

University of Illinois, Urbana-Champaign

*Course Description and Syllabus*

Fall 2015 **COLLABORATIONS IN FEMINISM AND TECHNOLOGY**

LIS 590-1 | 4 credits hours | CRN 35246; no pre-requisites

Mondays, 3-5:50pm

LIS Building Room 242

Instructor: Sharon Irish, [slirish@illinois.edu](mailto:slirish@illinois.edu)  
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Office Hours: LIS 331, Tuesdays, noon-1pm, or by appointment

**COURSE DESCRIPTION**

*Collaborations in Feminism and Technology* is a cross-disciplinary graduate seminar that's part of a Distributed Open Collaborative Course (DOCC) in an international network of institutions and scholars called FemTechNet (FTN)

<http://femtechnet.org/>. The FemTechNet DOCC focuses on intersections among feminisms, media, arts, science and technology studies, and human-computer interactions. As co-founder Anne Balsamo noted, the "DNA" of the FemTechNet DOCC is defined by its dialogic structure, generating conversations that create and expand knowledge on feminisms and technologies. While this "specific topic" defines the FTN DOCC it also encompasses a wide range of methods, themes, and subjects within many disciplines.

This Fall 2015 course will use technology for collaborative creation and peer-to-peer sharing while still valuing local issues and face-to-face connections. The course is built around a set of video dialogues on keywords—including Body, Difference, and Transformation—with preeminent thinkers and artists who consider technology through a feminist lens. One of the course's basic pedagogic instruments is the use of Boundary Objects that Learn, a concept indebted to the work of former UI faculty member S. Leigh Star, and further developed by Anne Balsamo. Through reading, discussion, writing, and making, we will add to a growing and global database of materials that "learn" through implementation, reflection, revision, and/or deletion.

There is NO expectation that you use social media platforms, but if you are interested: **Twitter:** #femtechnet #DOCC15;

**Facebook:** <https://www.facebook.com/groups/FemTechNet/>

**Goals:** To focus upon multidirectional collaboration and to attend to the values and diverse expertise distributed throughout our class and among our networks. To the extent possible at UIUC, the course aims to embody and enact a different way of being academics, through flattened hierarchies and collaboration within and outside of established institutions. Students will create materials that will be useful in their personal and professional lives, reflecting considerations of key feminist and digital structures. To help build these materials, we will read and watch feminist writings and films, link to and collaborate with other DOCC courses, critique digital tools, and reflect on all of these activities in discussion and writing. The materials can be created using Omeka, Scalar, Blogger, WordPress, Vimeo, Tumblr, EdCast, or another tool or combination of tools.

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**NOTE: Readings will be found on the Moodle site through GSLIS; most videos for our class are transcribed and captioned here:**

[ats-streaming.cites.illinois.edu/digitalmedia/do](http://ats-streaming.cites.illinois.edu/digitalmedia/do)

***We will prioritize (and perhaps change) the readings together and decide which of the ones listed will be our focus. Readings and videos for each session should be read prior to meeting that week, unless otherwise noted.***

### **Course Books:**

#### Required:

Bennett, Jane. *Vibrant Matter: A Political Ecology of Things*. Duke University Press, 2010 ISBN 978-0-8223-4633-3 (\$22.95)

Oudshoorn, Nelly and Trevor Pinch, eds. *How Users Matter: The Co-construction of Users and Technology*, The MIT Press, 2003. ISBN: 9780262651097 (\$24)

Roberts, Dorothy. *Fatal Invention: How Science, Politics, and Big Business Re-create Race In The Twenty-First Century* (The New Press, 2011). ISBN: 978-1-59558-834-0 (\$19.95)

#### Recommended:

Layne, Linda and Sharra Vostral, eds. *Feminist Technology*. University of Illinois Press, 2010.

Lugones, María. *Pilgrimages/Peregrinajes: Theorizing Coalition against Multiple Oppressions*, Rowman and Littlefield, 2003

### **Schedule of activities, readings and conversations**

(subject to change; this is a working, dynamic document; readings will be prioritized according to interests and projects)

Our class will partner on a few activities with a graduate class at **Ontario College of Art and Design (OCAD) University**, with the instructor, Dr. Maria-Belén Ordóñez. OCADU doesn't start classes until September 9, 2015. (See p. 8 for MBO's bio.)

