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COURSE DESCRIPTION
This course examines how gender, race, and class intersect with technology, and how technology contributes to the social construction of identity. Consideration is given to the uses of technology, the development of new technologies, and cultural representations of technology. What role have underrepresented groups played in the development of technology? How has technological change affected the roles of women and ideas about gender? How does technology offer possibilities for new social relations and how should we evaluate these possibilities? What are the social implications of technology and how is it understood and deployed in different cultural contexts?

COURSE GOALS
Students will be expected to:
• Practice and develop their critical reading, writing, and communication skills in weekly discussion board posts to the assigned readings.
• Identify theoretical frameworks used to analyze issues in the tech industry.
• Research an issue in the tech industry, with a specific focus on the experience of underrepresented groups, and present findings in a well-written final project.

STUDENT LEARNING OUTCOMES
After completing this course, students will be able to:
• Identify and articulate in their own words key concepts in feminist theory and science and technology studies.
• Articulate connections between course concepts and outside ideas and texts—scholarly sources, news articles, films, advertisements, etc.
• Demonstrate engagement with the course materials in a variety of writing assignments.
• Engage in scholarly research and present findings in a well-written research paper.

REQUIRED READING

The remainder of the readings will be posted on Moodle.

COURSE ASSIGNMENTS
1. Reading Reflections
   Each week, you will be expected to write a 300-word response to the readings and post it in the appropriate thread in Moodle.
   Reading responses are good places to work out ideas or questions that can be brought up in class discussions. While reading, keep track of your interpretations, questions, and reflections. Then, write a 300-word (approximately one-half page single-spaced reading response) on the assigned readings. Post your response to the appropriate thread in Moodle. The purpose of these assignments is to deepen your understanding of the issues discussed in the readings and to encourage you to make connections between new ideas and your prior knowledge base. For example, as you read, you may ask, “What does this mean? How might I use it?” Write about those kinds of reflections. The reading reflections are places to grapple with questions posed by the
authors, their concepts, reasoning, and conclusions. Writing down reactions as you read will deepen your learning and build cumulative knowledge through the semester.

Please note: the Moodle discussion thread will close down at midnight on the day the responses are due. **You need to get your response posted to Moodle before midnight on the day that it is due or it will not be accepted.**

Here are some approaches you might take:
- Connect ideas in the readings to your own research paper. Articulate how the author’s analysis either supports or contradicts your own theoretical analysis.
- Articulate the author’s overall thesis and evaluate the evidence the author uses to support his/her argument.
- Read across texts and write about connections or contradictions between two readings.
- List questions, allowing one question to lead to another, and then explore one of your questions.
- Choose a small section of text and analyze what the author is saying; connect the point he/she makes in that section to the author’s larger argument.

2. Discussion Board Posts
   Each week you are required to post one 150 word response to one of your colleague’s reading responses. These responses should cite the weekly reading or an outside source that you think provides an interesting connection to your colleague’s argument.

3. Bridger Presentations: Continuing the Conversation
   During one assigned week, you will be responsible for reading all of the reading responses and discussion board posts and taking notes on themes you noticed or important points that you felt were missed. To link our online conversations from week to week, you will post a report on your observations, briefly discussing what you see as contradictions, connections or key issues emerging from our prior and current readings and developing a discussion question for the class that links ideas from the previous readings to the next week’s reading assignment.

   Your research paper will consist of multiple drafts. Throughout the semester, I may ask you to write brief reflective essays on your progress. At the end of the semester you will turn in your research paper portfolio, which will include all the written work that you have done in the process of producing your final draft.

**CLASS PARTICIPATION**
Your presence plays an important role in the success of course. It is necessary to meet weekly reading and assignment deadlines and to actively participate in online discussion threads and collective workshops. Be prepared to regularly offer your insights into your colleagues’ work and share the work you’ve been doing. You will also have opportunities to share newspaper articles, web resources, and other relevant materials. I expect that you will come to know each other well and that you will bring up issues, make constructive comments to one another, and ask and answer questions in our online class environment.

