

COMS 472/521 Communication Technologies and Gender

Concordia University
Department of Communication Studies
Dr. Stefanie Duguay
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Tuesday 1:15pm – 4:00pm, CJ 4.320

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Include COMS472/521 in subject line; responses generally sent within 24 business hours.

Calendar Description

Feminist theories of communication technologies are used to critique the impact and meanings of these technologies in various spheres of cultural activity. Topics include the mass media, technological mediations in organizations and institutions, and the re-articulation of domestic and public spaces, such as the Internet and the World Wide Web. Special attention is paid to these electronic and digital technologies - or new media - and the communicational and representational possibilities they enable or foreclose. The class is conducted as an intensive seminar. Completion of a prior course in women's studies or gender studies at the university level is recommended.

Prerequisites

400-level courses, unless otherwise indicated, are open to students who have successfully completed 48 university credits or who have received permission from the Department.

Course Description

This course will embark on two strands of analysis by examining: a) the role of gender in the design, development, and deployment of communication technologies; and, b) how communication technologies shape gendered practices, communities, cultures, and representations. While considering a range of communication technologies, we will focus on new and digital technologies, analysing their possibilities, constraints, and implications for the construction and reinforcement of gender identities, roles, scripts, and inequalities. Our examination of communication technologies will draw on feminist, queer, postmodern, and intersectional lenses of analysis while also interrogating popular notions of feminism, postfeminism, and masculinity. Identifying gender-related power imbalances, violence, and discrimination embedded in and perpetuated through communication technologies will allow us to reimagine digital practices and reinvent technologies with the aim of addressing inequality.¹

Course objectives/learning outcomes

- Understand and critically analyse the role of gender in the development, design, and use of communication technologies;

¹ This course has been developed with input from scholars who have taught similar courses and experts in this area, including Mia Consalvo, Amy Johnson, Brooke Duffy, Andrew Schrock, Sharon Greenfield, Kate Miltner, and Tarleton Gillespie. Thank you for your suggestions and sharing past syllabi.

- Identify gender inequalities, sexism, gender-based violence, and discrimination carried out through the use of communication technologies, with attention to how new digital technologies shape these practices;
- Explore new possibilities for constructing and performing gender through communication technologies;
- Reimagine and reinvent communication technologies and practices using feminist theory and other critical lenses;
- Develop and fortify skills related to critical thinking, formal writing, and project management.

Course materials

All readings and related materials will be available through Concordia Reserve. Required readings are listed first for each week; additional readings are provided for further exploration and for application to course assignments. I reserve the right to make changes to the syllabus during the semester as necessary, with the goal of fully addressing class needs and improving your learning experience.

Assignments and Grading

Assignment	Weighting (%)	Due date
Discussion leader	15	
Gender design analysis	15	February 13
Gender practices journal and critical reflection	20	March 27
“Reimagining/reinventing” research-creation project:		
• Project proposal	5	January 30
• First iteration and peer feedback	5	March 6
• Finished creative output	20	April 3 & 10
• In-class presentations	10	April 3 & 10
• Project post-mortem and analysis	10	April 17

Discussion leader – 15%

Once during the semester, you will lead the discussion for that week’s topic and readings along with 1-2 other students (depending on class size). I will pass around a sign-up sheet in class, where you can choose a topic of interest and a week that works best with your schedule. You will facilitate the discussion for the first portion of the class, which will include: providing background information about the topic, readings, and authors; summarising key points and concepts from the readings; and initiating discussion through questions and critiques of the readings. Discussion leaders can bring other forms of media (e.g., a short video, audio or game clip, or print materials) to illustrate points from the readings. They should connect the readings to real life examples from their own lives, current events, or elsewhere in contemporary society. Discussion leaders are expected to engage with both the required and additional readings as well as outside materials. Providing background information and context for the topic will require some additional research. Hand-outs, bibliographies, or online resources for distribution to the class are encouraged. **Note:** If you miss your assigned discussion leader day, no make-up assignment is available.