### **Key Dates and Tasks (so far):**

August 31, Join initial Working Groups

September 14, Semester contract due

September 28, Introductions-in-Relation written, recorded and uploaded to Sound Cloud; switch Working Groups

October 5, Difference conversation; Reflection on Introductions-in-Relation due

October 12, Responses to Difference video conversations due

October 26, Taking Stock

November 2, Switch Working Groups

## WORKING GROUPS

FemTechNet runs by committees. Our class will echo the committee structure and run our DOCC, using working groups of 4-5 people. We'll rotate through the groups during the semester.

The working groups are:

- ❖ **Pedagogy:** this group will identify content for reading (especially in the required books), watching, discussing, or creating media, and help guide that process in relation to Boundary Objects that Learn
- ❖ **Technology Praxis:** this group will use, pay attention to, and document the pluses and minuses of, the various digital methods we use in and across the DOCC, paying attention to privacy and safety
- ❖ **Operations:** this group will keep us on track, via announcements, calendar posts, check-ins

Parts of the contract will dovetail with responsibilities of these groups, such as contributing to knowledge about EdCast, taking a leadership role in the class, and/or moving toward your personal goals.

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### Week 1 (Aug 24) ***FemTechNet Introduction***

DISCUSSION of structures and platforms, including schedules, protocols, and assessment.

ACTIVITY: Hack the syllabus

#### **READ:**

**Begin** Jane Bennett, *Vibrant Matter: A Political Ecology of Things* (Duke, 2010); this book will be a touchstone for the course; start reading it.

ALSO, *the more familiar you are with FemTechNet, the better.*

- “FemTechNet Roadshow” blog entries:  
<http://femtechnet.org/2015/08/femtechnet-roadshow-table-of-contents/>
- “FemTechNet: A Collective Statement on Teaching and Learning Race, Feminism, and Technology,” draft submission to *Frontiers: A Journal of Women Studies* (June 2015). Please do not circulate.
- Cathy Davidson, “Student-Centered Learning” series, parts 1-3:  
<https://www.hastac.org/blogs/cathy-davidson/2015/08/04/how-do-i-get-started-step-step-guide-designing-student-centered>; parts 2 and 3 linked from part 1
- DOCC 2014 at Illinois: <http://sharonirish.org/2014/12/12/docc14-uiuc/>
- Look at the affiliated organizations here and the framing of editorial policies:  
<http://catalystjournal.org/ojs/index.php/catalyst/about/editorialPolicies#custom-0>

On **Boundary Objects that Learn**, the synopsis of Star and Griesemer by Lisa Cartwright (linked on the Moodle) will be useful.

On **risk literacy**, see Jade Davis, “Addressing Trust Challenges in Connected Learning,” <http://dmlcentral.net/blog/jade-e-davis/addressing-trust-challenges-connected-learning>

## Recommended further background information

### On FemTechNet DOCC

- “Transforming Higher Education with Distributed Open Collaborative Courses: Feminist Pedagogies and Networked Learning”  
<http://femtechnet.org/about-the-network/technical-report/>
- Juhasz, Alexandra, and Anne Balsamo, “An idea whose time is here: FemTechNet, a Distributed Online Collaborative Course (DOCC),” *Ada: Journal of Gender, New Media and Technology* 1:1 (November 2012)  
<http://ada.fembotcollective.org/2012/11/issue1-juhasz>
- Losh, Liz, “Bodies in Classrooms: Feminist Dialogues on Technology”  
<http://dmlcentral.net/blog/liz-losh/bodies-classrooms-feminist-dialogues-technology-part-i>
- Losh, Liz, “Learning from Failure: Feminist Dialogues on Technology”  
<http://dmlcentral.net/blog/liz-losh/learning-failure-feminist-dialogues-technology-part-ii>
- <http://justpublics365.commons.gc.cuny.edu/2013/02/05/mooc-to-pooc-moving-from-massive-to-participatory/>
- Press coverage of the DOCC (and peruse the comments):  
<http://www.insidehighered.com/news/2013/08/19/feminist-professors-create-alternative-moocs>;  
[http://www.huffingtonpost.com/2013/08/16/femtechnet-online-courses-teach-feminist-technology\\_n\\_3763863.html](http://www.huffingtonpost.com/2013/08/16/femtechnet-online-courses-teach-feminist-technology_n_3763863.html)

