

COMN 3393

Gender/Women/Feminism & Media/Image & Technology





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Course Info:

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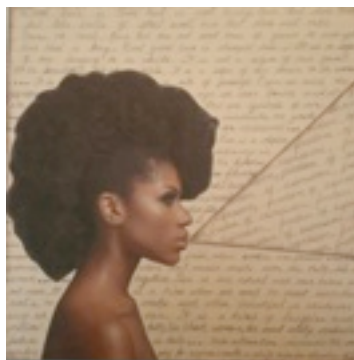
Office hours: by appointment, 12:30-1:30 Wed. or by appointment

Course website: <https://Moodle11.yorku.ca/Moodle/> or <http://comn3393.weebly.com>

Text: Springgay, S. (2008). *Body Knowledge and Curriculum: Pedagogies of Touch in Youth Culture*, New York: Peter Lang Press. ISBN: 978143310281

Introduction

Women have always been involved in culture, women have always been involved in technology. Neither of the statements should be controversial. Yet both are and have been. We live in Canada with its heritage in Western culture, a culture which has a long history of mediating gender through binaries that we have come to view as traditional. Woman as disenfranchised from tech-



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nology, and as passive or limited regards her cultural influence - are but two of these more traditional “shapes.”

Feminism has taken its own historical shape in relationship to this disenfranchisement - seeking to respond to it. In so doing, feminism has been a major force in addressing issues connecting women, media, technology and gender, while at the same time itself becoming mediated. This course desires to inquire into these complicated mediations and “mediatizations.”

Our goal in this inquiry is to understand what has happened: - How do somethings get inscribed as impossible and others as possible in regards to gender? How do some cultural spaces get inscribed as open and others as closed? How do some cultural discourses become inscribed as relevant and others as irrelevant? How do we create space for our our own identity formation and possibility amidst this sometimes complicated discourse?

This course desires to look at these mediations and seeks to inquire into our own possibility.



Critical Technology Studies/Communication Studies

This course operates as part of critical technology studies program at York in the Communication Studies program. The critical technology studies focus is described as follows:

“examine(s) the relationships between cultures, societies, identities, and communication technologies. The focus of this area is to expose students to different theories and methodologies that will allow them to identify and analyze the established, contemporary and emergent technologies. The emphasis here is on exploring the ways in which technology and society are co-constructed.”



Communication studies with a media studies emphasis will be our (multi-disciplinary) foundation for examining these questions. Feminism will be a major influence in situating our varied critical lenses and technology will form the other major pole of the multi-disciplinary lens we will seek to cultivate. However though we investigate some more traditional views of technology, our course

will also inquire will take quite a broad view of technology looking at its relationships to “*linguaging*” itself. Our course will also operate with an eye towards the dynamic contribution of ‘image’ to discourses of empowerment and *dis*-empowerment. Thus our investigation of technology will include the aesthetic discourses surround media, image and we will inquire into the visual and material systems which construct gender as a relationship with em-

