

FEMGEN 147: Feminism & Technology

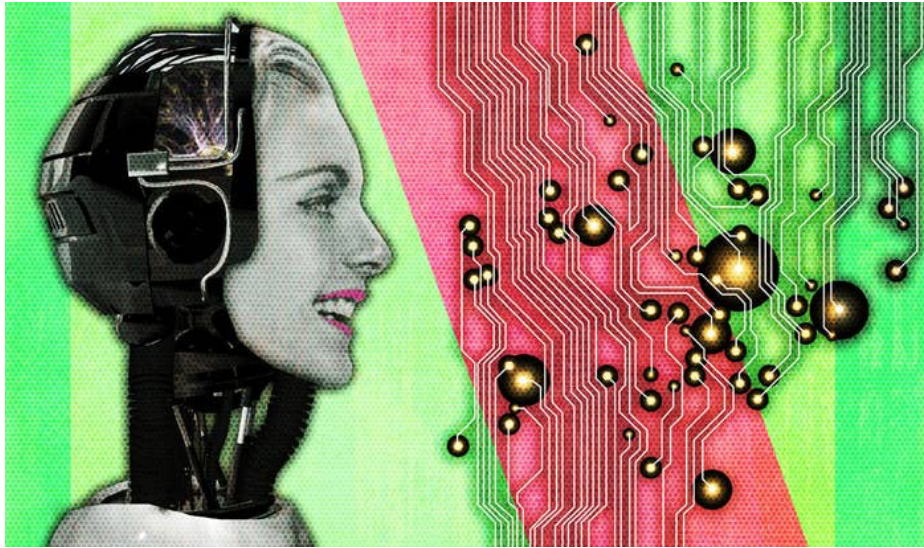


Image: Justine Zwiebel for BuzzFeed Ideas

Instructor: Dr. Annika Butler-Wall
Email: annikabw@stanford.edu
Class Time: T/Th 4:30 – 5:50 pm
Classroom: Building 460, Room 334

Office Hours: T/Th 3:15-4:15 pm, Building
460, Room 422
[https://calendly.com/annikabw/office-
hours](https://calendly.com/annikabw/office-hours)

Course Description:

How can a feminist lens help us understand technology? What can technology teach us about gender? This course explores the mutual shaping of gender and technology using an intersectional feminist approach. We will draw on theories from feminist science and technology studies (STS) to examine contemporary and historical case studies with attention to how race, sexuality, disability, and class impact the relationship between gender and technology. Topics include the history of computing, digital labor and the gig economy, big data and surveillance, bias and algorithms, reproductive technologies, videogames, and social media.

Course Learning Goals:

1. Students will develop the ability to think critically about technology and society by analyzing a range of technological objects and systems—where they come from, what properties they possess, how they are used, and what their social implications are—through reflection papers, class discussion, and presentations.
2. Our lives are saturated with technology. Using the course readings as models, students will reflect on their own technological surroundings and learn to apply frameworks from the course to their own lives by bringing in an object of their own choosing to share with the class.

3. Students will develop a facility with interdisciplinary modes of inquiry. We will read texts from a variety of fields including history, sociology, data science, film and media studies, communication, human computer interaction, game studies, feminist, gender and sexuality studies, and science and technology studies among others. We will also engage with other genres including journalism, new media art, and utopian manifestos. Students will practice summarizing, analyzing, synthesizing, and comparing and contrasting different methods and approaches to studying technology in assignments and class discussion.

Required Texts:

Russell, Legacy. *Glitch Feminism: A Manifesto*. London and New York: Verso, 2020.
(All other readings on Canvas.)

Assignments & Grading

Attendance and Participation – 25%

This is a seminar course and attendance and active participation are essential. You should come to class on time and be prepared to discuss the assigned materials. Participation means you must be present (both physically and mentally) and contribute to the discussion through active listening, self-awareness, thoughtful comments and questions, and engaging in small group activities and other in-class assignments.

I recognize that circumstances may arise that prevent you from attending class. Please notify me (ideally in advance) if you are unable to attend.

Reflection Papers – 25% (5% each)

You are required to write a total of **five** reflection papers over the course of the quarter, **three** of which must be completed **by the end of Week 6**. Papers should be 2 pages double spaced (approximately 500 words). Your task is to demonstrate substantive engagement with the readings for a given class session. In your response, you should balance summarizing the readings with your own analysis and synthesis of ideas. What do you find surprising? How do the readings connect to one another? Where do authors' ideas and/or methods differ?

