosophy (<https://plato.stanford.edu/>), Keywords texts (example: Raymond Williams *Keywords*), the author's definition, who the authors use to define their definition (notes/index), finally and most importantly, **why is this term relevant to our course.**
 - The professor will lead the keyword discussion at the beginning of class.
 - Keywords need to be posted on canvas in the Keywords assignment section and we will go over them as a class. **Please note that there are dates attached to these assignments.**

- *You can list your keywords as a part of your discussion leader assignment, but you must enter the keyword into the assignment section separately to receive credit.*

- **Final Group Project** - Students will create small groups to remediate a digital artifact. An example of an artifact can be a video game, smartwatch, door camera, app, etc. The group also can do a deep dive into an artifact. The group will need to find an artifact and discuss the ways that race and gender impact the artifact using the course readings and keywords in a 3-4 page paper
 - Tie the project to at least two other readings and at least one keyword
 - Explain how the artifact should be remediated and why and how that could be accomplished
 - Include midterm scaffolding and note changes and explain your process
 - Discuss in a class presentation at the end of the semester your project in a 5-7 minute digital presentation (prezi/powerpoint/short film etc)

MIDTERMS

- Form your project team
- Duties and responsibilities of team members
- Digital artifact (game/device/platform) of focus
 - Clearly identify 2 foundational readings to go with project
- Concerns (for presentation q&a)

SCHEDULE

Week 1 - Introductions

██████ - Introductions - Review of Syllabus

██████ - Zeitlin-Wu, Lida. "Meditation Apps and the Unbearable Whiteness of Wellness." Just Tech. Social Science Research Council. November 1, 2023.
<https://just-tech.ssrc.org/field-reviews/meditation-apps-and-the-unbearable-whiteness-of-wellness/>

Week 2 - Foundations

**Discussion Leader Sign Up*

██████ - Chun, Wendy Hui. "Introduction: Race and/as technology; or, how to do things to race." *Camera Obscura: Feminism, Culture, and Media Studies*, vol. 24, no. 1, 2009, pp. 7–35.

██████ - Eglash, Ron. "Race, sex, and nerds." *Ethics, Politics, and Whistleblowing in Engineering*, 2018, pp. 45–54.

Week 3 - Foundations

██████ - Nakamura, Lisa. "Introduction: Digital Racial Formations and Networked Images of the Body." *Digitizing Race: Visual Cultures of the Internet*, University of Minnesota, Minneapolis, 2008, pp. 1–36.

██████ - Brock, André. "Critical technocultural discourse analysis." *New Media & Society*, vol. 20, no. 3, 2016, pp. 1012–1030.

Week 4 - Technoculture

*Scaffolding Session for Final Project

██████ - Steele, Catherine Knight. "Black Feminist Technoculture, or the Virtual Beauty Shop." *Digital Black Feminism*, NYU Press, 2021, pp. 41-64.

██████ - Sweeney, Miriam E., and Kelsea Whaley. "Technically white: Emoji Skin-tone modifiers as American technoculture." *First Monday*, 2019,
<https://firstmonday.org/ojs/index.php/fm/article/view/10060/8048>

Week 5 - Digital Assistance

■■■■ - Cave, Stephen, and Kanta Dihal. "The whiteness of ai." *Philosophy & Technology*, vol. 33, no. 4, 2020, pp. 685–703,

■■■■ - Villa-Nicholas, Melissa, and Miriam E. Sweeney. "Designing the 'good citizen' through Latina Identity in USCIS's virtual assistant 'Emma.'" *Feminist Media Studies*, vol. 20, no. 7, 2019, pp. 909–925.

Week 6 - Games

■■■■ - Gray, Kishonna. "Racing and gendering the game." *Race, Gender, and Deviance in Xbox Live*, 2014, pp. 41–56.

■■■■ - Leonard, David. "'Live in your world, play in ours': Race, video games, and consuming the other." *SIMILE: Studies In Media & Information Literacy Education*, vol. 3, no. 4, 2003, pp. 1–9.

Week 7 - Masculinity

■■■■ - DiSalvo, Betsy. "Gaming Masculinity." *Diversifying Barbie and Mortal Kombat: Intersectional Perspectives and Inclusive ... Designs in Gaming*, edited by Yasmin Kafai et. al., LULU COM, 2017, pp. 105–117.

■■■■ - Kendall, Lori. "'Oh No! I'm a nerd!' Hegemonic Masculinity on an Online Forum." *Gender & Society*, vol. 14, no. 2, 2000, pp. 256–274.

Week 8 - MIDTERMS

■■■■ - Group Presentation Part 1

■■■■ - Group Presentation Part 2

Week 9 - Hate

Scaffolding Session 2 for Final Project

■■■■ - Massanari, Adrienne. "Gamergate and The Fappening: How Reddit's Algorithm, Governance, and Culture Support Toxic Technocultures." *New Media & Society*, vol. 19, no. 3, 2017, pp. 329–46.

■■■■ - Daniels, Jessie. "The algorithmic rise of the 'alt-right.'" *Contexts*, vol. 17, no. 1, 2018, pp. 60–65.

Week 10 - Lighten the Mood

██████ - Maragh-Lloyd, Raven. "From Permit Patty to Karen: Black Online Humor as Play and Resistance." *American Journal of Play* 13 (2021): 253-277.

██████ - Martinez, Wendylyz. "TikTok for Us by Us: Black Girlhood, Joy, and Self-Care." *TikTok Cultures in the United States*, edited by Trevor Boffone, Routledge, Taylor et Francis Group, London ; New York, 2022.

SPRING BREAK March 18, 2024 (Mon) to March 22, 2024 (Fri)

Week 12 Youth

██████ - Evans, Jabari Miles. "The anatomy of digital clout(chasing): Black Aesthetics, online visibility and relational labor among DIY hip-hop musicians on Chicago's South Side." *AoIR Selected Papers of Internet Research*, 2021.

██████ - Josephs, Molly. "How Teens Actually Feel about Instagram Filters." *Teen Vogue*, 26 Jan. 2022, www.teenvogue.com/story/7-teens-on-instagram-filters-social-media-and-mental-health.

Week 13 - Transnational

██████ - Sobande, Francesca. "Women's Digital, Creative, and Cultural Industry Experiences." *The Digital Lives of Black Women in Britain*, Palgrave Macmillan, Cham, Switzerland, 2020.

██████ - Rodriguez, Juan Llamas. "Imaging Dissent, or Online Mexican Activism on the Global Stage." *Media Fields Journal*, vol. 9, 2015, pp. 1–11.

Week 14 - Trickery

██████ - Freelon, Deen, et al. "Black trolls matter: Racial and ideological asymmetries in social media disinformation." *Social Science Computer Review*, vol. 40, no. 3, 2020, pp. 560–578, <https://doi.org/10.1177/0894439320914853>.

██████ - Parham, Jason. "TikTok and the Evolution of Digital Blackface." *Wired*, Conde Nast, 4 Aug. 2020, www.wired.com/story/tiktok-evolution-digital-blackface/.

Week 15 & 16 - Wrapping it all up

██████ - Work Day

██████ - Final Presentations

██████ (Last Day of Class) - Final Presentations