### On Boundary Objects that Learn

- Star, S. Leigh and James R. Griesemer, “Institutional Ecology, ‘Translations’ and Boundary Objects: Amateurs and Professionals in Berkeley’s Museum of Vertebrate Zoology, 1907-39,” *Social Studies of Science* 19: 3 (August 1989), 387-420.
- Lucy Suchman, “Affiliative Objects,” draft
- Anne Balsamo, “Designing Learning,” in *Designing Culture: The Technological Imagination at Work* (Duke University Press, 2011)

### Week 2 (August 31) **Body**

**DUE:** Join a Working Group

**VIEW:** Video Dialogue with Skawennati and Heather Cassils

<https://vimeo.com/77347602>

and studio tours: <https://vimeo.com/77556222> (Cassils);

<https://vimeo.com/77379737> (Skawennati)

**READ:**

Continue with Bennett, *Vibrant Matter*

- Bruno Latour, “How to Talk about the Body? The Normative Dimensions of Science Studies,” *Body and Society* 10:2-3 (2004), 205-229.
- Christine Liao, “My Metamorphic Avatar Journey,” *Visual Culture & Gender* 3 (2008) <http://vcg.emitto.net/3vol/liao.pdf>

Recommended:

- Henry Jenkins. "It's 2012. Do You Know Where Your Avatar Is?": An Interview with Beth Coleman.  
Part One, April 13, 2012:  
[http://henryjenkins.org/2012/04/our\\_avatars\\_our\\_selves\\_an\\_inte.html](http://henryjenkins.org/2012/04/our_avatars_our_selves_an_inte.html)  
Part Two, April 19, 2012:  
[http://henryjenkins.org/2012/04/its\\_2012\\_do\\_you\\_know\\_where\\_you.html](http://henryjenkins.org/2012/04/its_2012_do_you_know_where_you.html)

**NO CLASS ON LABOR DAY Sept 7**

OCADU course begins: Wednesday, Sept. 9, 11:50-2:50

<http://www.ocadu.ca/>

Week 3 (Sept 14) ***Vibrant Matter***

**DUE:** Semester contract (see p. 14)

**VIEW:** Stories from the Wood, by Sharon Townson and Ellie Kynaston

<http://vimeo.com/72282861>

MzTek <http://www.mztek.org/about/> (scroll down for video)

**READ:**

- Bennett, *Vibrant Matter*
- Lugones, Maria. "Introduction." *Pilgrimages/Peregrinajes: Theorizing Coalition against Multiple Oppressions*, Rowman and Littlefield, 2003.

ACTIVITY: In class time to work on Introductions-in-Relation based on Lugones (see p. 12)

Week 4 (Sept 21) ***Science and Technology Studies 101***

READ (to be edited by Cole; some readings may be moved to later weeks):

- Balsamo, Anne, "Teaching in the Belly of the Beast: Feminism in the Best of All Places," *Wild Science: Reading Feminism, Medicine and the Media*, Janine Marchessault and Kim Sawchuk, eds. Routledge, 2000, pp. 185-214.
- Bowker, Geoffrey and S. Leigh Star, ch. 9, *Sorting Things Out: Classification and Its Consequences*, MIT Press, 2000.
- Haraway, Donna, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century," in *Simians, Cyborgs and Women: The Reinvention of Nature* (New York; Routledge, 1991), pp.149-181. [first published 1985]
- Johnson, Deborah, "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.
- Oudshoorn, Nelly and Trevor Pinch, eds., Introduction, *How Users Matter: The Co-construction of Users and Technology*, The MIT Press, 2003.
- Staudenmaier, John, "The Politics of Successful Technologies," In *In Context: History and the History of Technology: Essays in Honor of Melvin Kranzberg*.

Research in Technology Studies, v. 1, Stephen Cutcliffe and Robert Post, eds., Bethlehem: Lehigh University Press, 1989, pp. 150-171.

- Wacjman, Judy. "Feminist Critiques of Science and Technology," *Feminism Confronts Technology*, Pennsylvania State University Press, 1991, pp. 1-26.
- Wyatt, Sally, "Non-Users Also Matter: The Construction of Users and Non-Users of the Internet," in Oudshoorn & Pinch, *How Users Matter*, 67-79.

