

HUM 4381: ST: RACE AND TECHNOLOGY

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Department of Philosophy, College of Arts and Sciences

3 Credit Hours



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Instructor Information

- Instructor: Dr. Shelley Park
- Faculty website: <https://philosophy.cah.ucf.edu/faculty-staff/>
- Office Location: PSY 239 (please make an appt)
- Office Hours: M 10-noon (virtual), T noon-1 (virtual or in person, outdoors) or by appt.
- Phone: 407-823-2273 (dept. phone number; contact me digitally)
- Digital Contact: Please use course mail to contact me about this course.

Course Information

- Term: Spring 2022
- Course Number & Section: HUM 4381.0001
- Course Name: Race and Technology
- Credit Hours: 03
- Class Meeting Days: T Th
- Class Meeting Time: 1:30-2:45 pm
- Class Location: HEC 118
- Course Modality: P

Enrollment Requirements

Course Prerequisites (if applicable): Junior standing plus one of the following: any HUM course or C.I. I welcome students studying race from other disciplinary perspectives as well as those with previous coursework related to studying or making digital or other technologies.

Course Description

A critical exploration of the role of race as it intersects with gender, sexuality, ability, class and other variables, in the production, consumption, and representation of technology from dating apps to social robotics. *Spring*

Course Purpose

This course investigates the relevance of race, as it intersects with gender, sexuality, ability, class and other variables, to the production, consumption, and representation of technology. We will also explore how technologies produce, reproduce, engender and contest racial and other identities, racism and related forms of social injustice. Our focus will be on recent and contemporary technological developments as well as cultural representations of technology. Questions to be considered include: What roles have people of color and other marginalized groups played in the development of technology? How has technological change engendered racial identities? What are the continuities and discontinuities between colonial and contemporary technologies of race? How does technology offer possibilities for new racial identities, representations, and relations? What are the social implications of technology and how is it understood and deployed in different cultural contexts?

Course Materials and Resources

Required Texts

- No textbooks are required. Scholarly articles will be made available inside webcourses; other materials are publicly accessible.

Required Resources

- Working computer or other device on which you can access webcourses and the internet
- Access to reliable internet (at home, on campus, or elsewhere)

Third-Party Accessibility and Privacy Statements

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Student Learning Outcomes

Students completing this course will be able to:

- Provide and analyze specific examples of the connections between race and technology
- Explain the impact of racialized assumptions about the production and consumption of technology
- Analyze cultural representations of technology with attention to audio and visual cues signifying race and gender.
- Explain the impact of technology on divisions of labor and the valuation of different forms of labor.
- Explain how new technologies both blur and sharpen racial and other differences.
- Explain how social conditions create and constrain our understandings of technology.
- Identify specific promises and pitfalls of new technologies for transforming social relations and imbalances of power related to race.
- Demonstrate the ability to use technology effectively and ethically as a research and communication tool.

Course Activities

This course will involve:

- Weekly reading, viewing, &/or listening assignments
- Weekly quizzes on the material above
- Ongoing class discussions
- Research on and with technology
- A senior research project developed over the course of the term and submitted during finals week.

More specific details on your graded assignments can be found at "Assessment and Grading Procedures" below.

For timelines and due dates, see the "Course schedule" (below) and "Calendar" (at calendar icon)

Activity Submissions

All graded assignments will be submitted online. Please see specific assignment descriptions for submission directions and guidelines.

FAFSA Requirement

For timely distribution of Financial Aid, your presence in the class must be documented by Friday of the first week. Submission of you "Getting to Know you

Survey" will provide that documentation. Please aim to submit it by the deadline on the calendar or, if you have added the course late, as soon thereafter as possible.

Attendance/Participation

Showing up to class is encouraged and will enhance your learning experience. However, I do not wish to incentivize showing up to class sick (please don't!!!!); so *I will NOT grade your attendance*.

If you miss class:

- consult the course calendar to keep up with work missed.
- arrange to borrow notes from a classmate.

If you have an extended illness, making it difficult to keep up:

- reach out to me to discuss adjustments to due dates needed.

For "participation" policies, please also see "class contributions" and "student conference" below.

COVID policies (still, again, I know we are exhausted . . .)



The COVID-19 pandemic continues to take a toll on us all in many ways: physically, mentally, emotionally, financially, academically, and professionally. As the common saying goes, "it has been/is . . . a LOT." I will work with you on challenges you may be encountering and do my best to help you succeed. However, please keep in mind that your professors (myself included) are also stretched thin, as is everyone in the (often feminized) "helping" professions. This means **we need your assistance in making the classroom work for all of us**. I will hold you accountable, in this class for contributing to our *collective well-being* through considerate behavior, class engagement and contributions.