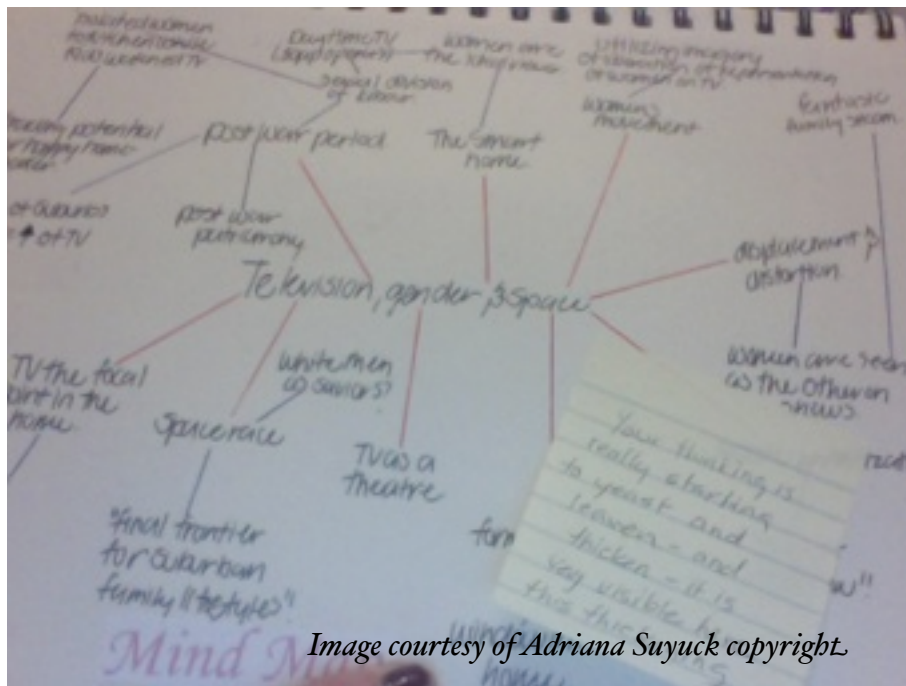


Image courtesy of Adriana Suyuck copyright.

powerment, and empowerment as a relationship with technology. Because many of us have been raised within this discourse we may have to stretch and construct some unique ‘positionalities’ to make our inquiry powerful. Thus the arts and media will play a major role in both our method of investigation as well as in our discourse, allowing us to deconstruct/reconstruct ways to view both ourselves and culture.

Texts/Assignments

There is a wealth of thoughtful material available on this subject. However this does not change the fact that really in this arena - we are our own texts. At the center of feminist discourse is the disruption of a certain way in which patriarchy- as an ideological force - has encapsulated both men and women in a binary discourse that often keeps them from seeing *themselves as possibilities*.

Thus a certain goal of this course is to investigate our own relationship with the technologies of identity - and one of these is the technology of text. One of the best ways to study a technology is to interrupt it, so we are going to interrupt the technology of text by doing the following:

1. First of all we are going to conceptualize our inquiry as co-constructed. Students and instructors are co-inquirers, co-investigators in this course. We are entering into the conversation, trying to figure it out and learn from it - and then make our contribution to it. We will practice offering



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space and value the voices offered and space and value our own voice also.

2. For this reason, students will keep a multi-media visual blog/journal/field note/scrapbook/video journal for this course (they choose): this documentation of their interaction with the course will form part of the students individualized text for the course. (This part of the course/assignment



structure will be introduced in first/second and third lectures.).

3. There will be parts of this text/inquiry that students will be invited to build up and to make public and part of the shared discourse. of the course: I will pick articles/viewings for us to read in the first term (including selections from text which we have for this course - see page 2 course info section). Students will be asked to pick an article for the second term and thus our reader for the second part of the discourse will be co-constructed by us. These Readings will be mounted on course website. Most of these will come from York E-resources. When they do not - copies will be mounted on the website that goes with this course.

4. Students will develop an inquiry question and be asked to investigate and become experts on this question. They will devise a means of sharing this with us, likely a presentation but I am open to other media options, with discussion. This will become part of their visual journal.

5. As a final project students will be invited to bring their expertise from the more private realm of our class into a larger public discourse: In the past we elected to create an e-journal paper/publication. This final phase will be incorporated into our journal.

6. Preparation/Participation/Attendance indicates that what is asked for is not just course attendance - but as course attentiveness.

To put this in positive terms (which I prefer), students have an opportunity to make a difference in this course and to enhance this course and make it successful for themselves and for others! They do this through their visible engagement of class and course opportunities through attendance/inquiry/preparation/and participation in course materials.¹

Because attention, participation, engagement are such an important aspect of our course they have been interwoven into course assignments - thus one would have difficulty succeeding on course assignments without attending class regularly, without doing the readings and without participating in course activities.

Grading:

Grades will be assigned in the course according to the weighting matrix above and in connection to the due dates listed in the course calendar and reading calendar, using the grade scale established for LAPS (please see <http://www.yorku.ca/laps/students/grading.html> for details).