### Recommended

- Cowan, Ruth Schwartz "Consumption Junction: A Proposal for Research Strategies in the Sociology of Technology," in *The Social Construction of Technological Systems*, Wiebe E. Bijker, Thomas Parke Hughes, Trevor J. Pinch, eds. ([1983] 1987), 261-280.
- Fouché, Rayvon "Aren't Athletes Cyborgs?: Technology, Bodies, and Sporting Competitions." *Women's Studies Quarterly* 40:1/2(Spring 2012).
- Suchman, Lucy, and Brigitte Jordan. Computerization and Women's Knowledge. In *Reinventing Technology, Rediscovering Community: Critical Explorations of Computing as Social Practice*, Philip Agre and Douglas Schuler, eds. (Ablex Publishing, 1997): 97-105.
- Winner, Langdon "Do Artifacts Have Politics?" In *The whale and the reactor: a search for limits in an age of high technology*. University of Chicago Press, 1986, 19-39.

### Week 5 (Sept 28) **Difference**

**DUE:** Join a different Working Group

**DUE:** Introduction-in-Relation (1000 words in written and audio version, the latter uploaded to Soundcloud)

**ACTIVITY:** We will watch Difference Video Dialogue with Shu Lea Cheang and Kim Sawchuk <https://vimeo.com/76909765>

As a group, we will stop and "talk back" to the video in relation to the readings; OCAD U class is also watching this video and reading these articles this week.

**READ:**

- Margrit Shildrick, "The Body Which is Not One: Dealing with Differences," *Body & Society* 5(1999), 77-92.
- Amade M'charek, "Fragile Differences, Relational effects: Stories about the Materiality of Race and Sex," *European Journal of Women's Studies* 17:4 (2010), 307-322

### Week 6 (Oct 5) **Difference Conversation**

**DUE:** Reflection of 500 words, after listening to introductions from OCAD U and Illinois

**ACTIVITY:** We will prepare and then video-record a ~25-minute conversation about Difference, using Shildrick, M'charek, and Sandoval. OCADU class will be doing the same exercise this week, and the video conversations will be shared. (see p. 13)

**READ:**

- Sandoval, Chela "U.S. Third World Feminism- Differential Social Movement I"

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*Methodology of the Oppressed* Theory out of Bounds Volume 18 (Minneapolis: University of Minnesota Press, 2000), 40-63.

Week 7 (Oct 12) **Body**

**DUE:** Reflection about Difference Video Conversations

**VIEW:** Body Video Dialogue with Dorothy Roberts and Karen Flynn,  
<https://vimeo.com/83827189>

**READ:** Roberts, *Fatal Invention*, to p. 146

Week 8 (Oct 19) Cole and Cyborgs

~~Andrea Geyer in town and meeting with us~~ Visitor CANCELLED

**READ:** Geyer's website

~~<http://www.andreageyer.info/projects/cambio/cambiodetail.html> (read two brief essays on this piece) and <http://www.ltr.org/journal/1/notes-on-cambio-de-lugarchange-of-placeortswechsel>~~

ACTIVITY: Prep for Taking Stock session

Week 9 (Oct 26) **Taking Stock**

**READ:** Roberts, to end

ACTIVITY: We will plan the next four sessions; this may include presentations, class visitors, field trips, more video dialogues, activities, creating modules, group work, exchanges with OCAD U, or some combination thereof.

Week 10 (Nov 2)

**DUE:** Join a different Working Group

Week 11 (Nov 9)

Week 12 (Nov 16)

Week 13 (Nov 30)

Week 14 (Dec 7): **Transformations**

**VIEW:** Transformations Video Dialogue with Donna Haraway, Catherine Lord, and Alex Juhasz <https://vimeo.com/80248724>;

**VIEW ALSO:** daCosta's work, "Dying for the Other":

[http://nideffer.net/shaniweb/projects/dyingfortheother/dying\\_full.mp4](http://nideffer.net/shaniweb/projects/dyingfortheother/dying_full.mp4)  
and

Donna Haraway, "Anthropocene, Capitalocene, Chthulucene: Staying with the Trouble", 5/9/14 <https://vimeo.com/97663518> (25 minute lecture)

**READ:**

- Jane Bennett, *Vibrant Matter*
- Beatriz da Costa and Kavita Philip, eds. *Tactical Biopolitics: Art, Activism, and Technoscience*, The MIT Press, 2008: DaCosta, "Reaching the limit: When Art

- becomes Science,” pp. 365-382; Haraway, Donna “Training in the Contact Zone: Power, Play, and Invention in the Sport of Agility,” pp. 445-464.
- Margret Grebowicz and Helen Merrick; with a “seed bag” by Donna Haraway (eds.) *Beyond the Cyborg: Adventures with Donna Haraway*. New York: Columbia University Press, 2013. Excerpts.