Gender design analysis – 15%

Choose a communication technology (e.g., hardware device/phone/console; software program/app; social media platform; website) and compose an analytical paper that examines gendered aspects of its development, design, intended use, popular framing, and/or user uptake. Drawing from class topics and readings, examine how gender has played a role in these different aspects of the technology's deployment over time. In your conclusion, propose at least one recommendation for re-inventing (changing the design, development, or social practices) the technology that addresses gender inequalities arising from its current state. You will not need to conduct extensive outside research for this paper but you will need to do some investigative work to learn about the history and development of your chosen technological object.

1,200-1,500 words (excluding references)

DUE IN MOODLE AND IN CLASS ON FEBRUARY 13

Gender practices journal and critical reflection – 20%

Maintain a journal for at least a week, recording gendered practices in relation to communication technologies in your everyday life. Use the class readings to help you identify these practices, which may include friends' self-representational choices, the marketing of technologies to people with certain gender identities, gender-based discrimination or violence (however, do not put yourself at risk – we will discuss this in class), gendered labour, gender-related surveillance, or gender biases in relational communication. Based on your observations, compose a paper that explains and critiques the role of gender in these communication practices. Be sure to examine your own practices along with the practices of others (do not use real names) and note whether or not you would change any aspect of your personal practices given these observations.

Paper of 1,500-1,800 words (excluding references) and at least 7 journal entries (500+ words each)

DUE IN MOODLE AND IN CLASS ON MARCH 27

“Reimagining/reinventing” research-creation project – 50% total

In teams (up to 4 people) or solo, you will conduct research and create a video, podcast, software program, game, website or other form of creative media that: a) critiques a current technology or technology-related practice from a feminist standpoint; and b) proposes a disruption, reinvention, or reimagining of that technology or practice. You will be able to draw on the course's writing assignments that have similar themes in order to apply critical thinking skills to this project. Imagine that this is a commissioned project and you are not only a researcher and creator but also a project manager, you will go through the following steps to produce, deliver, and reflect on your project:

1. Project proposal – 5%

We will discuss project ideas and form groups in class. You will select a project and submit a **2-page** proposal detailing: the technology or practice you have chosen and why; the creative product to be delivered; key milestones; a timeline for completing the work; a mitigation strategy for addressing unanticipated issues or setbacks. Please note: Unless you make specific bookings, you will not have access to the Communication Department's production labs and equipment for this project. Use of personal

devices and non-professional equipment is completely acceptable. Attach a signed group contract to the proposal (if applicable).

DUE IN MOODLE AND IN CLASS ON JANUARY 30 – each group member must submit a copy of the project proposal in Moodle while only one paper copy per group is required in class.

2. First iteration and peer feedback – 5%

You will have a chance to show a first iteration of your creative project to your peers and to receive feedback about how it can more effectively achieve its aims. In order to receive a grade, you will need to have something to show others AND to participate in providing quality feedback to at least one other group/project.

FEEDBACK SESSION IN CLASS ON MARCH 6 – **prior to class**, review the instructions in Moodle and, in groups, start a discussion thread about your project.

3. Finished output and in-class presentation – 30%

Your final creative project will be graded in relation to how effectively it addresses the project aims. Please bring it to class and provide a version to me in Moodle, on USB, or in print format on the day of your presentation (April 3 or 10). Your presentation will pitch your creative output to the class and explain how it critiques and reinvents a technology or communication practice. Your presentation must reference readings and topics discussed in class. It is your chance to drive home key points that may not be clear just by viewing your creative output. Following your formal pitch, be prepared to provide an explanation of: how you approached the project, how you completed the work, and any challenges or unexpected difficulties.

PRESENTATIONS IN CLASS ON APRIL 3 AND 10

4. Project analysis and post-mortem – 10%

As a group, you will submit a report about how the project achieved its aims of critiquing and reimagining/reinventing a technology or communication practice. Draw on class readings and outside research to build your case for how your project carried out a feminist critique. This is an opportunity to put the points you made during your in-class presentation in writing. Reflect on what you might have done differently throughout the project or how you might enhance the creative output in the future. If applicable, include a 1-page appendix explaining how the group work was distributed among members.