VACCINATIONS:

UCF expects that all members of our campus community who are able to do so get vaccinated. To schedule your vaccination or booster, go to [Student Health](https://studenthealth.ucf.edu/portal/) (https://studenthealth.ucf.edu/portal/). Vaccines are also free and readily available elsewhere (e.g. Publix, CVS, Walgreens, Walmart, etc.)

MASKING:

UCF expects all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) (https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html). We do not know who, among us, has health vulnerabilities. And we aren't going to ask people with physical or emotional vulnerabilities to "out" themselves. So treat everyone you encounter as someone who needs your care. Wear a proper fitting mask and wear it properly (don't be a nose-outer!) During periods of viral surge and high contagion, N95 or KN95 masks are best. If you can't afford these (because . . . price gouging), get a box of surgical masks which are better than cloth.

INSTRUCTOR ILLNESS:

If I fall ill during the semester, there may be temporary (I hope!) changes to this course, including having a backup instructor take over the course or going remote for a time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

TESTING AND CONTACT TRACING

If possible, test yourself weekly to ensure you are not an asymptomatic carrier. I know that it is hard to get at home tests at a reasonable price (because . . . price gauging again + political stupidity). But free testing is available in Garage A (9-5 Mon-Sat). Because of high demand, you are encouraged to make an appointment by calling 855-282-4860. (You may still wish to take your reading or other assignments with you, in case there is a wait.)

If you believe you have been exposed to COVID-19 or test positive, you must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. *Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.* (Note: It may be difficult to tell the difference between a normal cold or flu and COVID. So operate on the general principle of "stay home if you are sick". None of us want a cold or flu either.)

Please contact me as soon as possible if you are too sick to engage the class for longer than a week. We can discuss reasonable adjustments necessary for you to catch up.

COURSE ACCESS AND ACCESSIBILITY

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu (mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Make-up Work, Late Assignments, Extra Credit

I will accept late assignments, but dock them a half letter grade for each day they are late--unless there are extenuating circumstances related to UCF's excused absence and make-up work policies. Such extenuating circumstances include: illness, serious family emergencies, authorized university-sponsored activities

(e.g. field trips, professional conferences, athletic team travel), military obligations, severe weather conditions, religious observances, and legal obligations (such as jury duty). For university sponsored events causing late work, please submit documentation in the form of a Program Verification Form.

Where circumstances that may interfere with your course work are foreseeable, you should notify me in advance to make arrangements. Please contact me as soon as you can if you run into unforeseeable difficulties. In most cases, something can be worked out, if you reach out in a timely manner. If you wait until the end of the semester to reach out, it will be too late to resolve problems.

Opportunities for extra credit may be provided during the course of the semester at the instructor's discretion. When offered, they will be offered to all students and not just to some. Please do not ask for extra-credit at the end of the semester, as it is too late at that point to remedy a lack of learning during the semester.

Assessment and Grading Procedures

Assignment weights

| Assignment | Percentage of Grade |
|---|---------------------|
| Quizzes (weekly) | 20% |
| Class Engagement (1st 10 weeks) | 10% |
| Research Journal (1st 10 weeks) | 15% |
| Senior Research Project: <ul style="list-style-type: none">• Prospectus (5%)• Draft (15%)• Final Submission (20%) | 40% |
| Participation in Student Conference (final weeks) | 15% |
| Total | 100% |

Quizzes: 20%

Quizzes are designed to ensure you stay on top of assigned readings and viewings. They will consist of 4-5 objective questions (T/F, MC, fill in the blank) on the week's material. They will be taken online each week there are assigned readings and viewings. Each quiz is worth 2 pts. There will be 10 weekly quizzes offered. Please see calendar deadlines. You may take each quiz 2x, if needed, and will be awarded the highest of your two attempts. (2 x 10 = 20%)

Class engagement: 10%

During the semester, you may be asked to provide feedback to me in the form of surveys and to share examples, resources, and ideas with your classmates. This portion of your grade will reflect your ongoing willingness to engage the course materials, provide feedback to your professor and contribute to your peers' learning during the first 10 weeks. (See "Participation in end of semester conference" below for how you will be graded on your contribution to peer learning during the final weeks of class.)

