

SPRING 2020 | CINE 748

# RACE, SEX & IDENTITY ONLINE

CINEMA AND CULTURAL STUDIES  
MONDAYS 4:00 - 6:30 PM, FA 344A

## CONTACT INFORMATION

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Office Hours:

Tuesdays & Wednesdays 1 - 3 PM and by appointment.

# 01 // COURSE INFORMATION, GRADING, & POLICIES

## COURSE DESCRIPTION //

Cinema 748 analyzes “the field of Cultural Studies and its influence on cinema and media studies. Students will read both founding theoretical texts and contemporaneous scholarship. Emphasis on intersecting structures of power, including class, nation, gender, race, and sexuality.”

This semester we focus on ways race, sex, and identity are expressed and organized online. This includes apps, social networking platforms, games, and a range of internet-connected devices. We'll review key concepts and terms related to the internet, identity, and the construction of norms. Next, we'll think about ourselves as individuals and the ways we perform ourselves and our identities online. Finally, we'll consider ways different stakeholders use platforms to wrestle with questions of race, sex, and identity.

## LEARNING OBJECTIVES //

- 01.** Students will review core theoretical concepts and questions regarding ways **race, sexuality, and identity are performed and organized online.**
- 02.** Students will use frameworks from the course to **develop research** and produce work that contributes to the discipline. Students will articulate why their lines of inquiry matter and how their work is relevant to cinema and cultural studies.
- 03.** Students will **develop active/present viewing and reading practices** for engaging theory, screening media, and developing analyses of digital media objects.
- 04.** Students will **deploy leadership and collaborative skills** by guiding class discussions.

## TEACHING METHODS //

**Classes are discussion and participation heavy.** You learn best by asking questions when you are confused, testing your knowledge, and getting feedback from others.

**Weekly readings and screenings** require you to develop careful reading/screening practices. Prior to class, you will be asked to **read** media theory, **research** relevant concepts, and identify areas for discussion.

**Weekly writing assignments** help you develop your media analysis skills, test understanding, and identify areas for additional work.

**The final project** puts the pieces of the course together. You can use this to evaluate your mastery of class concepts and to develop your own media criticism.

# 01 // COURSE INFORMATION, GRADING, & POLICIES

## READINGS, SCREENINGS & MATERIALS //

Assigned readings will be available as **pdfs on iLearn**. Feel free to save, print, or read these online. However, you need to bring the readings with you to class. Expect to spend significant portions of class time working with these readings.

Class screenings (of websites, digital texts, online video, games, apps etc.) are a regular part of this class. In collaboration with me, you and your fellow students are responsible for selecting the media you work with over the course of the semester. **Generally, any assigned media will be screened in class.** However, you may occasionally be asked to screen materials outside of class.

**There may be times when you need to purchase/rent/borrow media to catch up or, to work on major projects.** Costs here typically vary from \$0 - \$20 depending on the type of media you are working with.

## CONTENT WARNING //

The readings and screenings for this course may contain adult, controversial or problematic materials. This may include harsh language and adult content, examples of online trolling and bullying, and examples of problematic and controversial views. We need to approach these materials with maturity and in ways that respect each other's views and experiences. Equally important, we need to respect each other's limits/comfort with these materials and understand that not everyone will experience these materials in the same way. If you have any reservations, for whatever reason, about watching, reading, or discussing certain types of content, make sure you contact me during the first week of class.

## ATTENDANCE & PARTICIPATION 15% //

As this is a graduate course, you are generally expected to attend each class and participate fully in all online and in-class activities. If you need to miss a class, you are expected to contact me and to make arrangements to make up any missed work.

Participation includes your overall preparation for in-class discussions and activities, as well as your willingness to test out ideas, share questions, and work with others. Your participation grade takes into account all your contributions in class, on iLearn, and during office hours.

# 01 // COURSE INFORMATION, GRADING, & POLICIES

## WEEKLY ASSIGNMENTS 25% //

**Leading discussion (15%)** gives everyone a chance to pursue one topic in-depth and steer the week's work. I will collaborate with you to organize a handout and the in-class discussion. You will give us background information about the theory/theorist we're discussing, identify important ideas for discussion, and will assign media for us to screen and analyze. Roughly 1-2 weeks before the assignment deadline, I will connect with you to help you plan and prepare.