1,000-1,200 words (excluding references and appendix)

DUE IN MOODLE ON APRIL 17

Guidelines for all written assignments:

- Respect word limits
- Use APA formatting and referencing (<https://library.concordia.ca/help/citing/apa.php>)
- All written work should be in 12-point font, Times New Roman (Calibri and Cambria are also acceptable) and double-spaced with regular (MS Word default) page margins. Include page numbers at the bottom of each page
- Electronic submissions should be Microsoft Word documents (not PDF or other formats)

Attendance and participation – While you will not be receiving a grade for participation or attendance, both are necessary in order to learn successfully in this course. Classes will rely on active learning through participation, which will require you to discuss topics with other students and contribute to group work. Through this format, you will learn from each other as well as the lectures and course readings. There will also be some in-class time dedicated to assignment work, peer feedback, and presentations – participating during this time will help you to manage the workload for the course and should help to enhance the quality of your assignments. If it is unavoidable that you must miss a class, you may be absent **one time** during the semester without notifying me. If you will miss any further classes, please notify me in advance.

Late assignments – 2 grade points will be deducted from the total grade for every 24 hours that an assignment is late for up to 72 hours (accumulating a maximum 6 point deduction). Assignments more than three days late will receive a **zero** grade. Extensions may be granted only in rare and unavoidable circumstances (at the instructor’s discretion). If you will require an extension, speak to me about this a week or more in advance of the deadline (as soon as you know you will need an extension). Late papers may not receive written comments or feedback.

Questions, emails, and grade reassessment – If you have a question about any aspect of the course, assignments, readings, or concepts, please ask it in class. It is true that if you have a question, there are likely others in the class with that question too. If you do not wish to ask your question during the class, please discuss it with me immediately following the class or during my office hours. I will stay for 5-10 minutes after class or until I have addressed all questions. Discussing questions in person is the easiest and quickest way to ensure we are on the same page. If you must send a question by email, please be clear and expect to wait up to 24 business hours for a response. I will not discuss grades over email. If you wish for an assignment to be reassessed, you will need to see me face-to-face, during office hours or after class, with a written (one paragraph) argument for why the piece should be reassessed.

[Official university policies removed from this version – if you are a student in this course, please use the version distributed to you]

Schedule

WEEK 1: JANUARY 9 – Gender, technology, and definitions

In this introduction to the course, we will explore what we mean by the terms “gender” and “technology.” We will discuss Wajcman’s overview of feminist approaches to Science and Technology Studies (STS) and her focus on the “mutual shaping of gender and technology.”

Required reading:

Wajcman, J. (2010). Feminist theories of technology. *Cambridge Journal of Economics*, 34, 142-152.

Additional reading:

Chapter 7 – Feminist epistemologies of science. Sismondo, S. (2010). *An introduction to science and technology studies* (2nd ed.), pp. 72-80. Malden, MA: Wiley-Blackwell.

WEEK 2: JANUARY 16 – Technological development

We will discuss gender inequalities in the technology sector, examining how women's contributions to technological development have been obscured and minimised over time. We will consider attitudes, values, and cultures in the technological sector and Silicon Valley that produce gender inequalities.

Required reading:

- a) Ensmenger, N. (2015). "Beards, sandals, and other signs of rugged individualism": Masculine culture within the computing professions. *Osiris*, 30(1), 38-65.
- b) WATCH: Hicks, M. (2017). Book talk: Programmed inequality [40:25]. *Oxford Internet Institute*. <https://www.oii.ox.ac.uk/videos/book-talk-programmed-inequality/>

Additional reading:

- a) Chapter 6 – Designed in California: Entrepreneurship and the myths of Web 2.0. Marwick, A. (2013). *Status update: Celebrity, publicity, and branding in the social media age*, pp. 245-273. New Haven & London: Yale University Press.
- b) Jeong, S. & Becker, R. (2017, August 16). Science doesn't explain tech's diversity problem – history does. *The Verge*. <https://www.theverge.com/2017/8/16/16153740/tech-diversity-problem-science-history-explainer-inequality>
- c) Light, J. S. (1999). When computers were women. *Technology and Culture*, 40(3), 455-483.
- d) Eglash, R. (2002). Race, sex, and nerds: From Black geeks to Asian American hipsters. *Social Text*, 20(2), 49-64.