Recommended:

<http://scalar.usc.edu/anvc/feminist-anti-mooc/instructions>

The link above is an interactive reader (created for a DOCC course in 2012) that is available free online and is comprised of these three readings:

Donna Haraway, “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century,” in *Simians, Cyborgs and Women: The Reinvention of Nature* (New York; Routledge, 1991), pp.149-181;

Beatriz da Costa, “Reaching the Limit When Art Becomes Science,” in *Tactical Biopolitics: Art, Activism, and Technoscience*, eds. da Costa and Kavita Phillips (MIT Press, 2010);

Catherine Lord, *Summer of Her Baldness* (University of TX Press, 2004).

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Reading Day is December 10; Finals Week is December 11-18 (We will not have a final, but keep these dates in mind for your semester contract.)

***ABOUT MARIA-BELÉN ORDÓÑEZ*** (instructor at OCAD U, our collaborating class)

Through unofficial channels of public pleasure, desire, affect and corporeal politics, Maria-Belén Ordóñez' research broadly explores alternative sexual citizenships, the destabilization of (hetero)normativity and the formation of publics in mediascapes. Her ethnographic research has been based in Toronto, Montreal, and Vancouver where she engages with the affective impacts of events in disparate locations such as media headlines; queer identified spaces of pleasure and activism, and the contested zones of censorship and regulation. Her research has included the investigation and tracking of affect in Canadian legislative challenges dealing with sex, sexuality and morality. Specifically, the cases of R v. Sharpe (child pornography), R v. Bedford (bawdy house laws), the police raid of the Taboo gay strip club (homophobic targeting of young gay strippers) in Montreal and Canadian legislation that raised the age of consent from 14 to 16 years of age. Ordóñez uses feminist methodologies and multi-sited ethnography to think and write about the emergence and undoing of public events. Her most recent research is in an edited volume, *Reworking Postcolonialism: Globalization, Labour and Rights* (2015). Here, Belén Ordóñez' chapter is on media circuits of power, desire and labour as a rhizomatic *event* in a globalized context, vis-a-vis the political undoing of the former director of the International Monetary Fund, Dominique Strauss-Kahn.

Options for student work (that Sharon can help with):

- Collaborations with OCAD University (Toronto) class or other DOCC class
- Collaborations with Seeing Systems INTERSECT group  
<http://www.grad.illinois.edu/intersect>



- Visit/study/assess FabLab, Makerspace, &/or Gadget Garage  
<http://cucfablab.org>; Urbana Makerspace <http://makerspaceurbana.org/>;  
Gadget Garage [http://ssc.sustainability.illinois.edu/?page\\_id=511](http://ssc.sustainability.illinois.edu/?page_id=511)
- Catalyst <http://catalystjournal.org/ojs/index.php/catalyst/index>
- Interview/invite/read: Toby Beauchamp, Barbara Ford (Mortenson Center, retired), Veronica Paredes (Media & Cinema Studies), William Barley (Communication), Jimena Canales (History), Anita Say Chan (Media & Cinema Studies, ICR), C.L. Cole (Media & Cinema Studies, ICR), Sally Jackson (Communication), Melissa Littlefield (English), Prita Meier (Art History), Jerome McDonough (GSLIS), Spencer Schaffner (English), and Terri Weissman (Art History) (all UIUC); Laura Forlano and Marie Hicks (IIT/Chicago)
- Contributions are welcome to the Critical Race and Ethnic Studies Workbook <http://femtechnet.org/publications/critical-race-and-ethnic-studies-workbook/>; <http://scalar.usc.edu/works/ftn-ethnic-studies-pedagogy-workbook-/index>
- *Other DOCC contributions: primer(s) for teaching video dialogues to undergrads; guides to key readings; syllabi mapping; organization of documents (archives); transcribing/captioning of videos; EdCast roll-out and assessment; translating collective publications*
- Participants should be aware of a FemTechNet conference **April 8-10, 2016** at University of Michigan, details in development

### **Logistics, Due Dates and Assessment**

I want this course to serve your goals, needs and interests: each student will draft a contract specifying their semester work using a template (see p. 14) Your draft of the contract is due on **September 14**. I will then schedule an initial meeting with you in late September/early October, during which time we will refine the contract together. A second one-on-one session will be in late November to consider what you have done, what else you need to do, and any problem areas.