**Reading response essays (30%)** help you work closely with concepts from the readings, apply them to media, and develop your own media criticism. Response essays are 1 page long. They are due on iLearn Sundays at 11:59pm. Response assignments are graded based on how well they meet or exceed the assignment requirements. You get to choose which weeks you do them, but you need to complete 10.

## RESEARCH PROJECT 40% //

Our course includes **a major project (30%) and a project proposal (10%)**. This will help you assess how well you are able to use the concepts from class to closely analyze a specific digital object (for example, an app, social networking platform, game, webpage, etc.) More information will be distributed during the semester.

## % GRADE BREAK DOWN

### ATTENDANCE & PARTICIPATION

Attendance & Participation	15%
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### WEEKLY ASSIGNMENTS

Leading Discussion	15%
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Reading Responses	30%
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### FINAL PROJECT

Project Proposal	10%
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Research Project	30%
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TOTAL	100%
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## 03 // IMPORTANT INFORMATION

### EMAIL //

I generally respond to emails during standard working hours (M - F, 9-5). You should receive a response from me in 1-2 working days. If you email outside of standard working hours my reply may take longer. If you do not receive a reply in 1-2 working days, email me again. Occasionally an email gets lost in the shuffle or stuck in a junk mail filter.

Check your SFSU email regularly, even when we do not have class. If you do not like to use SFSU email, remember, you can set it up to forward elsewhere. Whatever method you choose, **keep an eye on your SFSU address** so that you do not miss important email.

### LATE WORK //

I assign deadlines to keep everyone on track and to help you succeed. You are generally expected to turn in all assignments on time. However, life happens. Extensions may be granted when a student has serious and compelling reasons for needing one. Students need to contact me to work out the details. Extensions are not guaranteed.

### ETHICS & CONDUCT //

We need to work together to create a supportive, respectful, and constructive learning environment. If something related to our class is making it challenging for you to learn, feel safe, or feel comfortable participating please let me know as soon as you possibly can.

All students are expected to adhere to the SFSU [Code of Conduct](#). Instances of plagiarism will be reported. For more information about what constitutes plagiarism and how to avoid it, consult the [LCA Plagiarism Resources page](#).

### ENSURING ACCESSIBILITY //

If you prefer captioned media, for any reason, please contact me. Generally, all film and television screenings have captions available. However, when we look at digital media, some of these materials may be more accessible than others. Talk with me about arranging for supplementary materials/support for anything that isn't automatically captioned.

Course materials are typically made available on iLearn in ways that should allow students to enlarge their display or view in high-contrast. However, I'm always testing new tools. Please let me know if you're ever having issues utilizing course materials and I will do my best to accommodate you.

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)). Their website address is: <http://access.sfsu.edu/>.

# 04 // SFSU RESOURCES

## ILEARN TECH SUPPORT //

If you are having problems with iLearn, contact their help desk:

Hours: Monday through Friday, 8 am to 5 pm

Email: [ilearn@sfsu.edu](mailto:ilearn@sfsu.edu)

Phone: (415) 405-5555

Text (SMS): (510) 545-3276 or (510) 5-ILEARN

## BASIC NEEDS //

Any student who faces challenges securing food, housing, and/or health care and believes this may affect their performance in the course is urged to contact the Dean of Students for support. The Dean of Students has a "Dean On Call" Monday - Friday, 8am-5pm, in Student Services Building (SSB) 403.

If you are comfortable doing so, please notify any relevant instructors. This allows your instructors to also provide any resources they have available.

## TUTORING AND ACADEMIC SUPPORT CENTER (TASC) //

The Tutoring and Academic Support Center (TASC) is a new university-wide center that supports the academic success of all San Francisco State students.

At TASC, you will meet tutors who care about you, and about what and how you learn. Tutors will assist you in completing specific assignments as you strengthen your overall academic skills. Tutors are available to work with you one-on-one and in small groups in sessions tailored to your unique needs and learning styles. They are there to support you in your goal of succeeding at the university.

TASC offers both weekly appointments and drop-in sessions, depending on need and scheduling. Tutoring is available in most subjects. TASC also offers support via a variety of workshops, and even online tutoring in certain circumstances.

TASC is open Monday to Thursday 9:00 a.m. to 7:00 p.m. and Friday 9:00 a.m. to 2:00 p.m. To utilize TASC, visit LIB 220, call (415) 405-5516, email [tutoring@sfsu.edu](mailto:tutoring@sfsu.edu), or go to <https://ueap.sfsu.edu/tutoring>.