From Percentage	To Letter Grade	Grade Point
90-100	A+	9
80-89	A	8
75-79	B+	7
70-74	B	6

¹ To put this in negative terms: Students undermine the course by not doing the readings, by not coming to the course, by not participating in the course and by letting either the instructor or their peers take all the risk in the course through abdicating speaking opportunities, and engagement and analysis of materials.

65-69	C+	5
60-64	C	4
55-59	D+	3
50-54	D	2
40-49	E	1
0-39	F	0

Needed Resources: Students need to engage these to be successful in the course²

Assignment Matrix Overview and Weighting:

ASSIGNMENT	TERM 1 %	TERM 2 %	TOTAL %
Weekly (visual) Journal/Scrapbook/Blog/Website/Vlog	25%	15%	40%
Inquiry Project	5% (set up, research, co-construction, integration into NB)	10% (presentation of inquiry findings) 5% Follow up on inquiry and presentations	20%
Final Contribution to public discourse (E-journal)?	5% (set up, planning, research, integration into NB)	15% Final Piece	20%
Readings/Participation/Attendance	10%	10%	20%
Term Totals	45%	55%	100%

Assignment detail sheets: Each major assignment described above (and below) will be explained on the first day of class and then in more depth as term 1 unfolds via assignment detail sheets. Once fully explicated in class, the assignment detail sheets will be posted on the web for reference.

Academic Integrity Tutorial and Quiz: <http://www.yorku.ca/fcap/onlinetutorials.html>

The Academic Integrity website and tutorial is designed to help you learn about issues of academic integrity. The website contains important information and updates on this admittedly challenging issue, and should be reviewed by students yearly and especially before they write a paper. The tutorial includes a self-test allowing you to gauge how well you understand issues covered. The tutorial and quiz can be completed in approximately 30-40 minutes. Please review this site and take the tutorial. Academic integrity is integral to the course and students are expected to demonstrate this integrity. Consequences can include a formal hearing for offenses.

² This section is a compilation of templates available on many York syllabi and relevant York websites.

Readings: Readings are listed on our course calendar, which is available in this syllabus and on our website under the tab entitled course calendar. Most readings are from our texts (see page 2), but there are some readings that are not. Most of these are from York E-resources and findable by searching the calendar and clicking on the link there or by searching York E-resources, Scholar's Portal Journal with the article title information. There are a few articles that are downloadable through the course website (see course calendar on website for their link).

Course Website: This course is coordinated through a website. Students are advised to check this website regularly. Website is accessible through the following portals: <http://comn3393.weebly.com/> and <https://Moodle11.yorku.ca/Moodle/>

Email contact/Absences/Penalties: For this course, you will need to maintain regular contact with me and check your email for course announcements. You need to provide and maintain an accessible email address and maintain regular access to the internet. Students are expected to maintain regular contact with me, and inform me regards reasons for absences. Students will need to explicate multiple absences with documentation relevant. Penalties up to .5% per day late for work, especially work related to collaborative efforts of the course may be imposed.

Other Resources³

Computer Services for Students: If you do not currently have internet access at home but have a computer and modem, you can activate a Dial-In Modem Account and access the internet through York's dial-in server. You can also activate an email address through York, which is accessible at home through a website.

York has several computer labs around campus or in the Scott Library which can be accessed with an Acadlabs-PC/MAC Labs account. To activate any of these accounts and other services, go to the website <http://apps.yorku.ca> and click on "Manage My Services." You will be required to log in through Passport York which is your 'passport' to various computing services and websites at York. As well, COMN Students will have access to the COMN Studies Mac Lab. If you are not a COMN student but have been admitted to the course, you will be granted guest access to this lab.

If you need assistance in activating your accounts, accessing Passport York, or require help with any other computer-related issues, please contact CNS Client Services in the Computing Commons, Arboretum Lane Parkade on Campus Walk (416-736-5800; email: helpdesk@yorku.ca).