WEEK 3: JANUARY 23 – Cyborgs, cyberfeminism, cyber/queer

This week we will grapple with different perspectives regarding the futures that technology makes possible in relation to gender. Taking Kafer's analysis of Haraway's iconic "Cyborg Manifesto," we will ask the question, "Are we all cyborgs?" and assess the implications of different responses.

Required reading:

- a) Chapter 5 - The cyborg and the crip: Critical encounters. Kafer, A. (2013). *Feminist, queer, crip*, pp. 103-128. Bloomington, IN: Indiana University Press.
- b) WATCH: PBS Idea Channel. (2016). "Are we all cyborgs?" [16 min]. Retrieved from: <https://www.youtube.com/watch?v=Xs4d6AiVPQ>

Additional reading:

- a) Haraway, D. (1991). A cyborg manifesto: Science, technology, and socialist feminism in the late twentieth century. In *Simians, Cyborgs and Women: The Reinvention of Nature*, pp. 149-181. New York: Routledge.
- b) Daniels, J. (2009). Rethinking cyberfeminism(s): Race, gender, and embodiment. *WSQ: Women's Studies Quarterly*, 37(1-2), 101-124.
- c) O'Riordan, K. (2007). Queer theories and cybersubjects: Intersecting figures. In K. O'Riordan & D.J. Phillips (Eds.), *Queer Online: Media, technology and sexuality*, pp. 13-31. New York: Peter Lang.

WEEK 4: JANUARY 30 – Technological design

We will focus on how gender biases and stereotypes become embedded in technological design. This will include an exploration of platforms' gender settings, looking at how certain features become involved in the co-construction of users' gender identity.

REIMAGINING/REINVENTING PROJECT PROPOSAL DUE IN CLASS AND IN MOODLE

Required reading:

- a) Bivens, R. & Haimson, O. L. (2016). Baking gender into social media design: How platforms shape categories for users and advertisers. *Social Media + Society*, 2(4), 1-12. Open access: <http://journals.sagepub.com/doi/abs/10.1177/2056305116672486>
- b) Tinder. (2016). Introducing more genders on Tinder [including video – 4:23 min]. *Tinder Blog*. <http://blog.gotinder.com/genders/>

Additional reading:

- a) Churchill, E. (2010). Sugared puppy-dog tails: Gender and design. *Interactions, March & April*, 52-56.
- b) Light, B. (2007). Introducing masculinity studies to information systems research: The case of Gaydar. *European Journal of Information Systems*, 16(5), 658-665.
- c) Oudshoorn, N., Rommes, E., & Stienstra, M. (2004). Configuring the user as everybody: Gender and design cultures in information and communication. *Science, Technology & Human Values* 29(1): 30-63.
- d) Matamoros-Fernández, A. (2017). Platformed racism: The mediation and circulation of an Australian race-based controversy on Twitter, Facebook and YouTube. *Information, Communication & Society*, 20(6), 930-946.

WEEK 5: FEBRUARY 6 – Feminism, postfeminism, and digital communication technologies

We will examine feminist movements over time and their impact on media, culture, and women's practices of self-representation. Looking at how feminist and other gendered perceptions have permeated realms of public life, we will discuss popular views of women's practices in relation to new and digital communication technologies.