Reflection papers are due on Canvas before class. You may choose which class sessions you write reflection papers for, but I strongly encourage you to start early.

Due dates:

Reflection papers 1-3: **11/2**

Reflection papers 4-5: **12/7**

Object Presentation – 20%

You will sign up for one group presentation slot during the quarter. Presentations will occur at the beginning of the second class session of the week. You will bring in an object that is relevant to the week's theme (e.g. video, news article, film clip, technical object, TikTok, image, artwork, podcast, game, software, etc.). You may use readings/themes from Tuesday and/or Thursday for your presentation.

- How would you use a feminist technology studies framework to understand this object?
- What do the readings from this week teach us about this object?
- What does this object teach us about the theories/readings?

Prepare to share a brief overview of what your object is, why you picked it, and your reflections on the questions above. You should include at least two questions for discussion. Your presentation should be 10-15 minutes.

You will also submit a self-assessment describing your contributions to the group. The assessment can be found on Canvas and must be submitted no later than **one week after your presentation**.

Final Project – 30%

Option 1: Manifesto

The genre of the manifesto has a long history in feminist art and activism. Over the quarter we will examine and discuss a number of manifestos related to technology and feminism. For your final project, you have the option of producing your own manifesto based on the themes from the course. You are welcome to use any medium you prefer – written, visual, digital, etc. The project should demonstrate clear engagement with the course ideas. Furthermore, you are required to submit a 6-8 page written reflection on your project. The reflection should 1) discuss the form of the manifesto and at least two examples you have drawn inspiration from; 2) explain the specific elements of your manifesto and how they connect to course themes and readings and speak to your chosen audience; and 3) contain a bibliography of at least 5 sources. (Note: if your project is a hybrid academic paper/manifesto of more than 6 pages and contains the composite parts for the reflection, we can discuss the length of the reflection paper component.)

Option 2: Term paper

You may choose to write a traditional term paper for your final project. Papers are 10-12 pages double spaced (2500 – 3000 words) and should include a bibliography of at least 10 sources. You may select a topic we have covered in the course to address in more depth, using the assigned readings as well as additional sources (the recommended readings are there for this

purpose). You may also select a topic we have not covered but that is related to themes from the course. Your paper must make and defend an argument.

Both options:

A 1-page proposal of your topic is due in Week 8. Your proposal should include which option you are choosing.

For option 1, please include a paragraph describing your proposed manifesto (what medium you will use, what specific topics or questions from the course you plan to address, what purpose your manifesto serves and what audience you are trying to reach) as well as a list of sources you plan on using.

For option 2, please briefly describe the focus of your paper or the object(s) you plan on analyzing, the method of your analysis, why you chose this topic, a tentative thesis statement, and a list of sources you plan on using.

Due dates:

Proposal: Upload to Canvas before class on Thursday **11/16**

Final project (paper or manifesto + reflection): Upload to Canvas by 11:59 pm Thursday **12/14**

Course Policies:

Honor Code

Students are expected to adhere as a matter of course to Stanford's honor code, which explicitly prohibits plagiarism. According to the Office of Community Standards website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s). Moreover, verbatim text from another source must always be put in (or within) quotation marks." For further information, please see: <https://communitystandards.stanford.edu/policies-and-guidance/what-plagiarism>

Access and Accommodations

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>).

I am committed to creating an accessible classroom and recognize that not all needs are met through OAE. Please come speak to me about your individual situation as soon as possible.

Email

I will do my best to respond to student emails within 24 hours M-F. I typically do not respond to emails on the weekend. Please begin the email with a salutation (“Dear Annika, ...”) and include the course number (FEMGEN 147) in the subject line.

Technology

Laptops and tablets are allowed for accessing readings and taking notes. Please refrain from engaging in non-class related activities (social media, email, texting) during class.

Classroom Culture

The classroom is a space for students to wrestle with new ideas. Voicing a different perspective on the materials is encouraged and can lead to productive conversations and collaborative learning. At the same time, please be mindful that your peers may come from different backgrounds and have different experiences with the course materials. It is essential that you engage in discussion in a respectful and professional manner.

Course Schedule**Week 1:** What is feminism? What is technology?