To see the list of computer labs available on campus (and hours of operation), go to www.cns.yorku.ca/computing/labs/index.html In addition to the Computing Commons, there are other smaller labs on campus, some of which will be open to you (such as the Stong Col-

³ This section is a compilation of templates available on many York syllabi and relevant York websites.

lege Computer Lab). To see the full list, click on "Other labs on campus" at the bottom of the page."

Foundations Computer Assistance Program (F-CAP)

F-CAP, a computer assistance program dedicated to Foundations students (those taking a nine credit course in Social Science or Humanities) is housed in the Bootstrap Computer Lab in Calumet College (Room 108) which also has printing and scanning facilities. F-CAP offers individual computer tutoring, and workshops to improve computer literacy and computer-based critical skills.

"Ask F-CAP" is a phone and email help-desk for computer-related issues. F-CAP also maintains a website with a range of pre-writing strategies and links to useful on-line materials for critical skills development. For more information, go to www.yorku.ca/fcap

Important Campus Resources:

Centre for Academic Writing [CAW], S329 Ross (416 736-5134).

CAW offers one-on-one tutoring To be assigned a tutor, you must sign up well in advance. CAW also offers mini-workshops on topics such as 'How to Develop a Thesis' and 'Effective last Minute Revisions' These workshops happen regularly over the year and fill up quickly. Stop by the CAW to sign up. Link available on the course website: click on "Learning Skills" or check out their website at www.arts.yorku.ca/caw

E-TUTOR (etutor@yorku.ca)

E-tutor will comment on essay drafts. E-tutor tries to respond within one week but in periods of high demand it may take longer. Plan ahead so that you can take advantage of this excellent service.

English as a Second Language Open Learning Centre (ESL-OLC)

Vanier College 037 (416-736-2100 x 22940)

The Centre is open twelve months a year to all York students, registered in degree programs, and is free of charge. Students may request help in any aspect of English: listening, reading, writing, and speaking.

ESL-OLC offers individual tutoring by appointment and weekly workshops on topics related to the language needs of ESL students: Conversing in English, Understanding Lectures and Note Taking, the Internet for Language Learning, Reading Academic Texts, Correcting Common Grammar Errors, Presenting in Front of a Group, Research Skills for Essays, and Organizing and Writing Essays.

Register at ESL_OLC or on the website at www.yorku.ca/eslclc (click the First Time Sign Up link on the left). Once registered, you can use the online form or visit the Centre to book space in tutorials and workshops.

Counseling and Development Centre [CDC], 145 BSB (416-736-5297)

CDC offers a range of services to students including personal counseling, skill development workshops (on time management, stress management and test preparation) and support for those with psychiatric disabilities and learning disabilities (112 BSB x33409). Link available on the course website: click on "Learning Skills" or check out their website at www.yorku.ca/cdc. Or check out their advertisements in Excalibur.

There is also an Office for Persons with Disabilities (109 Central Square x55140).

Course Calendar:

DATE	THEME / TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Sept. 7, 2011	Course start: Intro to course	None	
Sept. 14, 2011	Technologies of Identity: Technologies of the Self: Part 1 Task the visual journal/blog/ scrapbook/Vblog project	Foucault, Technologies of Self, and the Media: Discourses of Femininity in Snowboarding Culture <i>Journal of Sport & Social Issues</i> (May 2008), 32 (2), pg. 199-229 by Holly Thorpe. <i>Article is available through York E-resources, using Scholars Portal Journals</i> Pryer, A. (2009). Cat Got Your Tongue? Escaping Narrative Erasure In <i>Academe Educational Insights</i> , 13(3). [Available: http://www.ccfi.educ.ubc.ca/publication/insights/v13no3/articles/pryer/index.html]	<i>Give format choice for VJ/SB/B/Vbl to Instructor: Start making entries into journal. ~with readings and activities for this class date</i> Today in class we will make a first entry for the VJ/SB/WS/B/VB- you will make the entry and paste it or digitize it into journal thus need to save it for entry into the journal . (This saving of class materials to enter into the journal will become a pattern) For this project you need to bring a technology that has been influential in your past: either through a photo/drawing/print of picture - or even the technology itself (if portable)