Required reading:

- a) Chapter 2: Postfeminism, girls and young women, and digital media. Dobson, A. (2015). *Postfeminist digital cultures: Femininity, social media, and self-representation*, pp. 23-51. New York. NY: Palgrave Macmillan. [available as an ebook through Concordia library]
- b) Banet-Weiser, S. (2015, January 21). Popular misogyny: A zeitgeist. *Culture Digitally*. <http://culturedigitally.org/2015/01/popular-misogyny-a-zeitgeist/>

Additional reading:

- a) Gill, R. (2007). Postfeminist media culture: Elements of a sensibility. *European Journal of Cultural Studies*, 10(2), 147-166.
- b) McRobbie, A. (2004). Post-feminism and popular culture. *Feminist Media Studies*, 4(3), 255-264.

WEEK 6: FEBRUARY 13 – Digital self-representation and gender identities

We will discuss the ways that individuals construct and perform gender through communication technologies. This will include examining how digital technologies can empower people to identify and self-represent their gender in desired ways as well as considering how some digital practices reproduce gender-based power relations.

GENDER DESIGN ANALYSIS DUE IN CLASS AND IN MOODLE

Required reading:

Raun, T. (2014). Video blogging as a vehicle of transformation: Exploring the intersection between trans identity and information technology. *International Journal of Cultural Studies*, 18(3), 365-378.

Additional reading:

- a) Cavalcante, A. (2016). "I did it all online": Transgender identity and the management of everyday life. *Critical Studies in Media Communication*, 33(1), 109-122.
- b) Chapter 3. Heterosexuality images on social network sites. Dobson, A. (2015). *Postfeminist digital cultures: Femininity, social media, and self-representation*, pp. 55-76. New York. NY: Palgrave Macmillan. [available as an ebook through Concordia library]
- c) Tiidenberg, K. & Gómez Cruz, E. (2015). Selfies, image and the re-making of the body. *Body & Society*, 21(4), 77-102. Video abstract: <https://www.youtube.com/watch?v=Xfh5CBCVGx4>
- d) Freeman, H. (2016). From shopping to naked selfies: How 'empowerment' lost its meaning. *The Guardian*. <https://www.theguardian.com/world/2016/apr/19/from-shopping-to-naked-selfies-how-empowerment-lost-its-meaning-feminism>

FEBRUARY 19-23 – MID-TERM BREAK

WEEK 7: FEBRUARY 27 – Risk, gender politics, and (self-)surveillance

We will explore how gender and technologies become associated with notions of risk, which dictate a particular way to behave or use such technologies. This will lead to a broader discussion of how communications technologies can be used for surveillance and self-surveillance in relation to gendered practices.

Required reading:

Chapter 4: Girls, sexting, and gender politics. Dobson, A. (2015). *Postfeminist digital cultures: Femininity, social media, and self-representation*, pp. 77-99. New York, NY: Palgrave Macmillan. [available as an ebook through Concordia library]

Additional readings:

- a) Hasinoff, A. A. (2012). Sexting as media production: Rethinking social media and sexuality. *New Media & Society*, 15(4), 449-465.
- b) Salter, M. (2016). Privates in the online public: Sex(ting) and reputation on social media. *New Media & Society*, 18(11), 2723-2739.
- c) Elias, A.S., & Gill, R. (2017). Beauty surveillance: The digital self-monitoring cultures of neoliberalism. *European Journal of Cultural Studies* [published online before print], 1-19.
- d) Williams, A. & Marquez, B. (2015). The lonely selfie king: Selfies and the conspicuous prosumption of gender and race. *International Journal of Communication*, 9, 1775-1787.
- e) Bonner-Thompson, C. (2017). 'The meat market': Production and regulation of masculinities on the Grindr grid in Newcastle-upon-Tyne, UK. *Gender, Place & Culture* [published online before print].

WEEK 8: MARCH 6 – Gender-based violence and digitally mediated hate

This week will provide a view of the way digital communication technologies are being used to perpetuate discrimination, violence, hate, and harassment toward women. We will examine the problem with attention to how technological design and practices contribute to this activity. We will also consider individuals' limited options for recourse in relation to platform policies and the law.