9/26: Introduction to feminist technology studies

- No reading

9/28: STS and Feminist STS basics

Required:

- Wajcman, Judy. “Feminist Theories of Technology.” *Cambridge Journal of Economics*, Vol. 23, No. 1, January 2010, p. 143-152.
- Winner, Langdon. “Do Artifacts Have Politics?” *Daedalus*, Vol. 109, No. 1, (Winter, 1980), pp. 121-136.
- Chun, Wendy. “Race and/as Technology.” *Camera Obscura*, Vol .24, No. 1 (2009), pp. 6-35. **(Read p. 7-15, skim the rest)**

Recommended:

- Harding, Sandra. Chapter 1: “From the Woman Question in Science to the Science Question in Feminism” (pp. 15-29), in *The Science Question in Feminism*. Ithaca and London: Cornell University Press, 1986.
- Martin, Emily. “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.” *Signs*, Vol. 16, No. 3 (Spring, 1991), pp. 485-501.
- Richardson, Sarah. *Sex Itself: The Search for Male and Female in the Human Genome*. Chicago and London: University of Chicago Press, 2013.

Week 2: Historical Foundations

10/3 – Domestic Technologies and Industrialization

Required:

- Schwartz Cowan, Ruth. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. Basic Books, 1983. Chapter 3.
- Ketchum, Alex. 2023. "Kitchen Bytes: The Retrofuturism of Kitchen Computers and Robots." *Gastronomica: The Journal of Food Studies*, Vol. 23, No. 1, pp 83-93.

Recommended:

- Schwartz Cowan, Ruth. Chapter 2.
- Phan, Thao. 2019. "Amazon Echo and the Aesthetics of Whiteness." *Catalyst*, p 1-37.
- Spigel, Lynn. 2005. "Designing the Smart House: Posthuman domesticity and conspicuous production." *European Journal of Cultural Studies*, Vol. 8, No. 4, pp 403-426

10/5 – History of Computing

Required:

- Dunbar-Hester, Christina. "Geek," (pp. 149-154) in *Digital Keywords: A Vocabulary of Information Society and Culture*, ed. Benjamin Peters. Princeton and Oxford: Princeton University Press, 2016.
- Light, Jennifer. 1999. "When Computers were Women." *Technology and Culture* 40:3, 455-483.
- Rankin, Joy Lisi. "Whitewashing tech: Why the erasures of the past matter today." Oct 1, 2020. <https://ainowinstitute.org/publication/whitewashing-tech-why-the-erasures-of-the-past-matter-today-2>

Recommended:

- Hicks, Mar. *Programmed Inequality: How Britain Discarded Women Technologists and Lost Its Edge in Computing*. Cambridge, Mass. and London: The MIT Press, 2017, pp 225-239.
- Nelsen, R.A. 2017. "Race and Computing: The Problem of Sources, the Potential of Prosopography, and the Lesson of Ebony Magazine." *IEEE Annals of the History of Computing*, January-March, pp. 29-51.
- Gaboury, Jacob. 2013. "A Queer History of Computing, Parts 1-5." *Rhizome*, February – June. <https://rhizome.org/editorial/2013/feb/19/queer-computing-1/>

Week 3: Historical Foundations, cnt'd

10/10 – Masculinity, Videogames, and the Cold War

Required:

- Kocurek, Carly A. "Play Saves the Day: TRON, Wargames, and the Gamer as Protagonist," in *Coin-Operated Americans: Rebooting Boyhood at the Video Game Arcade*, University of Minnesota Press, 2015.
- Newman, Michael. "Space Invaders: Masculine Play in the Media Room" in *Atari Age: The Emergence of Video Games in America*. MIT Press, 2017.

Recommended:

- Haring, Kristen. 2003. "The 'Freer' Men of Ham Radio: How a Technical Hobby Provided Social and Spatial Distance." *Technology and Culture*, Vol. 44, No. 4, pp. 734-761.
- *TRON*. 1982. Dir. Steven Lisberger

- *Wargames*. 1983. Dir. John Badham.
- Spigel, Lynn. *Make Room for TV: Television and the Family Ideal in Postwar America*. Chicago and London: University of Chicago Press, 1992.
- Elaine Tyler May. "Introduction" (pp. 3-15) and Chapter 4 "Explosive Issues: Sex, Women, and the Bomb" (pp. 92-113) in *Homeward Bound: American Families in the Cold War Era*. Basic Books, 1988.
- Paul N. Edwards, Ch. 1 "We Defend Every Place" (pp 1-16) in *The Closed World: Computers and the Politics of Discourse in Cold War America*. Inside Technology. Cambridge, Mass.: MIT Press, 1996.

