Digital Feminisms
Syllabus

Course Description
From hashtags to Tumblr, new digital tools and platforms are aiding feminists in the pursuit of social justice. *Digital Feminisms* will explore the unique ways that feminist activism and theory are impacted by the increasing digital nature of our world. Course materials will cover feminist engagement with the internet, new media, and technological innovations from the late 70s to the present. Students will engage with the strengths and challenges that digital media create for feminist theory and activism.

Goals and Objectives
Students will
·   Learn histories of feminist activism as they connect to digital engagement
·   Familiarize themselves with major digital campaigns by feminists
·   Acquire basic archival research and web content design skills

Required Texts
Course readings will be supplied through the course content management system.

Requirements
      A.   Class Blog (20%)
      B.   Class Participation (10%)
      C.   Archival Timeline Project (20%)
      D.   Class Assignments (10%)
      E.   Final Project (25%)
      F.   Assigned Discussion Leadership (15%)

A. Class Blog
All students will post five blog entries. One entry will summarize the material on their day of assigned discussion leadership. This post should be designed with the intent to present the material in a way that is accessible to an adult who has finished high school but not attended college. You will be graded on the accuracy and accessibility of your summary. Each entry should be at least three paragraphs (~500 words). Students will select the readings they will address from the syllabus. These summaries are due 24 hours before your presentation. If you present Thursday at 10:30 am your blog entry is due Wednesday at 10:30 am. Two additional entries will be on a topic of the students choosing that show application of class concepts to current conversations relevant to digital feminism. The final two entries are response posts to classmates' blog entries. Students must reference classroom discussion and assigned readings.

B. Class Participation
Students must participate in classroom discussions. To do so students must be present. Students can miss two classes without penalty. Students must submit in writing their reason for being absent before it occurs and must still turn in assignments. Any absences beyond two will result in a percentage decrease from your class participation

grade. Tardiness is unacceptable. Excessive tardiness will result in a percentage decrease from your class participation grade. Please bring hard copies of readings to class. If you use a computer during class, you are required to send your notes to me immediately following our class session.

C. Archival Project

Student pairs will research different aspects of digital feminist history. By examining websites, news articles, and blogs students will explore the ways in which feminism is made visible online. The completed timeline will be housed on the class website. Student groups will meet with the professor for guidance on the direction of the research projects.

D. Class Assignments

All assignments are detailed on the syllabus or on the web. Work is late if it is submitted after the start of class on the date due. Late work will receive a letter grade deduction for each day it is late. It is your responsibility to alert me in writing (an e-mail) when you will miss class and how you intend to make up the lost time.

E. Final Project

Students will create a website that houses materials generated through the class to explain digital feminisms to their peers and community outside the academy. This is a collaborative project for the whole class and the class will be graded accordingly, with all students receiving the same grade for this assignment.

F. Assigned Discussion Leadership

During the semester student groups will be assigned one day to facilitate a class discussion. You are responsible for guiding the class through the assigned reading for that day as well as fostering discussion for 30 minutes of class time. You should integrate related information from contemporary media, such as a pertinent news story or public debate. Provide a bio sketch of the authors of the article you are assigned including a list of their major works, theoretical perspectives, and critiques of their work. Students may sign up for a day on the class calendar. You may use handouts, Power Point, or a medium of your choice to engage the class. If you will use handouts or Power Point, they must be submitted to the class via email 24 hours before class. If you are presenting Thursday at 10:30 am please submit materials no later than 10:30 am Wednesday. Late submissions will result in a letter grade deduction.

Grades

A	100 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70

D   69 – 64
F   64 – Below

To get an A in this class, students must participate in class and be present for class. All assignments must be complete, grammatically correct, and turned in on time. Work should also be of excellent quality and demonstrate an understanding of class concepts and themes.

Sustainable Classroom Efforts
We will attempt to tread a little lighter on the planet, at least in the context of this classroom. Assignments and grades will be submitted electronically through Blackboard before class on the date due. Students may eat in class as long as food is not noisy or smelly (chips, garlic, etc.)