DATE	THEME / TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Sept. 21, 2011	<p>Technologies of Identity: Technologies of the Self: Part II</p> <p>Task: Continuing to situate the visual journal/blog/scrapbook/Vblog project</p> <p>Looking at journals from last year.</p> <p>Introducing: Living Inquiry</p>	<p>Text: Chapter 1: Sleeping with Cake and Other Touchable Encounters, pp.21-48*</p> <p>Kitchen Technologies: Promises and Alibis*1944-66, Article is available through York E-resources and also posted on our course website.*</p>	<p>Second entry into VJ/SB/WS/B (We finished 1st and 2nd entry together in class merging them together)</p> <p>Along with reading you will be asked to do an exercise about a kitchen technology at home. You should bring to class and then once we are done with it enter it into your vj/sb/ws/b/vblog</p>
Sept. 28, 2011	<p>Initial conceptualizing, deconstruction the images of women, gender binaries & technology</p> <p>Task: Continuing to situate the visual journal/blog/scrapbook/Vblog project</p>	<p>Thinking Multi-sensory Culture by Laura U, Marks Article is available through York E-resources, using Scholars Portal Journals</p> <p>From the Portrait to the Close-Up: Gender and Technology in Still Photography and Hollywood Cinematography by Patrick Keating, Article is available through York E-resources, using Scholars Portal Journals</p> <p>Women in Science (pdf from the San Diego Super-computer Center) at http://www.sdsc.edu/ScienceWomen/ (please look at a dn interact with 2 or 3 entries of your choice prior to class.</p>	<p>Third entry: Begin Using LI/A Matrix (Use this from here on out)</p> <p>Please save this reading for Nov. 2. Instead please read: TEACHING PRACTICES OF LIVING INQUIRY By KAREN MEYER available at http://ocs.sfu.ca/fedcan/index.php/csse/csse2008/paper/viewFile/351/224</p> <p>Article is also accessible on course website</p>

DATE	THEME / TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Oct. 5, 2011	<p>Considering Feminisms: under the lens of “language and image logic”</p> <p>Final Journal Matrix introduced</p>	<p>Carmen Luke: Cultural Media Literacy and Feminism: <i>Article is available through York E-resources and also posted on our course website.</i> The actual title is Feminist Pedagogy and Critical Media Literacy by Carmen Luke</p> <p>The rise of enlightened sexism by Susan Douglas in On the Issues Magazine, Winter 2011 http://www.ontheissuesmagazine.com/2011winter/2011_winter_Douglas.php</p>	<p>Fourth entry: Using all matrixes from here on out Artography and Technology matrixes introduced on Oct 26 instead of today and used from that date onwards</p>
Oct. 12, 2011	Co-Curricular Week	No Reading	No Class
Oct. 19, 2011	<p>Gender and technology: technologies of constructing “woman, the female, the feminine” - Part 1</p> <p>Community sharing of VJ/SB/WS/B/VB</p> <p>Alumni visit with their journals</p>	<p>Lynn Spigel: Welcome to the Dreamhouse: Part 1: Households; The Suburban Home Companion, Television and the Neighborhood Ideal In Postwar America, pp. 31-59. <i>E-Book is available through York E-resources; find it by doing a basic search in the regular (not journal) catalogue</i></p> <p><i>Text: Chapter 2: The Fantastical Body*</i></p>	<p>1st Check In for VJ/SB/B/VBL: Bring either VJ/SB to class - or a means of sharing it online)</p> <p>5th entry:</p>