Note: The second half of class will be used to provide peer feedback for the "Reimagining/Reinvention" research-creation projects. First iterations of projects are due and feedback must be provided during class time. **Before class**, please prepare a discussion thread for your project on Moodle (follow instructions posted) and leave your feedback as a comment on another group's project.

Required reading:

Massanari, A. (2017). #Gamergate and The Fappening: How Reddit's algorithm, governance, and cultures support toxic technocultures. *New Media & Society*, 19(3), 329-346.

Additional reading:

- a) Chapter 2 – Why it is so. Jane, E.A. (2016). *Misogyny online: A short (and brutish) history*, pp. 43-52. London: Sage. *Note: This book contains explicit language that is reflective of the hate speech women experience online.

- b) Citron, D.K. (2014). *Hate crimes in cyberspace*. Cambridge, MA: Harvard University Press. [Available as ebook through Concordia library] Author summary [1:59]: <https://www.youtube.com/watch?v=IQOX83FS1-w>
- c) Braithwaite, A. (2016). It's about ethics in games journalism? Gamergaters and geek masculinity. *Social Media + Society*, 2(4), 1-10. Open access: <http://journals.sagepub.com/doi/abs/10.1177/2056305116672484>
- d) Phillips, W. (2015). Let's call 'trolling' what it really is. *The Kernel*. Retrieved from: <http://kernelmag.dailydot.com/issue-sections/staff-editorials/12898/trolling-stem-tech-sexism/>
- e) Violet Blue. (2017, November 10). The naked truth about Facebook's revenge porn tool. *Engadget*. Retrieved from: <https://www.engadget.com/2017/11/10/the-naked-truth-about-facebook-s-revenge-porn-tool/>

WEEK 9: MARCH 13 – Communication technologies for feminist resistance and activism

This week examines the possibilities and challenges presented by communication technologies for addressing gender-based inequality, violence, and discrimination. Dunbar-Hester raises the question, "Do we change the dominant culture or start our own space?" while additional readings examine different responses that take up either or both approaches.

Required reading:

Dunbar-Hester, C. (2017). Feminists, geeks, and geek feminists: Understanding gender and power in technological activism. In V. Pickard & G. Yang (Eds.), *Media activism in the digital age*, pp. 187-204. London and New York: Routledge.

Additional reading:

- a) Jackson, S.J. (2016). (Re)imagining intersectional democracy from Black feminism to hashtag activism. *Women's Studies in Communication*, 39(4), 375-379.
- b) Shaw, F. (2016). "Bitch I said hi": The *Bye Felipe* campaign and discursive activism in mobile dating apps. *Social Media + Society*, 2(4), 1-10. Open access: <http://journals.sagepub.com/doi/abs/10.1177/2056305116672889>
- c) Vitis, L. & Gilmour, F. (2016). Dick pics on blast: A woman's resistance to online sexual harassment using humour, art and Instagram. *Crime Media Culture*, 13(3), 335-355.
- d) Garza, A. (2014). A herstory of the #BlackLivesMatter movement by Alicia Garza. *The Feminist Wire*. <http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>

WEEK 10: MARCH 20 – Gendered labour through communication technologies

New communication technologies create new opportunities for labour and revenue generation. However, these opportunities and the practices surrounding them have gendered dynamics, as do the possible pay-offs. While discussing this topic more broadly, we will focus on the role of gender in work carried out through social media.

Required reading:

- a) Duffy, B.E. (2016). The romance of work: Gender and aspirational labour in the digital culture industries. *International Journal of Cultural Studies*, 19(4), 441-457.
- b) LISTEN: BBC Radio. (2017, September 4). Social media influencers [13:31-26:09 only]. <http://www.bbc.co.uk/programmes/b092jvy9>

Additional reading:

- a) Abidin, C. & Gwynne, J. (2017). Entrepreneurial selves, feminine corporeality and lifestyle blogging in Singapore. *Asian Journal of Social Science*, 45(4-5), 385-408.
- b) Jarrett, K. (2014). The relevance of “women’s work”: Social reproduction and immaterial labor in digital media. *Television & New Media*, 15(1), 14-29.
- c) Levinson, A.H. (2015, July 16). The pink ghetto of social media. *Medium*. <https://medium.com/matter/the-pink-ghetto-of-social-media-39bf7f2fdbe1>

WEEK 11: MARCH 27 – Mobile communication technologies and dating apps

Particular gender roles and scripts have become attached to mobile phones and their associated software apps. We will look at the case of Tinder and dating apps to examine how gender scripts become reproduced and amplified through certain mobile technologies and how users respond to behaviour based on gender biases.