Academic Integrity
Students should be familiar with the school's academic integrity policy and Honor Code. Before submitting an article for the magazine, students must review the Academic Integrity Policy checklist. For more from the student handbook:
Academic dishonesty includes cheating, fabrication, plagiarism, unauthorized collaboration, participation in academically dishonest activities, and facilitating academic dishonesty. All members of the Northeastern University community— students, faculty, and staff—share the responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or to the director of the Office of Student Conduct and Conflict Resolution. The charge will be investigated and if sufficient evidence is presented, the case will be referred to the Northeastern University Student Judicial Hearing Board. Visit www.northeastern.edu/osccr for a full description of these policies and procedures.

Students with Disabilities
Students should notify the professor within the first three class periods of their need for accommodations. Such requests should be accompanied by the appropriate paperwork from the Disability Resource Center. As noted in the handbook:
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability. Accommodations are provided based on an evaluation of the information provided by students and their clinicians, on a case-by-case basis. Students should provide documentation to the DRC at their earliest convenience to allow for sufficient time for review. After the documentation has been reviewed, a disability specialist will contact the student regarding appropriate next steps. For additional information on the DRC, visit their website at www.northeastern.edu/drc or contact staff at 617.373.2675.

Extra Credit
Students may attend events detailed by the professor and write a one page reflection on the event. Each write up must include a reference to at least one class reading that connects to the event. Students are welcome to write additional articles for the magazine for extra credit as well. These additional articles must still fit the guidelines set forth above. Students may also post additional questions and materials to the class Tumblr, making sure to make connections between what's posted and class themes. Other extra credit opportunities will be announced in class.

Reading and Discussion Schedule

1. Introduction

Class 1
   A. Syllabus

Class 2
   B. Hey! How are you? Who are you? Why are you here?
   C. Digital vs. Social Media
   D. Ernesto Priego, "Can the Subaltern Tweet?"

2. In the Beginning, There Were Listservs and Live Journal

Class 3
   A. Aaragon, Janni. "The Lady revolution in the age of technology." International Journal of Media & Cultural Politics, Volume 4, Number 1, 24 January 2008, pp. 71-85(15)
   B. Gregg, Melissa C. (2006). Posting With Passion: Blogs and the Politics of Gender. In Bruns, Axel and Jacobs, Joanne (Ed.), *Uses of Blogs* (pp. 151-160) Brisbane: Peter Lang.

Class 4
   C. Wilding, Faith. "Where is the Feminism in Cyberfeminism?"
   D. Wajcman, Judy. "Feminist Theories of Technology." Cambridge Journal of Economics. 2008.

Class 5
   E. Wajcman, Judy. *Technofeminism.* "Chapter 1: Male Designs on Technology,"
   F. Holloway-Attaway, Lissa. "Beyond Representation: Embodied Expression and Social Media." *DHQ*
   G. Begin Planning Archival Timeline Project

Class 6
   H. Chemaly, Soraya "Why women get attacked by trolls: A new study unpacks the digital gender safety gap" *Salon*
   I. Keller, Jessalynn Marie. 2012. Virtual Feminism.

3. Identity and the Digital

Class 7
   A. The #FemFuture Report, Barnard Research Center for Women

B. Johnson, Jessica Marie. "#FemFuture, History & Loving Each Other Harder."
Diaspora Hypertext. 2013.

Class 8

C. McPherson, Tara. "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation." Ed. Gold, Matthew K. *Debates in the Digital Humanities.* U of Minnesota Press, 2012.

D. *In My Language.* Dir. A.M. Biggs, 2007.

Class 9

E. Nakamura, Lisa. *Digitizing Race.* U of Minnesota Press, 2007.

Class 10

F. White, Peter, and Lisa Nakamura. *Race After the Internet.* London: Routledge, 2010. Chapters 1-3

Class 11

G. White, Peter, and Lisa Nakamura. *Race After the Internet.* London: Routledge, 2010. Chapters 4-7

Class 12

H. Lineberry, Amanda. "Black Feminism, Hashtags, and the Importance of Twitter to American Studies." Digital America, 2013.

