Section III

School of Liberal Arts and Sciences

Breadth Course Proposal

This is a model for the submission of new breadth course proposals. It is not intended to be the final outline for the course but rather, in combination with the course approval request form, addresses the course outline components required by the Postsecondary Education Quality Assessment Board (PEQAB). Final outlines will include other information specific to each program/school offering the course.

Course Short Title: Race, Gender & the Digital Age
(Max. 30 characters)

Course Long Title: (Up to 100 characters)

Course Type: ☑ Upper Level
☐ Lower Level

Course Category:
☑ Society, Culture and Commerce (SCC)
☐ Science and Technology (ST)
☐ Arts and Humanities (AH)

Prerequisite(s): none

Credit Value: 3.0

Hours of Instruction Per Week: 3 hours (Lecture: 3)

Course Restrictions: None

Date of Approval: September, 2012
Date of Expiry: September, 2016

1.0 Course Description

When the internet was first introduced into homes, it was interpreted as a free space where issues of race and gender, in particular, could be left behind. But the digital reality, from dating and social networking sites to video games and porn, has turned out to be quite different from those idealized predictions. This course attempts to re-introduce the notions of race and gender in the study of the digital world, since visible minorities and women were functionally absent from the internet at precisely the time when its imagery was being cemented in our consciousness. We will commence the course by examining the major debates around race and gender in society. Once an understanding of these concepts is developed, we will examine digital technology in the forms of the internet and mobile
technology. In particular, we will examine how race and gender happen online and in the digital world, focusing on how race, gender, and digital technology intersect from a multi-disciplinary perspective. Topics include gender and the digital world, race and the digital world, representations on social networking sites such as Facebook and MySpace and in video games such as Grand Theft Auto and The Sims2, and minority women’s use of mobile technologies, among others. We will ask: 1. How does race and gender shape digital technologies?; and 2. What gets revealed when we ask questions about race and gender in relation to digital technologies? We will engage with a number of case studies to serve as the foundation for students’ own research.

2.0 Course Learning Outcomes

At the conclusion of the course the student will have demonstrated the ability to:

1. Analyze race and examine the key debates around the term.
2. Analyze gender and examine the main issues around the term.
3. Critically appraise the relationship between race and gender, and their relationships to digital technology.
4. Evaluate the “cybertype”, analyzing how online interfaces frame identity, in particular racial identifications, online.
5. Debate the role race and gender play in access to and use of the internet and mobile technologies.
6. Critique how race and gender impact self-representations on online social networking sites such as Facebook and MySpace.
7. Compile evidence as to how the internet is used to promote racist views through user-generation content.
8. Assess how gender cues online impact the initiation of relationships.
9. Debate how race and gender are represented and interpreted in video games such as Grand Theft Auto and The Sims2.
10. Formulate how internet impacts on sexuality and how race and gender frame the storytelling of sex tourism online.
11. Estimate the role technology plays in parenting and communicating with children in different countries.
12. Evaluate how a feminist approach can reconfigure our relationship to digital and mobile technology.
13. Analyze the implications of the proliferation of (and easy access to) pornography on the internet.

3.0 Methods of Instruction/Delivery Format

Interactive lecture and discussion
Class discussions
Audio-visual presentations
Small group discussions
Formal lectures
Online learning
Case studies

4.0 Required Texts and Supplies
Please provide in APA format.

Courspack and Online Articles (See section 6.0 for a schedule of readings).

4.1. Recommended Reading (optional)

none

4.2. Course Supplies

none

5.0 Evaluation
Number and type of student evaluation components (formative and summative) plus the weighting for each component.

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>25%</td>
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<tr>
<td>Assignment #2</td>
<td>25%</td>
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<tr>
<td>Final Essay</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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TOTAL 100%

6.0 Course Schedule

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<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>In-Class Screening: Race, Floating Signifier – Stuart Hall (Media Education Foundation)</td>
</tr>
<tr>
<td>Unit</td>
<td>Topics</td>
<td>Readings/Assignments</td>
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In-Class Screening: *The Codes of Gender: Identity and Performance in Pop Culture* – Sut Jhally (Media Education Foundation) |
| 3    | Been There Done That: Racial Minorities and Cyborg Skills | Assignment 1 due: 20%  
| 6    | Racial Identity on Facebook | Assignment 2 due: 20%  
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Gender in the Digital Era</td>
<td>Assignment 3 due: 20%</td>
</tr>
<tr>
<td>12</td>
<td>Gender, Parenting, and the Phone</td>
<td>Final Essay due: 25%</td>
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7.0 Classroom and Equipment Requirements

none