10/12 – Guest Visit – Dr. Glenn Hofmann

Required:

- TBD

Week 4: Cyborgs, Cyberfeminism, and Identity Online

10/17: Cyborgs

Required:

- Haraway, Donna. [1985]. "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.
- cárdenas, micha. "The Android Goddess Declaration: After Man(ifestos)." in Losh, E., and J. Wernimont. *Bodies of Information: Intersectional Feminism and the Digital Humanities*. University of Minnesota Press, 2019.
<https://dhdebates.gc.cuny.edu/read/untitled-4e08b137-aec5-49a4-83c0-38258425f145/section/bf0b6200-502b-4dce-91ae-40df5f29683b>

Recommended:

- Puar, Jasbir K. "'I would rather be a cyborg than a goddess': Becoming-Intersectional in Assemblage Theory." *philoSOPHIA*, Vol 2, No 1 (2012), pp. 49-66.
- Barad, Karen. "Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter." *Signs*, Vol. 28, No. 3, Spring 2003, pp 801-831.
- Neda Atanasoski and Kalindi Vora. 2015. "Surrogate Humanity: Posthuman Networks and the (Racialized) Obsolescence of Labor". *Catalyst: Feminism, Theory, Technoscience*, Vol 1, No 1, pp 1-40.

10/19— Identity and Cyberspace

Required:

- John Perry Barlow. 1996. "A Declaration of the Independence of Cyberspace," <https://www.eff.org/cyberspace-independence>
- Todd, Loretta. 1996. "Aboriginal Narratives in Cyberspace." In *Immersed in Technology: Art and Virtual Environments*. MIT Press, pp. 179-194.

- Nakamura, L. 1999. "Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet." In *Cyberreader*, edited by Victor Vitanza. Boston: Allyn and Bacon. <https://smg.media.mit.edu/library/nakamura1995.html>

Recommended:

- Turner, Fred. "Where the Counterculture Met the New Economy: The WELL and the Origins of Virtual Community." *Technology and Culture*, Vol.46, No.3 (July, 2005), pp. 485-512.
- Paasonen, Susanna. 2011. "Revisiting Cyberfeminism." *Communications*, Vol 36, pp 335-352.
- humdog. "Pandora's Vox: On Community in Cyberspace." *High Noon on the Electronic Frontier: Conceptual Issues in Cyberspace*. Ed. Peter Ludlow. Cambridge, MA: MIT Press, 1996. 437-444. Available: <http://folksonomy.co/?permalink=2299>

Week 5: Digital Labor

10/24 – Postindustrialism, Immaterial Labor, and Digital Piecework

Required:

- Terranova, Tiziana. "Free Labor: Producing Culture for the Digital Economy." *Social Text* 18, no. 2 (2000): 33-58.
- Dubal, Veena. "Digital Piecework." *Dissent Magazine*, Fall 2020, <https://www.dissentmagazine.org/article/digital-piecework/>

Recommended

- Federici, Silvia. 2006. "Precarious Labor: A Feminist Viewpoint." <https://inthemiddleofthewhirlwind.wordpress.com/precariou-labor-a-feminist-viewpoint/>
- Nakamura, Lisa. "The Unwanted Labour of Social Media: Women of Colour Call out Culture as Venture Community Management." *new formations: a journal of culture/theory/politics*, Vol. 86, 2015, pp. 106-112
- Kylie Jarrett. *Feminism, Labour, and Digital Media: The Digital Housewife*. New York and London: Routledge, 2016.
- O'Reilly, Tim. "What is Web 2.0" <https://www.oreilly.com/pub/a/web2/archive/what-is-web-20.html?page=2>
- Roberts, Sarah T. *Behind the Screen: Content Moderation in the Shadows of Social Media*. New Haven and London: Yale University Press, 2019.
- Irani, Lilly. 2015. "The cultural work of microwork." *New Media & Society*, Vol 17, No. 5, pp 720-739.
- Gray, Mary and Siddharth Suri. "Conclusion: The Task at Hand" pp 166- 194 in *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*. Boston and New York: Houghton Mifflin Harcourt, 2019.

10/26 – Gender in the Gig Economy

Required:

- Tressie McMillan Cottom. "The Hustle Economy." *Dissent*, Fall 2020. <https://www.dissentmagazine.org/article/the-hustle-economy>

- Raval, Noopur, and Joyojeet Pal. 2019. "Making a 'Pro': 'Professionalism' after Platforms in Beauty-Work." *Proc. ACM Hum.-Comput. Interact.* 3 (CSCW): 175:1-175:17.