Research journal: 15%

Throughout the first 10 weeks of class, you will be assigned an exercise related to that week's content. These exercises will help you experiment with relevant skills and engage course content in ways useful to developing, shaping, and sharpening your final project. You will submit this once at the end of Week 6 and again at the end of week 10. Evaluation will be based on documentation of and reflection on exercises assigned.

Class project: 40%

Senior level classes require a senior level research paper or creative project. Given the nature of this class, your senior research project may take the form of a hyperlinked essay, a blog, a vlog, a podcast, or a photovoice project. Other formats are also possible but you should discuss with me first. *Whatever form your final project takes, it must demonstrate substantial research related to race and technology, an ability to think about race intersectionally, and the ability to use technology effectively and ethically as a research and communication tool.* Your paper or project may, but need not, emerge out of one of your class contributions. Your paper or project will undergo instructor and peer review during the final weeks of class prior to its final submission.

- Prospectus (submitted for instructor feedback): 5%
- Draft (submitted for instructor and peer review): 15%
- Final version (submitted during finals week): 20%

Participation in end of semester conference: 15%

Peer review is an important part of producing good research. Each student will be designated as a reviewer on 2 peer projects. You will provide oral and written commentary on that work's strengths and provide concrete, constructive suggestions for its further development during our student conference in the final weeks of class. (2 x 5% = 10%). Everyone will be expected to participate informally but knowledgeably in discussions of unassigned peer work as scheduled during our conference (5%).

GRADES

Grade chart

| Letter Grade | Points |
|--|-------------|
| A (Outstanding! Quality of work is consistently excellent) | 90-100 |
| B (Above satisfactory; overall quality of work is very good) | 80-89 |
| C (Satisfactory; meets basic requirements) | 70-79 |
| D (Substandard; doesn't meet basic standards) | 60-69 |
| F (Failing) | 59 or below |

Consult the latest Undergraduate or Graduate [catalog](http://catalog.ucf.edu/) [↗] for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

Please note: Readings/Viewings/Listening assignments are subject to change, insofar as what is available online and in the library changes. Topics and assignments will stay the same. As finalized, I will link to the relevant week. *Everything you need to complete a week's assignments will also be linked to the course calendar available at Modules. Go to the Module link below OR on the course calendar/summary.*

Weekly schedule

| Module | Week/Dates | Topic | Reading/Viewing/Listening |
|---|---------------------|---|--|
| MODULE 1: INTRODUCTIONS & CORE CONCEPTS | Week 1 (Jan 11-) | Introduction to Science and Technology Studies | <ul style="list-style-type: none"> Neil Postman, Technopoly [↗] .(https://www.c-span.org/video/?31627-1/technopoly) (interview) Eileen Leonard, "Introduction" to <i>Women, Technology and the Myth of Progress</i> Ruha Benjamin, "Introduction: Discriminatory Design, Liberating Imagination" |
| MODULE 2: METHODS: LOOKING, LISTENING, SEARCHING | Week 2 (Jan 18-) | The Gaze: Technologies of Looking | <ul style="list-style-type: none"> bell hooks, "The Oppositional Gaze: Black Female Spectatorship" Lisa Nakamura, Mediating Public Spheres [↗] .(https://www.youtube.com/watch?v=on4qe0dhauU&fe Ruha Benjamin, "Coded Exposure" (<i>Race after Technology</i>, Ch 3) |
| | Week 3 (Jan 25-) | The Listening Ear: Technologies of Listening | <ul style="list-style-type: none"> Jennifer Stoeber, <i>The Sonic Color Line</i> (excerpt) + "Ears Racing [↗] .(http://phantompod.org/2018/05/1fbclid=IwAR0TcC_JHiBEVA0UdJbRsqsUniAVGpBd8SxUSf1uHJHt0LzTborPpOaMcEo)" (podcast episode) Taylor Moran, "Racial Technological Bias the White Feminine Voice of AI VAs" (article) Vibrant Lives, "Hearing Eugenics" (blogpost) |
| | Week 4 (Feb 1-) | Searching and Researching | <ul style="list-style-type: none"> Safiya Umoja Noble, <i>Algorithms of Oppression</i>, Chapter 1: "Societies Searching" Pew Research Center, Search Engine Use [↗] .(https://www.pewresearch.org/internet/2012/03/09/search-engine-use) The Myth of the Unbiased Search Engine Search Engine Bias and Library Databases |
| MODULE 3: HUMAN, TRANSHUMAN, & POSTHUMAN BODIES | Week 5 (Feb 8-) | The Technologized Body: Biomedicine and Biopolitics | <ul style="list-style-type: none"> Race under the Microscope [↗] .(https://youtu.be/-1re0x3dgbY) Beth Baker, Race and Biology Christine Scodari, When markers meet marketing: Ethnicity, race, hybridity, and kinship in genetic g Dorothy Roberts, Race, gender, and genetic technologies: A new reproductive dystopia Selected news articles on the racial impact of COVID-19 and vaccine distribution |
| | Week 6 (Feb 15-) | The Robot: The Humanized Machine | <ul style="list-style-type: none"> Cynthia Breazal, The rise of personal robots [↗] .(https://youtu.be/eAnHjuTQF3M) Robert Sparrow, "Do robots have a race?" Sophia, The first robot declared a citizen by Saudi Arabia [↗] .(https://youtu.be/E8Ox6H64yu8) Techno-Orientalism: Then and Now [↗] .(https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/125662/uidconf_id/29417382/entr |