DATE	THEME/TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Oct. 26, 2011	Gender and technology: technologies of constructing “woman, the female, the feminine” - Part II <i>Generation M</i>	From Aching for Beauty: Footbinding in China by Wang Ping, Preface (pp.ix-xi) and Chapter 1 (Three Inch Golden Lotuses) pp. 3-28. * <i>Article is posted on our website.</i> Text: Chapter 3 Corporeal Cartographies: Materializing Space as a Textural Narrative Process*	6th entry We will strategize around inquiry project today and students should begin to look at what they want to do for their inquiry project. Thinking and researching the inquiry project should start appearing in VJ/SB/WS/B/VJ from here on out... Artography and Technology matrixes introduced on Oct 26 instead of today and used from that date onwards
Nov. 02	Technologies of Image: Technologies of Hair: Hair-stories Workshop with Patricia Kambitsch	Why don't he like my hair? Constructing African-American Standards of Beauty in Toni Morrison's 'Song of Solomon' and Nora Hurston's 'Their Eyes are Watching God' by Bertram D. Ashe from Sept 28 From the Portrait to the Close-Up: Gender and Technology in Still Photography and Hollywood Cinematography by Patrick Keating, Article is available through York E-resources, using Scholars Portal Journals	Bring a snatch of your hair or a picture of your hair 7th entry

DATE	THEME/TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Nov. 9, 2011	<p>Gender and technology: technologies of constructing “woman, the female, the feminine” - Part III</p> <p>We will view Janeera Talk* with Anne Cotton/Sheryl WuDunn</p>	<p>New York Times Special Issue: How changing the lives of and girls in the developing world can change everything by Sheryl WuDunn and Nicholas D. Kristof authors of <i>Half the Sky</i>. Published: August 17, 2009.</p> <p>Students should view at home the NFB film Obachan's Garden</p> <p>Students should look over winners on Half the sky list published on August 17, 2009 (document a few in VJ/SB/WS/B/VBlg</p>	8th entry
Nov. 16, 2011	<p>Gender and technology: technologies of constructing “woman, the female, the feminine” - Part IV;</p> <p>We will be discussing film as a means of discourse today and viewing together the movie of the work of Marilyn Waring*</p>	<p>Rethinking Identity and Coalitional Politics, Insights from Simone de Beauvoir by ELAINE STAVRO article available via York E-resources, search with Scholars Portal Journal</p> <p>Hidden geographies: The changing lifeworlds of women with multiple sclerosis, by Isabel Dyck, article available through York E-resources search with Scholars Portal Journal</p>	<p>9th entry</p> <p>Students turn in research project ideas/reading selection/date choices</p>
Nov. 23, 2011	<p>Narration and Re-narrations: Views of women + technology; Women re-viewing themselves in/with technology: Part I</p>	<p>Cyborg Manifesto by Donna Haraway (http://www.stanford.edu/dept/HPS/Haraway/CyborgManifesto.html)</p> <p>“STARTING TO FEEL LIKE A CHICK” Re-visioning romance in In the Cut by Sue Thornham (http://a-s.clayton.edu/vbonner/courses/cms4320/readings/thornham_in%20the%20cut.pdf)</p>	<p>10th entry</p> <p>Schedule: Portfolio Conferences</p> <p>Winter calendar published</p>

DATE	THEME/TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Nov. 30, 2011	Narration and Re-narrations: Views of women + technology; Women in/with technology: Part II: Heros/Heroines?	1. Sadie Plant a. Excerpt 1 b. Sexing the Machine: Interview 2. Evelyn Fox Keller/McClintock Excerpts from Chapter 1: from A feeling for the organism: The Life and Work of Barbara McClintock by Evelyn Fox Keller, to be posted on course website. Oprah: The Secret of Her Success: Oprah Winfrey and the Seductions of Self-Transformation by Janice Peck article available through York E-Resources	Winter Calendar finalized Portfolio conferences this week: midterm assessment of VJ/SB/WS/B/VBlg 10th entry
Dec. 07, 2011	WINTER BREAK	No Reading	Student are not expected to make entries in VJ/SB/WS/BL/VBL over break but should be caught up on fall entries
New Year/New Term	Our calendar from this point on is tentative as we will be constructing it based on topics of interest to the students - in the late fall and publishing the final calendar on Nov. 23. The idea of the spring is that we will have students explorations intermingled with activities and presentations I lead. My topics may change depending on interest topics of students		
Jan 04, 2012	Situating the situating of feminism	<i>We Real Cool: Black Men and Masculinity: Chapter 8</i> “Doing the Work of Love” by bell hooks. E-Book available in York Library, use the title to search Feminism and its ghosts the Specter of Feminist as Lesbian by Victoria Hesford Available through York University E-Resources	11th entry

