FILM 190: Capstone Seminar
Queer and Feminist Technologies

Prof. Jacob Gaboury
Wednesday 2:10-5:00pm

Office Hours: https://calendly.com/gaboury
https://berkeley.zoom.us/j/97255527192

This course explores the intersection of queer and feminist theory, history, and identity with the culture of contemporary technology. The goal of the course is to interrogate those sites at which queer and feminist subjects have shaped or been shaped by the development of media technologies in the 20th and 21st centuries, and to examine the ways in which feminist and queer theory provide us with tools for engaging and remaking our contemporary media landscape. Over the course of the semester we will consider a range of intersectional interventions into the history of science, technology, and digital media, reflecting on the relationship of the body with technology, the abuse and misuse of digital technologies, and materialist critiques of digitization by queer and feminist scholars. Throughout the course we will focus on the question of tactics for making and unmaking digital technology, and will engage with a range of artistic, cinematic, and technical objects that put our readings to critical use.

1_Introductions
08/26
>   Introductions
>   Syllabus Presentation

2_1-on-1 Meetings
09/02
>   Fill out the class survey at: https://forms.gle/Crghixo4EFr89MrQA
>   Sign up for a meeting slot at: https://calendly.com/gaboury/film190
>   Come to meeting prepared to discuss class goals and create an individual
>   research plan

3_Science, Objectivity, Diversity, Inclusion, Embodiment, Labor
09/09
>   READ:
>   Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and
>   the Privilege of Partial Perspective" in *Simians, Cyborgs, and Women: The
>   Reinvention of Nature*. New York: Routledge, 2013.
>   D'Ignazio, Catherine and Lauren Klein, "On Rational, Scientific, Objective
>   Viewpoints from Mythical, Imaginary, Impossible Standpoints" in *Data
>   Feminism*. Cambridge, MA: MIT Press, 2020.
>   IN CLASS:
>   Laboria Cuboniks. *Xenofeminism: A Politics for Alienation*. 2018.

4_Research Methods

09/16

    GUEST:

    Giselle Tanasse, UC Berkeley Libraries

    READ:

    D'Ignazio, Catherine and Lauren Klein, "The Power Chapter" and "Collect, Analyze, Imagine, Teach" in *Data Feminism*. Cambridge, MA: MIT Press, 2020.

5_Research Report #1: History

09/23

    Human Computers, Cyberfeminism, The Cyborg Manifesto, Riot Grrrl, net.art, Gay AOL, VNS Matrix, subROSA, BBS, MUD/MOO

6_Queer Histories/Archives

09/30

    GUEST:

    Cait McKinney, Simon Fraser University

    READ:

    McKinney, Cait. "Introduction" and "The Internet that Lesbians Built" in *Information Activism: A Queer History of Lesbian Media Technologies*. Durham, NC: Duke University Press, 2020.

7_Queer Computing

10/07

    READ:

    Gaboury, Jacob. "Critical Unmaking: Toward a Queer Computation" in *The Routledge Companion to Media Studies and the Digital Humanities.* New York: Routledge, 2018.

    Gaboury, Jacob. "A Queer History of Computing, Parts 1-5" *Rhizome* (2013).

    Pow, Whit. "Outside of the Folder, the Box, the Archive." *ROMchip* 1, no. 1 (2019).

8_Art Practice

10/14

    READ:

    cárdenas, micha. "Trans of Color Poetics: Stitching Bodies, Concepts, and Algorithms." *The Scholar and Feminist Online* 13, no. 3 (2016).

    American Artist, "Black Gooey Universe" (2018)

    Browne, Simone, and Zach Blas. "Beyond the Internet and all control diagrams." *The New Inquiry* 24 (2017).

9_Research Report #2: Art

10/21

Beatriz da Costa, American Artist, Pinar Yoldas, Zach Blas, Jacolby Satterwhite, Arca, Sophie, Juliana Huxtable, Heather Cassils

10_Queer and Feminist Games

10/28

GUEST:

Amanda Phillips, Georgetown University

READ:

Amanda Phillips, "Introduction" and "Making a Face: Quantizing Reality in Character Creation and Customization" in *Gamer Trouble: Feminist Confrontations in Digital Culture*. New York: NYU Press, 2020.

WATCH:

Bonnie Ruberg, "Video Games Have Always Been Queer" NYU Game Center. October 17, 2019.

11_Game Lab Report

11/04

PLAY (1 of 3, Assigned in Advance):

Dream Daddy (Game Grumps, 2017)

Gone Home (The Fulbright Company, 2013)

Radiator 2: Anniversary Edition (Robert Yang, 2016)

IN CLASS:

Come prepared for group discussions and presentations on the topic of queerness in your assigned game

We will also Twitch stream several short, experimental queer games.