| | | | |
|--|---------------------|-----------------------------|---|
| | | | <ul style="list-style-type: none"> Long Bui, "Asian Roboticism" Janelle Monae, Dirty Computer [↗] . (https://youtu.be/jdH2Sy-BINE) |
| MODULE 4: DIGITAL SELVES AND RELATIONS | Week 7 (Feb 21-) | Identities | <ul style="list-style-type: none"> Jesse Shipley, "Selfie Love: Public Lives in an Era of Celebrity Pleasure, Violence and Social Media" Heather Mooney, "Sad Girls and Carefree Black Girls: Affect, Race, (Dis)Possession, and Protest" No Filter: Jasmyn Lawson [↗] . (https://www.wnycstudios.org/podcasts/notetoself/episodes/jasmyn-lawson) Lauren Michele Jackson, We need to talk about digital blackface in reaction gifs (https://www.theatlantic.com/technology/archive/2019/02/we-need-to-talk-about-digital-blackface-in-reaction-gifs/578111/) Jason Parham, TikTok and the Evolution of digital blackface (https://www.wired.com/story/tiktok-and-the-evolution-of-digital-blackface/) |
| | Week 8 (Feb 28-) | Intimacies | <ul style="list-style-type: none"> PEW Research Center, Teens, Technology & Friendships Reuben Thomas, "Online Exogamy Reconsidered" Amber Brooks, "7 Surprising Online Dating Race Statistics" [↗] . (https://www.datingadvice.com/online-dating-race-statistics/) Anne Marie Tomchack, How Algorithms on Dating Apps are Contributing to Racism in our Lives . (https://www.glamourmagazine.co.uk/article/algorithms-dating-apps-racism) Hallie Lieberman, "Its time for the Sex Toy Industry to Reckon with Its Racism" [↗] . (http://www.fox.com/its-time-for-the-sex-toy-industry-to-reckon-with-its-racism/) Sex Robots (video) |
| SPRING BREAK | | | |
| MODULE 5: WORK & PLAY | Week 10 (Mar 15) | Work | <ul style="list-style-type: none"> Atanasoski & Vora, "The Surrogate Effect: Technoliberalism and Whiteness in a 'Post' Labor Era;" Del Rey, Bias, Disrespect and demotions: Black Employees say Amazon has a Race Problem . (https://www.vox.com/recode/2021/2/26/22297554/amazon-race-black-diversity-inclusion?scroll=5eb6c) PBS Frontline, "You're Just Disposable." [↗] . (https://youtu.be/3-KMXng5Cp0) Winifred Poster, "Racialized Surveillance in the Digital Service Economy" |
| | Week 11 (Mar 22) | Play | <ul style="list-style-type: none"> Adrienne Shaw, "From <i>Custer's Revenge</i> and <i>Mario</i> to <i>Fable</i> and <i>Fallout</i>: Race, Gender and Sexuality in Video Games" Victoria Lantz, "What's Missing in Frontierland? American Indian Culture and Indexical Absence at the Edge of the Map" <i>Westworld</i> episode Hyphen-Labs, Neurospeculative Afrofuturism [↗] . (https://www.oculus.com/blog/celebrate-black-history/) |
| MODULE 6: STUDENT CONFERENCE/WORKSHOP | Week 12 (Mar 29) | Work on your final Projects | <ul style="list-style-type: none"> Class materials relevant to your project; materials found through your own research |
| | Week 13 (Apr 5) | Workshopping final projects | <ul style="list-style-type: none"> Student projects, as assigned |
| | Week 14 (Apr 19) | Workshopping final projects | <ul style="list-style-type: none"> Student projects, as assigned |
| MODULE 7: FINISHING UP | Week 15 (Apr 26) | CLASSES END/FINALS begin | <ul style="list-style-type: none"> Student and instructor feedback |
| | Week 16 (May 3) | FINALS continue | |

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](https://www.ucf.edu/services/) [↗] [\(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](https://www.ucf.edu/services/) [↗] [\(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.