### **Attendance/ Participation Policy**

If you find you must miss class, contact the instructor as soon as possible. Students missing more than one class session or who regularly arrive late or leave early will not pass the class unless alternate arrangements have been made with the instructor. According to University policy: "For a graduate level course, attendance is expected, and should not be counted toward the final grade. The Student Code explicitly states that for all students, "(a) Regular class attendance is expected of all students at the University" ([http://admin.illinois.edu/policy/code/article1\\_part5\\_1-501.html](http://admin.illinois.edu/policy/code/article1_part5_1-501.html))

### **Academic Integrity**

Please review and reflect on the academic integrity policy of the University of Illinois, [http://admin.illinois.edu/policy/code/article1\\_part4\\_1-401.html](http://admin.illinois.edu/policy/code/article1_part4_1-401.html) to which we subscribe.

If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgement must be given. Not to do so is to commit plagiarism, a form of academic dishonesty. If you are not absolutely clear on what constitutes plagiarism and how to cite sources appropriately, now is the time to learn.

**Statement of Inclusion**

I support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

**Disability Statement**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructors and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).

ASSIGNMENT ONE:

***Introductions-in-Relation***

(with thanks to Maria-Belén Ordóñez)

10% of course grade

*In process from September 14 to October 5, 2015*

1. UIUC students will read María Lugones's "Introduction" from *Pilgrimages/Peregrinajes: Theorizing Coalition against Multiple Oppressions*, Rowman and Littlefield, 2003, pp. 1-39. (OCAD U students are reading Erin Manning, "Engenderings: Gender, Politics, Individuation" in *The Politics of Touch* [2006]).

2. Then, using the Lugones text as a framework, introduce yourself to us at UIUC and those at OCAD U, in about 1000 words. The introduction should connect the reading to your particular experience or a specific moment in your life. You may use any part of the Lugones piece, but you may find the section, "Trespassing," to be helpful. As Dr. Ordóñez has written, the "introductions will serve to exchange and situate students' life experiences with broader questions of subjectivity and performativity."

3. Read your introduction out loud to share via the SoundCloud site for others to listen to.

4. Finally, after you have listened to all the introductions from both classes, write a reflection of about 500 words that analyzes how people perform their own subjectivities. What are the common patterns that you can distill from them? Are there gaps, and what are they? In terms of the OCAD U students, is there a common theme that emerged from the "Engenderings" reading by Manning? (You needn't read Manning.)

Assessment will be based on evidence in your contributions that you did the reading, listened to people's introductions, and carefully considered the commonalities or gaps in people's introductions. Please turn in a printed version of your introduction (on **September 28**) and your 500-word reflection (on **October 5**) to Sharon in class.

ASSIGNMENT TWO:

***Interactions around Difference Video Dialogue***

(with thanks to Maria-Belén Ordóñez)

15% of course grade

*In process from September 28 to October 12, 2015*

1. UIUC students will watch the Difference Video Dialogue together in class. We will interact with each other and the video, stopping as often as we want to make a point, ask a question, share a comment.
2. The following week we will have a preparatory discussion about how we will “perform” our own conversation about the Video Dialogue and the readings done over the two-week period. We will brainstorm key ideas from the readings by Shildrick, M’charek and Sandoval.
3. We will then video-record a 15-to-20-minute conversation (same week as #2), ensuring that everyone has the opportunity to speak. We will share our video with OCAD U.
4. Watch the OCAD U’s video. Write a 500-word reflection on the overlaps and particularities between the two videos, ours at Illinois, and that at OCAD U.

Assessment will be based on evidence that you did the readings, prepared for the conversation, spoke during the conversation, and watched the OCAD U video.

Please turn in a printed version of your 500-word reflection to Sharon in class on

**October 12.**

TEMPLATE FOR SEMESTER CONTRACT

Your draft of the contract will include six parts. These parts will total 1000 points. The point spread indicates how I weight these parts—and it is negotiable. Some of the template is “fixed,” due to the assignments described above.

Due **September 14**.

1. Introductions-in-Relation  
100 points
2. Interactions around Difference Video Dialogue  
150 points
3. Join each of the three working groups; we will switch groups  
150 points (50 points each group)
4. Take a leadership role in the class: this could be leading a discussion; skill-sharing; Skyping in a visitor; sharing a keyword video; the list is long....  
150 points
5. Contribute to FemTechNet’s knowledge about EdCast  
100 points
6. For the remaining 350 points, create something that helps you move toward your degree or other goal, which relates in general terms to gender, technology and culture.

When we meet, we will discuss a timeline that works for you and the class; expectations for each part; and ways to assess your progress. Feel free to suggest dates in your contract.