GENDER PRACTICES JOURNAL AND CRITICAL REFLECTION DUE IN CLASS AND IN MOODLE**Required reading:**

Farvid, P. & Aisher, K. (2016). ‘It’s just a lot more casual’: Young heterosexual women’s experience of using Tinder in New Zealand. *Ada: A Journal of Gender, New Media, and Technology*, 10. <http://adanewmedia.org/2016/10/issue10-farvid-aisher/>

Additional reading:

- a) Hess, A. & Flores, C. (2016). Simply more than swiping left: A critical analysis of toxic masculine performances on *Tinder Nightmares*. *New Media & Society* [published online first, December 4]. doi. 10.1177/1461444816681540
- b) Hicks, M. (2017). The mother of all swipes. *Logic: A magazine about technology*, 2. <https://logicmag.io/02-the-mother-of-all-swipes/>
- c) Ranzini, G. & Lutz, C. (2016). Love at first swipe? Explaining Tinder self-presentation and motives. *Mobile Media & Communication*, 5(1), 80-101.
- d) WATCH: Vice. (2015). The mobile love industry [30:22]. Retrieved from: <https://www.youtube.com/watch?v=J9V3fLUSQFM>
- e) Duguay, S. (forthcoming). Tinder [accepted version]. In. J. Morris & S. Murray, *Appified*. Ann Arbor, MI: University of Michigan Press.
- f) Shade, L.R. (2007). Feminizing the mobile: Gender scripting of mobiles in North America. *Continuum: Journal of Media & Cultural Studies*, 21(2), 179-189.

WEEK 12: APRIL 3 – Gender and Gaming & In-class presentations

The first half of class will include student-led topic discussion as usual. In-class presentations of research-creation projects will commence after the break.

From console games to social gaming apps, the technology, practices, and perceptions associated with gaming incorporate gender in multiple ways. We will examine how gender becomes embedded in games and gaming culture as well as how a lack of diverse gender representation in games may be addressed.

RESERCH-CREATION PROJECT DUE IN CLASS FOR GROUPS PRESENTING

Required reading:

Shaw, A. (2017). Diversity without defense: Reframing arguments for diversity in games. *Kinephanos: Journal of media studies and popular culture*, July, 54-76.

Additional reading:

- a) Nakamura, L. (2012) Queer female of color: The highest difficulty setting there is? Gaming rhetoric as gender capital. *Ada: A Journal of Gender, New Media, and Technology*, 1. <http://adanewmedia.org/2012/11/issue1-nakamura/>
- b) Eklund, L. (2016). Who are the casual gamers? Gender tropes and tokenism in game culture. In M. Wilson & T. Leaver (Eds.), *Social, casual and mobile games: The changing gaming landscape*, pp. 15-29. New York: Bloomsbury.
- c) Gray, K.L. (2012). Intersecting oppressions and online communities. *Information, Communication & Society*, 15(3), 411-428.
- d) Martey, R.M., Stromer-Galley, J., Banks, J., Wu, J., & Consalvo, M. (2014). The strategic female: Gender-switching and player behavior in online games. *Information, Communication & Society*, 17(3), 286-300.

WEEK 13: APRIL 10 – In-class presentations and course wrap-up

RESERCH-CREATION PROJECT DUE IN CLASS FOR GROUPS PRESENTING

PROJECT ANALYSIS AND POST-MORTEM DUE IN MOODLE ON APRIL 17