If you are a UCF Online student, please consult the [UCF Online Student Guidelines](https://www.ucf.edu/online/resources/guidelines/) [↗] [\(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

Policy Statements


| | |
|---|----------|
| COVID-19 | + |
| Academic Integrity | + |
| Course Accessibility Statement | + |
| Deployed Active Duty Military Students | + |
| Copyright | + |
| Third-Party Software and FERPA | + |














Course Summary:

| Date | Details | Due |
|------------------|--|------------------|
| Mon Jan 10, 2022 |  MODULE 1: INTRODUCTIONS /https://webcourses.ucf.edu/calendar?event_id=2504611&include_contexts=course_1401876 | 12am |
| Tue Jan 11, 2022 |  Introductions to one another, the course, and STS /https://webcourses.ucf.edu/calendar?event_id=2525135&include_contexts=course_1401876 | 1:30pm |
| Thu Jan 13, 2022 |  Introduction to feminist and critical race technology studies /https://webcourses.ucf.edu/calendar?event_id=2525200&include_contexts=course_1401876 | 1:30am to 2:45pm |
| |  Getting to Know You /https://webcourses.ucf.edu/courses/1401876/assignments/7402839 | due by 11:59pm |
| |  Quiz 1: Syllabus & Technology Studies /https://webcourses.ucf.edu/courses/1401876/assignments/7402840 | due by 11:59pm |
| Mon Jan 17, 2022 |  MODULE 2: METHODS OF LOOKING, LISTENING, SEARCHING /https://webcourses.ucf.edu/calendar?event_id=2504610&include_contexts=course_1401876 | 12am |
| Tue Jan 18, 2022 |  The Gaze: Film, Cameras, and perspectives /https://webcourses.ucf.edu/calendar?event_id=2526115&include_contexts=course_1401876 | 1:30pm to 2:45pm |
| Thu Jan 20, 2022 |  The racially abject and the digital pillory: Memes and other shaming images /https://webcourses.ucf.edu/calendar?event_id=2526149&include_contexts=course_1401876 | 1:30pm to 2:45pm |
| |  Quiz 2: Technologies of Looking /https://webcourses.ucf.edu/courses/1401876/assignments/7402848 | due by 11:59pm |
| Tue Jan 25, 2022 |  Discriminating ears and Sonic Color Lines /https://webcourses.ucf.edu/calendar?event_id=2527924&include_contexts=course_1401876 | 1:30pm to 2:45pm |

