

Race, Gender, and Sexuality in Texts and Technology

ENG 6814 – 0001

Dr. Mel Stanfill

Fall 2017

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 or via Webcourses
Wednesdays 6-8:50pm
Burnett Honors College, Room 128
3 Units

Course Description

This advanced introduction surveys both canonical and contemporary scholarship in texts and technology regarding race, gender, and sexuality. PR: Graduate standing.

Course Objectives

In this course, students will:

- Gain an understanding of key concepts in race, gender, and sexuality as they apply to Texts and Technology.
- Become familiar with canonical and contemporary scholarship in texts and technology regarding race, gender, and sexuality.
- Learn to position their own work within the intersecting fields of race, gender and sexuality studies and texts and technology.
- Produce original research engaging the intersecting fields of race, gender and sexuality studies and texts and technology.
- Gain practice in scholarly practices of feedback and revision

Required Texts

Eubanks, Virginia. 2012. *Digital Dead End: Fighting for Social Justice in the Information Age*. Cambridge, Mass.: The MIT Press.

Haraway, Donna. 1996. *Simians Cyborgs and Women*. London: Free Association Books.

Hasinoff, Amy Adele. 2015. *Sexting Panic: Rethinking Criminalization, Privacy, and Consent*. Urbana: University of Illinois Press.

Nakamura, Lisa. 2008. *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press.

Noble, Safiya Umoja, and Brendesha M. Tynes, eds. 2016. *The Intersectional Internet: Race, Sex, Class, and Culture Online*. New York: Peter Lang Inc., International Academic Publishers.

Shaw, Adrienne. 2015. *Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture*.

Minneapolis: Univ Of Minnesota Press.

Recommended

Hayles, N. Katherine. 1999. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. University Of Chicago Press.

Evaluation and Grading

Grading Scale

A	=	94-100	B-	=	80-83	D+	=	68-69
A-	=	90-93	C+	=	78-79	D	=	64-67
B+	=	88-89	C	=	74-77	D-	=	60-63
B	=	84-87	C-	=	70-73	F	=	0-59

Assignments

100 points **10x Weekly Questions**

In 10 weeks of their choice, students will send me 3 discussion questions by email. This is due 3 hours before class time to allow me to review them.

250 points **Journal Review**

September 27

Students will review the most recent 3 years of a journal of their choice for how race, gender, and sexuality in texts and technology feature in the scholarship it publishes.

150 points **Final Paper Proposal/Background Reading**

October 25

You will identify a journal or a call for papers suitable to your research and submit a 2-page proposal of a research question (empirical papers) or an area and a position (theoretical papers), a plan for how you intend to complete the project, and a brief justification for why your work is a good fit to be published in that venue. You will also write an annotated bibliography or literature review of existing scholarly writing relevant to the project.

50 points **Final Paper Draft**

November 22

Produce a complete draft of your article (ballpark 8,000 words, unless your target journal has another length requirement) for peer review. Do not include any identifying information on the draft, because these drafts are going to be used for blind peer review.

100 points **Peer Review**

November 29

You will receive the papers of two other students to conduct double-blind peer review of the sort one is called to do for journals in an academic career. You'll tell your colleague what about their paper works, what doesn't work, and what you suggest to remedy whatever weaknesses it may have. You will be graded based upon the quality of your contribution to your classmate.

50 points **Conference Presentation**

November 29

On the last scheduled day of class we will have a mini-conference and invite colleagues to attend. You'll be organized into panels, speak, and field questions. The idea is for you to use the feedback you get in the Q&A alongside the peer

review in making your revisions, much like one will take a paper to a conference before publishing it in a journal.

300 points Final Paper

December 6

Based on the feedback of the peer reviewers and on the presentation, submit a revised version of the paper. Your final submission will include a practice letter to the editor of the journal to which you intend to submit, explaining what revisions you have made and why you feel they make the paper stronger.

1000 points Total

Assignment Policies

- During the first week, there is a required **Academic Activity Verification**, due August 25 by 11:59pm.
 - Faculty members are required to document students’ academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
- **Grades will be reported via Webcourses.**
- **I do not accept late work.** All work must be turned in on time. If you have a situation that prevents you from being able to turn work in on time, you must ask for an extension before the due date.
 - Extension requests must be made in writing, with a clear explanation and documentation of the problem preventing you from making the due date and a clear proposed date for when you will be able to turn in the assignment.
- All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. “Rewriting,” in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. **Plagiarism and cheating of any kind on an assignment will result at least in an “F” for that assignment** and may also lead to an “F” for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).
- The University of Central Florida is committed to providing reasonable **accommodations for persons with disabilities**. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Bldg. F7, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, sas@ucf.edu, before requesting accommodations.

Weekly Schedule

Week	Date	Reading	Assignment
1	August 23	Haraway, Ch 7 Cohen, Cathy J. 1997. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?”	Academic Activity Verification

		GLQ: A Journal of Lesbian and Gay Studies 3 (4): 437-65. Dyer, Richard. 1997. "Lighting for Whiteness." In <i>White</i> , 89-102. London, UK: Routledge. (on Webcourses)	
2	August 30	Haraway, Introduction, Ch 1, 3-5 Fausto-Sterling, Anne. 2000. <i>Sexing the Body: Gender Politics and the Construction of Sexuality</i> . New York: Basic Books pp: 1-5, 45-77. (on Webcourses)	
3	September 6	Haraway, Ch 8-10 Hayles Ch 1, 8	
4	September 13	Nakamura, Introduction, Ch 1, 4 Dorothy Roberts, "The Dark Side of Birth Control," from <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i> (New York: Parthenon Books, 1997). (on Webcourses)	
5	September 20	Nakamura, Ch 3, 5, Epilogue Said, Edward W. 1979. <i>Orientalism</i> . New York: Vintage. pp. 1-28 (on Webcourses)	
6	September 27	Eubanks 1 Others TBD	Journal Analysis
7	October 4	Eubanks 2 Others TBD	
8	October 11	Shaw 1 Others TBD	
9	October 18	Shaw 2 Others TBD	
10	October 25	Hasinoff 1 Others TBD	Paper Proposal
11	November 1	Hasinoff 2 Others TBD	
12	November 8	No Class	
13	November 15	Noble and Tynes 1 Others TBD	
14	November 22	Noble and Tynes 2 Others TBD	Draft for Peer Review
15	November 29	Conference	Peer Reviews
16	December 6		Final Paper Due