I. Wong, Julia "Who's Afraid of Suey Park?" *The Nation*, 2014.

Class 13

J. Cong-Huyen, Anne. "Toward an 'Asian American' Digital Humanities."

K. Deborah Johnson, "Sorting Out the Question of Feminist Technology," pp. 36-54, and Shirley Gorenstein, "What We Now Know about Feminist Technologies," pp. 203-14, in Linda Layne and Sharra Vostral, eds. *Feminist Technology.* University of Illinois Press, 2010.

Class 14

L. Earhart, Amy. "Can Information be Unfettered? Race and the New Digital Humanities." *Debates in the Digital Humanities.* 2012.

M. Daniels, Jessie. "The Trouble with White Feminism: Whiteness, Digital Feminism and the Intersectional Internet." *Social Science Research Network*, 2015.

4. "Hacking," "Yacking," and Transformation

Class 15

A. Ramsay, Stephen. "On Building."

B. Posner, Miriam. "Think Talk Make Do: Power and the Digital Humanities." *Journal of Digital Humanities,* 2013.

C. Christina Haralanova, "Hacktivism: the Art of Practicing Life and Computer Hacking for Feminist Activism

Class 16
D. Cecire, Natalia. "Introduction: Theory and the Virtues of Digital Humanities." *Journal of Digital Humanities*
E. Everett, Anna. 2004. On Cyberfeminism and Cyberwomanism: High-Tech Mediations of Feminism's Discontents.
F. Archival Timeline Project First Drafts Due

Class 17
G. Klein, Lauren F. "The Image of Absence: Archival Silence, Data Visualization, and James Hemings." *American Literature.*
H. Julia Flanders & Jacqueline Wernimont, "Feminism in the Age of Digital Archives" Tulsa Studies of Women's Literature.

Class 18
I. Koh, Adeline. "More Hack, Less Yack?: Modularity, Theory and Habitus in the Digital Humanities." *Adeline Koh.*
J. Anne Balsamo, "Gendering the Technological Imagination," *Designing Culture.*

Class 19
K. Losh, Elizabeth. "Hacktivism and the Humanities: Programming Protest in the Era of the Digital University." *Debates in the Digital Humanities.*
L. Fischer, C. (2010). Consciousness and conscience: Feminism, pragmatism and the potential for radical change. *Studies in Social Justice, 4*(1), 67-85.

Class 20
M. "Gender Gap Manifesto." Wikimedia.org
N. Liz Losh, "#Gamergate 101".
O. Cardenas, Micha et al. *The Transreal: Political Aesthetics of Crossing Realities.*

Class 21
P. McLuhan, Marshall. "The Medium is the Message"
Q. Final Archival Timeline Projects Due

Class 22
R. Lothian, Alexis, and Amanda Phillips. "Can Digital Humanities Mean Transformative Critique?" *Journal of e-Media Studies*
S. Radhika Gajjala and Annapurna Mamdipudi, "Cyberfeminism, Technology and International 'Development." In *Cyberselves: Feminist Ethnographies of South Asian Women and of Cyberculture.* 2004.

Class 23

    T. Kroker, Arthur. *Critical digital studies: a reader.* University of Toronto Press, 2008. Selected Chapters.

Class 24

    U. Sample, Mark. "Building and Sharing (When You're Supposed to be Teaching)." Blog, 2011.

    V. Daniels, Jessie. "The Trouble with White Feminism: Whiteness, Digital Feminism and the Intersectional Internet." *Social Science Research Network*, 2015.

Class 25

    W. Final Project work Day

Class 26

    X. Final Project Showcase

Class 27

    Y. Last Class Wrap-Up