Active class participation in an online environment includes (1) keeping up with all class assignments and deadlines, particularly those assignments which require you to interact with your colleagues, (2) actively reading and engaging with your colleagues’ work, (3) responding thoughtfully and respectfully to your colleague’s work in informal discussion threads, formal discussion board posts, and collectively-written documents, and (4) ensuring your written tone contributes to a class atmosphere that is conducive to learning for all class members. Much of our online class time will be spent in class discussions, so active participation is critical in this course. Each week, I will assess your participation for that week. Class participation is crucial to the success of this course.
ATTENDANCE
While students are expected to log into the course every day, attendance in a distance learning course is determined by the submission of each of your assignments at the required time. All due dates can be viewed on the Moodle calendar and assignments will be posted at least a week ahead of time. You may miss either one reading response or two discussion board posts without any questions asked. Each additional missed post will reduce your final grade by 5%. If you miss more than 25% of the required assignment submissions you will automatically fail this class per CCU policy. In the event of an emergency or anticipated absence (i.e. missed assignment deadline) you will need to notify me by email before the due date and provide documentation when submitting the late assignment.

GRADING
All grades will be posted and available for you on Moodle.

A: 90–100  B+: 88-89  B: 80-87  C+: 78-79  C: 70–77  D: 60–69  F: <60

I am happy to discuss my grading standard with you at any time. In general: I give C’s to work that I consider acceptable. I give B’s to work that is both skillful and articulate. I give A’s to work that demonstrates careful, in-depth analysis and that is skillful, articulate, and insightful.

Discussion Board Posts and Class Participation  15%
Reading Reflections  35%
Bridger Presentation  15%
Research Paper Portfolio  35%

If you ever disagree with or have a question about a grade that you receive on a piece of work, first please read the comments carefully, weigh them against the assignment requirements, and if you are still unsure, make an appointment to discuss it with me. If you would like me to reread and reconsider the work, or, if you think an error was made in grading, you may request a re-evaluation in writing within one week after the assignment is returned to you. Your reasons should be specific to the expectations of the assignment, and to specific details from your paper.

Late Work:
You may miss two discussion board posts without any questions asked. Each additional missed post will reduce your final grade by 5%. If you miss your reading response or bridger presentation, you will not be allowed to make it up. If you need an extension for the research paper, you must come talk with me. I will not accept it late, unless you have made prior arrangements for an extension and provided a documented excuse.

COLLEGE POLICY ON DISABILITIES
If you have a documented disability and require adaptations or alternative testing, or if you need any assistance with any aspect of this class, please see me immediately. We can collaborate with Accessibility and Disability Services and ensure proper resources and supports are in place to assist you with your success in the course.

UNIVERSITY STATEMENT OF COMMUNITY EXPECTATIONS
Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust. Please see Student’s Code of Conduct available on the web at: http://www.coastal.edu/conduct/documents/codeofconduct.pdf

ACADEMIC HONESTY
All students will be held strictly accountable for adhering to Coastal Carolina University’s policies regarding academic integrity. Academic dishonesty, whether intentional or not, will result in an “F” and a formal charge will be filed with the appropriate authority.
Reading Schedule

Week 1—The Social Construction of Gender and Race

Week 2—The Politics of Technology

Week 3—Gender, Race, and Technology Education

Week 4—Gender, Race, and Technology Education Continued

Week 5—Technology and Racism

Week 6—Technology and Racism Continued

Week 7—Peer Review Workshop
Students will be divided into groups of four. Read and thoughtfully comment on the 7-page rough drafts of your colleague’s research papers. Please offer suggestions that will deepen the complexity and increase the clarity of the writer’s argument, brainstorm new directions, offer constructive criticism.
Read the comments your peers left for you on your paper and write a three-page reflection on the next steps you plan to take to develop your research paper.

Week 8—Race, Gender, and Social Media

Week 9—Race, Gender, and Social Media Continued

Week 10—Gender, Race, and Gaming Culture

Week 11—Intersectional and Inclusive Approaches to Gaming Culture

Week 12—Militarization and Technology

Week 13—Militarization and Technology Continued

Week 14—Peer Review Workshop
Students will be divided into groups of four. Read and thoughtfully comment on the 10-page final drafts of your colleague’s research papers. Please offer final suggestions and proofreading edits that will ensure the scholarly presentation of your colleague’s work.

Read the comments your peers left for you on your paper and make the final edits to your essay.

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**Week 15—Feminist Interventions in Technology**