Recommended:

- Ticona, Julia, and Alexandra Mateescu. 2018. "Trusted Strangers: Carework Platforms' Cultural Entrepreneurship in the on- Demand Economy." *New Media & Society* 20 (11): 4384-4404.
- Shade, Leslie Regan. "Hop to it in the gig economy: The sharing economy and neo-liberal feminism." *International Journal of Media & Cultural Politics*, Vol. 14, No 1, 2018 pp 35-54.

Week 6: Surveillance & Social Media

***** Reflection papers 1-3 due by Thursday, 11/2*****

10/31 – Biometrics, Surveillance, and Surveillance Capitalism

Required:

- Zuboff, Shoshanna. "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization." *Journal of Information Technology* 30 (April 4, 2015): 75-89.
- Simone Brown. Chapter 3 "B®anding Blackness: Biometric Technology and the Surveillance of Blackness" (pp 89-129) in *Dark Matters: On the Surveillance of Blackness*. Durham and London: Duke University Press, 2015.

Recommended:

- Dubrofsky, Rachel E. and Shoshana Amielle Magnet, eds. *Feminist Surveillance Studies*. Durham and London: Duke University Press, 2015.
- Winifred Poster. "Racialized Surveillance in the Digital Service Economy" in *Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life*. Ed. Ruha Benjamin. Duke University Press, 2019.
- Levy, Karen E.C. 2016. "Digital Surveillance in the Hypermasculine Workplace." *Feminist Media Studies*, Vol. 16, No. 2, pp 361-365.

11/2 – Surveillance & Opacity on Social Media

Required:

- Brooke Erin Duffy and Ngai Keung Chan. 2019. "'You never really know who's looking'": Imagined surveillance across social media platforms." *New Media & Society*, Vol. 21, No. 1, pp 119-138.
- Shaka McGlottan. "Black Data" in *No Tea, No Shade: New Writings in Black Queer Studies*. Ed. E. Patrick Johnson. Duke University Press, 2016, pp 262-286.

Recommended:

- Ajunwa, Ifeoma. 2020. "The 'black box' at work." *Big Data & Society*, July-December, pp. 1-6.

Week 7: Social Media Cnt'd

11/7 – NO CLASS Democracy Day

11/9 – Gender, Race, and Class in Influencer Culture

Required:

- Angèle Christin and Yingdan Lu. 2023. "The Influencer Pay Gap: Platform Labor Meets Racial Capitalism." *New Media and Society* Vol. 0, No. 0, pp 1-24.
- Kamran, Sidra. 2023. "The Thermometer Broke! Digital Purdah, Class, and Gender Transgressions on Pakistani TikTok." *Social Media and Society*, April-June pp. 1-11.

Recommended:

- Brooke Erin Duffy, Chapter 4 "Branding the Authentic Self: The Commercial Appeal of 'Being Real'" (p 98-135) in *(Not) Getting Paid to Do What You Love: Gender, Social Media, and Aspirational Work*. New Haven and London: Yale University Press, 2017.
- Minh-Ha T. Pham. 2011. "Blog Ambition: Fashion, Feelings, and the Political Economy of the Digital Raced Body." *Camera Obscura* Vol. 26, No. 1, pp 1-37.
- Alexander, Julia. "YouTube's top creators are burning out and breaking down en masse," June 1, 2018, <https://www.polygon.com/2018/6/1/17413542/burnout-mental-health-awareness-youtube-elle-mills-el-rubius-bobby-burns-pewdiepie>
- Minh-Ha T. Pham. *Asians Wear Clothes on the Internet: Race, Gender, and the Work of Personal Style Blogging*. Duke University Press, 2015.
- Marwick, Alice Emily. *Status Update: Celebrity, Publicity, and Branding in the Social Media Age*. New York University Press, 2013.

Week 8: Algorithms, Bias, and Ethics***** Paper proposal due Thursday, 11/16*****

11/14 – Algorithms & Bias

Required:

- Gillespie, Tarleton. "Algorithm," pp 18-30, in *Digital Keywords: A Vocabulary of Information Society and Culture*, ed. Benjamin Peters. Princeton and Oxford: Princeton University Press, 2016.
- Massanari, Adrienne. 2017. "#Gamergate and The Fapping: How Reddit's algorithm, governance, and culture support toxic technocultures." *New Media & Society*, Vol 19, No. 3, pp 329-346.
- Safiya Noble, Chapter 2 "Searching for Black Girls," in *Algorithms of Oppression*. New York: NYU Press, 2018.