DATE	THEME / TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Jan 12, 2012	<p>Feminism: spectacle and performativity ; The dis-course of Judith Butler (gender) and Tentative topic: The work of Gayatri Chakravorty Spivak (post-colonial discourses of feminism)</p> <p>Discussing student re-sponses to presentations</p>	<p><i>Judith Butler</i> by Sara Salih, pp. 62-71;</p> <p><i>Gayatri Chakravorty Spivak</i> by: Morton, Stephen, 1972- Chapter 3 to page 53</p> <p>Both of these are E-books available in York Library search through the basic catalogue</p>	<p>*Presentations will start next week, Students will be picking on presentation and reading to engage, through sign up on this day.</p> <p>12th entry</p>
Jan. 18, 2012	Tentative topic: Feminism and technologies of childhood	<p>Presentation 1: Reading</p> <p>Presentation 2: Reading</p> <p>Presentation 3: Reading</p> <p>Presentation 4: Reading</p>	<p>* Presentations start - Pick 2 to work with in journal from here on out</p> <p>13th entry</p>
Jan. 25, 2012	Tentative: Topic: Feminism and the technologies of it “heroines’...Buffy/Gaga/ Tara=Oprah?...and the others: (exploring the televised female hero/role model for feminism?)	<p>Presentation 5: Reading</p> <p>Presentation 6: Reading</p> <p>Presentation 7: Reading</p> <p>Presentation 8: Reading</p>	<p>*</p> <p>14th entry</p>
Feb. 01, 2012	Guests: Annie Smith/Work of Linda Griffith	Reading to be announced	<p>3rd VJ/SB/WS/BL/VB check in</p> <p>Students commit to E-journal project and give choice to instructor</p> <p>15th entry</p>
Feb. 8, 2012	Tentative Topic: Gender and the technologies of masculinity	<p>Presentation 10: Reading</p> <p>Presentation 11: Reading</p> <p>Presentation 12: Reading</p> <p>Presentation 13: Reading</p>	<p>*</p> <p>16th entry</p>

DATE	THEME/TASK	READING (TO BE DONE BY CLASS START)	IMPORTANT DEADLINES OR TASKS
Feb. 15, 2012	Gender and the technologies of social improvement	Presentation 14: Reading Presentation 15: Reading Presentation 16: Reading Presentation 17: Reading	* 17th entry
Feb. 22, 2012	Reading Break	None	No Class
Feb. 29, 2012	Gender and the technologies of media - music-spectacle-performance	Presentation 18: Reading Presentation 19: Reading Presentation 20: Reading Presentation 21: Reading	* 18th entry
Mar. 07, 2012	Gender and the technologies of labour/industry/caring	Presentation 22: Reading Presentation 23: Reading Presentation 24: Reading Presentation 25: Reading	* 19th entry
Mar. 14, 2012	Gender and technologies of World making/world-caring	Presentation 26: Reading Presentation 27: Reading Presentation 28: Reading	* E-journal articles are due. 20th entry
Mar. 21, 2012	Gender and the technologies of illness/Gender and technologies of wellness	Text: Chapter 4: Cookies for Peace and a Pedagogy of Corporeal Generosity	* 21st entry
Mar. 28, 2012	Journal Launch Party/ Course close Must be there, do not miss this class		22nd entry: closing entry-after launch
April 06 (Friday)	Last day to hand in VJ/SB/WS/B/BI		Anything handed in after this date will not be accepted with out negotiation and deferment contract with instructor