11/11   **VETERANS DAY, NO CLASS**

13_Opacity, Failure, Blackness

11/18

GUEST:

Shaka McGlotten, SUNY Purchase

READ:

McGlotten, Shaka. "Black Data." *No tea, no shade: New writings in black queer studies* (2016): 262-86.

Blas, Zach, and Jacob Gaboury. "Biometrics and opacity: A conversation." *Camera Obscura: Feminism, Culture, and Media Studies* 31, no. 2 (92) (2016): 155-165.

Dean, Aria. "Poor Meme, Rich Meme." *Real Life* 25 (2016).

11/25   **THANKSGIVING BREAK, NO CLASS**

15_Writing / 1-on-1 Meetings

12/02
    MEET:
        Sign up for office hours at: https://calendly.com/gaboury/film190
        Come to meeting prepared to discuss final projects, future plans and goals

All readings, videos, games, and other media will be available on bCourses and linked to the syllabus and course schedule.

ASSESSMENT

Weekly Responses: 50%
Research/Game Reports: 30%
Final Project Proposal: 20%

READING RESPONSES

This course will require you to read between 40-50 pages of academic and popular writing per week. These readings are designed to introduce you to new concepts and to provide critical arguments that will drive our class discussion. Each week you will be required to write up a detailed, 300-500 word response to the week's readings, along with 3-5 discussion questions that you would be willing to pose to the class. We will draw on these questions to prompt our discussion with guest visitors and each other. These responses will be graded by me each week, and make up the bulk of your overall grade. I will circulate a reading response guide after the first week of class to help prepare you for this assignment. In calculating your final grade, I will drop the two lowest graded reading responses. This means you can skip up to two reading responses with no penalty, should you choose to.

All reading responses are due by midnight the day before class.

RESEARCH REPORTS

Throughout the semester you will be tasked with two reports based on your own original research outside of class. These reports are not meant to be fully realized projects with complete arguments and structure, but will instead ask you to jump head-first into the research process and propose an original topic that has the potential to be developed into a longer work. You will be graded primarily on process and method, that is, on your ability to move beyond the basics and find interesting and original objects, documents, media, etc.

These reports will be written up and presented in Zoom for class discussion. I will circulate a detailed research guide in advance of this assignment.

FINAL PROJECT PROPOSAL

Your final project for this class will be a long-form research proposal that either expands on one of your research reports or develops a new, original concept that could be turned into a senior thesis-length work (35 pages). The proposal will require you to identify an original research topic, describe its intervention, review relevant literature, discuss theory and methodology, and outline a general structure. I will circulate a guide in advance of this assignment and discuss expectations in class.

ZOOM

All classes will take place on Zoom here: https://berkeley.zoom.us/j/97255527192.

Please note you will need to be logged into Zoom in order to participate, and I will be instituting a waiting room at the start of class to prevent uninvited guests from attending. Please make sure your Zoom name matches your complete preferred name for this class. I also ask that you include your pronouns as part of your Zoom name to facilitate class discussion. All classes will be recorded and posted to bCourses the following day. These recordings include automatic transcriptions of lectures and discussion. Finally, I am asking that you unmute your video while we are in class and keep your audio muted unless you are speaking. While this is not mandatory it will greatly facilitate discussion in this small class format, though I am happy to discuss exceptions or any other issues with each student on an individual basis.

LATE POLICY / ASYNCHRONOUS ATTENDANCE

If you miss class or cannot attend a class in person, be sure and submit your response as usual and then catch up with lecture and other materials by watching the Zoom recording. If you are unable to attend a day when we are presenting research, you will be required to record your presentation in advance so that it can be shared with the class in your absence. I will include instructions on how to record presentations on bCourses.

Counseling and Psychological Services (CAPS)

If you are feeling overwhelmed given the many challenges of this unprecedented semester, I would encourage you to take advantage of the university's Counseling and Psychological Services (CAPS), which are available for free to all students.

https://uhs.berkeley.edu/caps

Student Technology Equity Program (STEP)

If you do not believe you have adequate technology to perform the various tasks described in this syllabus, please take advantage of the Student Technology Equity Program and discuss your circumstances with me so that we can make adjustments to the course content and expectations.

https://technology.berkeley.edu/STEP

DISABILITY SUPPORT SERVICES

If you have a documented physical, psychological, medical or learning disability that may impact your course work, please contact the Berkeley Disabled Students Program using the link below. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

https://dsp.berkeley.edu