Recommended:

- Christin, Angèle. 2017. "Algorithms in practice: Comparing web journalism and criminal justice." *Big Data and Society*.

11/16 – Ethics, Resistance, and Designing Alternatives

Required:

- Cifor, M., Garcia, P., Cowan, T.L., Rault, J., Sutherland, T., Chan, A., Rode, J., Hoffmann, A.L., Salehi, N., Nakamura, L. (2019). "Feminist Data Manifest-No." Retrieved from: <https://www.manifestno.com/>.

- Benjamin, Ruha. "Retooling Solidarity, Reimagining Justice" in *Race After Technology*. Polity, 2019.

Recommended:

- Brown, Melissa, Rashawn Ray, Ed Summers & Neil Fraistat. "#SayHerName: a case study of intersectional social media activism." *Ethnic and Racial Studies*, Vol. 40, No. 11, pp. 1831-1846 (2017).
- Amrute, Sareeta. "Of Techno-ethics and Techno-affects." *Feminist Review*, No. 123, pp. 56-73 (2019).
- Ceglowski, Maciej. 2017. "Build a Better Monster" http://idlewords.com/talks/build_a_better_monster.htm
- danah boyd & Kate Crawford (2012) CRITICAL QUESTIONS FOR BIG DATA, *Information, Communication & Society*, 15:5, 662-679
- Catherine D'Ignazio and Lauren Klein. 2020. *Data Feminism* "Introduction: Why Data Science Needs Feminism." <https://data-feminism.mitpress.mit.edu/pub/frfa9szd/release/6>

Thanksgiving Recess

Week 9: Futurities

11/28 – Reproductive Technologies & Accessible Futures

Required:

- *Gattaca*. 1997. Dir. Andrew Niccol.
- Alison Kafer. "Accessible Futures, Future Coalitions" (pp 161-169 – "Meet Reproductive Justice") in *Feminist, Queer, Crip*. Bloomington and Indianapolis: Indiana University Press, 2013.
- Dorothy Roberts. "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?" *Signs*, Vol. 34, No. 4 (Summer 2009, pp. 783-804.)

Recommended:

- Aimi Hamraie and Kelly Fritsch. 2019. "Crip Technoscience Manifesto." *Catalyst: Feminism, Theory, Technoscience*, Vol. 5, No. 1, pp. 1-34
- Jenny Reardon. "Genomics Justice League." *Genome*. April 3, 2018. <http://www.genomemag.com/genomics-justice-league/>

11/30 – Sustainable Futures, Repair, and AI

Required:

- Kate Crawford and Vladan Joler, "Anatomy of an AI System: The Amazon Echo As An Anatomical Map of Human Labor, Data and Planetary Resources," AI Now Institute and Share Lab, (September 7, 2018) <https://anatomyof.ai>
- Mattern, Shannon. "Maintenance and Care: A Working Guide to the Repair of Rust, Dust, Cracks, and Corrupted Code in Our Cities, Our Homes, and Our Social Relations." *Places*, November 2018. <https://placesjournal.org/article/maintenance-and-care/?cn-reloaded=1>

Recommended:

- Jason Edward Lewis, Noelani Arista, Archer Pechawis, and Suzanne Kite. 2018. "Making Kin with Machines" <https://jods.mitpress.mit.edu/pub/lewis-arista-pechawis-kite/release/1>
- Jackson, Steven J. "Rethinking Repair." Chap. 11 In *Media Technologies: Essays on Communication, Materiality, and Society*, edited by Tarleton Gillespie, Pablo J. Boczkowski and Kirsten A. Foot. Cambridge, Massachusetts: The MIT Press, 2013.

Week 10: Where Next?

12/5 – Utopias and Manifestos

Required:

- Weeks, Kathi. "The Future Is Now: Utopian Demands and the Temporalities of Hope," pp 213-225, in *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries*. Durham and London: Duke University Press, 2011.
- Russell, Legacy. *Glitch Feminism: A Manifesto*. London and New York: Verso, 2020.

Recommended:

- Laboria Cuboniks. *The Xenofeminist Manifesto: A Politics for Alienation*. London and New York: Verso, 2018.
- Valerie Solanas. *SCUM Manifesto*. [1983]. Oakland, Edinburgh, Baltimore: AK Press, 2013.

12/7 – Last Class

- Finish *Glitch Feminism*

*****Final project due on Canvas 11:59 pm Thursday, 12/14*****