## STUDENT DISCLOSURES OF SEXUAL VIOLENCE //

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students.

To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208;

[http://www.sfsu.edu/~safe\\_plc](http://www.sfsu.edu/~safe_plc)

Counseling and Psychological Services Center -

(415) 338-2208; <http://psyservs.sfsu.edu>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

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	CLASS	READINGS & SCREENINGS	ASSIGNMENTS
Intro to the Class	<b>Week 1</b> 1/27	[Intro to the class.]	
Key Terms	<b>Week 2</b> 2/3	<b>READ:</b> Sterne, "Bourdieu, Technique and Technology" van Dijck, "Facebook & Engineering of Connectivity"  <b>OPTIONAL:</b> Jarrett, "Interactivity is Evil" Scholz, "Market Ideology and the Myths of Web 2.0" Gillespie, "Politics of Platforms"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
	<b>Week 3</b> 2/10	<b>READ:</b> Bucher & Helmond, "Affordances of Social Media" Stanfill, "Interface as Discourse" Shaw, "Dialectics of Affordances"  <b>OPTIONAL:</b> Hall, "Encoding/Decoding" Gaver, "Technology Affordances" boyd, "Social Network Sites as Networked Publics"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
Identity Problems	<b>Week 4</b> 2/17	<b>READ:</b> Turkle, "Identity in the Age of the Internet" Rheingold, "MUDs and Alternate Identities" Nakamura, "Headhunting on the Internet"  <b>OPTIONAL:</b> Hall, "Who Needs Identity?" Nakamura, "Race In/For Cyberspace"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
Self	<b>Week 5</b> 2/24	<b>READ:</b> Young, <i>The Virtual Self</i> (excerpts) Hess, "Selfie Assemblage" de Kosnik, "Is Twitter a Stage"  <b>OPTIONAL:</b> Background on Goffman & McLuhan.	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
Organizing Identity Online	<b>Week 6</b> 3/2	<b>READ:</b> Nakamura, "Digital Racial Formations" Wong, "Digital Blackface" Nakamura, "I Will Do Everything"  <b>OPTIONAL:</b> Nakamura, "Ramadan is Almost Here"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
	<b>Week 7</b> 3/9	<b>READ:</b> Nakamura, "Menu Driven Identity" Nakamura, "Cybertyping" Bivens & Haimson, "Baking Gender Into Social Media"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide

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Brief Jump to Platforms & Networks	<b>Week 8</b> 3/16	<b>READ:</b> Magnet, "Feminist Sexualities, Race, & the Internet" Additional reading TBD. <b>GUEST SPEAKER:</b> Dr. Catherine Roach	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide <b>FRI:</b> Project Proposals
	<b>Week 9</b> 3/23	SPRING BREAK	
Organizing Identity Online (p3)	<b>Week 10</b> 3/30	<b>READ:</b> Nobel, Algorithms of Oppression (excerpts)  <b>OPTIONAL:</b> Wolf, "DIY Videos on YouTube"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
Platforms & Networks	<b>Week 11</b> 4/6	<b>READ:</b> Cho, "Queer Reverb" Proferes & Morrissey, "Lost in the Dash"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
	<b>Week 12</b> 4/13	<b>READ:</b> Sharma, "Black Twitter?" Hobson, "Black Beauty & Digital Spaces" Imhotep, "#OnFleek"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
	<b>Week 13</b> 4/20	<b>READ:</b> Raun, "Video blogging as a vehicle of transformation" Raun, "Capitalizing intimacy" Washington, "Asian/American Masculinity" Christian, "Video Stars"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
	<b>Week 14</b> 4/27	<b>READ:</b> McPherson, "I'll Take My Stand" boyd, "White Flight in Networked Publics" Daniels, "Cyber Lies: Cloaked Websites"  <b>OPTIONAL:</b> Daniels, "Trouble With White Feminism"	<b>SUN:</b> Response Essay <b>MON:</b> Discussion Guide
	<b>Week 15</b> 5/4	<b>READ:</b> Wilson & Yochim, "Pinning Happiness" Ruberg, "#nohomo" Morris & Anderson, "Charlie Is So Cool Like"	<b>SUN:</b> Response Essay <b>TUES:</b> Drafts to Groups
Final Projects	<b>Week 16</b> 5/11	Workshopping Week	<b>In-Class:</b> Workshop Responses
Finals Week	5/18 - 5/22	Final Project Due Friday, 5/22.	