| Date | Details | Due |
|------------------|--|------------------|
| Thu Jan 27, 2022 |  Hearing whiteness; feeling injustice (https://webcourses.ucf.edu/calendar?event_id=2527940&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Indigenous data sovereignty and Indigenous futures (https://webcourses.ucf.edu/calendar?event_id=2545754&include_contexts=course_1401876) | 7pm |
| |  Quiz 3: Technologies of Listening (https://webcourses.ucf.edu/courses/1401876/assignments/7402845) | due by 11:59pm |
| Tue Feb 1, 2022 |  Search engine bias (https://webcourses.ucf.edu/calendar?event_id=2530953&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| Thu Feb 3, 2022 |  Algorithmic Oppression (https://webcourses.ucf.edu/calendar?event_id=2530954&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 4: Searching and Researching (https://webcourses.ucf.edu/courses/1401876/assignments/7402851) | due by 11:59pm |
| Mon Feb 7, 2022 |  MODULE 3: HUMAN, NON-HUMAN & CYBORG BODIES (https://webcourses.ucf.edu/calendar?event_id=2504635&include_contexts=course_1401876) | 12am |
| Tue Feb 8, 2022 |  The cyborg (https://webcourses.ucf.edu/calendar?event_id=2531028&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| Thu Feb 10, 2022 |  Biomedicine & Biopolitics (https://webcourses.ucf.edu/calendar?event_id=2531029&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 5: Biopolitics (https://webcourses.ucf.edu/courses/1401876/assignments/7402841) | due by 11:59pm |
| Tue Feb 15, 2022 |  Do robots have a race? (https://webcourses.ucf.edu/calendar?event_id=2531030&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| Thu Feb 17, 2022 |  Techno-Orientalism (https://webcourses.ucf.edu/calendar?event_id=2531031&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 6: Robotics (https://webcourses.ucf.edu/courses/1401876/assignments/7402850) | due by 11:59pm |
| Sun Feb 20, 2022 |  Research Journal submission 1 (https://webcourses.ucf.edu/courses/1401876/assignments/7453479) | due by 11:59pm |
| Mon Feb 21, 2022 |  MODULE 4: DIGITAL SELVES & RELATIONS (https://webcourses.ucf.edu/calendar?event_id=2504613&include_contexts=course_1401876) | 12am |
| Tue Feb 22, 2022 |  Curated identities (https://webcourses.ucf.edu/calendar?event_id=2531118&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| Thu Feb 24, 2022 |  Digital blackface (https://webcourses.ucf.edu/calendar?event_id=2531159&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 7: Identities (https://webcourses.ucf.edu/courses/1401876/assignments/7402846) | due by 11:59pm |
| Sun Feb 27, 2022 |  Midterm Survey (https://webcourses.ucf.edu/courses/1401876/assignments/7402849) | due by 11:59pm |
| Tue Mar 1, 2022 |  Dating and Friendship online (https://webcourses.ucf.edu/calendar?event_id=2531160&include_contexts=course_1401876) | 1:30pm to 2:45pm |

| Date | Details | Due |
|------------------|--|------------------|
| Thu Mar 3, 2022 |  Sex toys and sex robots (https://webcourses.ucf.edu/calendar?event_id=2531161&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 8: Intimacies (https://webcourses.ucf.edu/courses/1401876/assignments/7402847) | due by 11:59pm |
| Sun Mar 6, 2022 |  Prospectus (https://webcourses.ucf.edu/courses/1401876/assignments/7402863) | due by 11:59pm |
| Mon Mar 7, 2022 |  SPRING BREAK Starts (https://webcourses.ucf.edu/calendar?event_id=2524768&include_contexts=course_1401876) | 12am |
| Sun Mar 13, 2022 |  SPRING BREAK ends (https://webcourses.ucf.edu/calendar?event_id=2524769&include_contexts=course_1401876) | 11pm |
| Mon Mar 14, 2022 |  MODULE 5: WORK & PLAY (https://webcourses.ucf.edu/calendar?event_id=2504636&include_contexts=course_1401876) | 12am |
| Tue Mar 15, 2022 |  Technoliberalism & race (https://webcourses.ucf.edu/calendar?event_id=2531242&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| Thu Mar 17, 2022 |  Workplace surveillance (https://webcourses.ucf.edu/calendar?event_id=2531276&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 9: Work (https://webcourses.ucf.edu/courses/1401876/assignments/7402842) | due by 11:59pm |
| Tue Mar 22, 2022 |  Gaming and race (https://webcourses.ucf.edu/calendar?event_id=2531302&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| Thu Mar 24, 2022 |  Fantasy and Virtual Reality (https://webcourses.ucf.edu/calendar?event_id=2531303&include_contexts=course_1401876) | 1:30pm to 2:45pm |
| |  Quiz 10: Play (https://webcourses.ucf.edu/courses/1401876/assignments/7402843) | due by 11:59pm |
| Fri Mar 25, 2022 |  Withdrawal deadline (https://webcourses.ucf.edu/calendar?event_id=2504615&include_contexts=course_1401876) | 12am |
| Sun Mar 27, 2022 |  Research Journal submission 2 (https://webcourses.ucf.edu/courses/1401876/assignments/7453481) | due by 11:59pm |
| Mon Mar 28, 2022 |  MODULE 6: STUDENT CONFERENCE (https://webcourses.ucf.edu/calendar?event_id=2504620&include_contexts=course_1401876) | 12am |
| Tue Mar 29, 2022 |  Work on final project (https://webcourses.ucf.edu/calendar?event_id=2530895&include_contexts=course_1401876) | 12am |
| Thu Mar 31, 2022 |  Work on Final project (https://webcourses.ucf.edu/calendar?event_id=2530896&include_contexts=course_1401876) | 12am |
| Sun Apr 3, 2022 |  Draft Project (https://webcourses.ucf.edu/courses/1401876/assignments/7402859) | due by 11:59pm |
| Tue Apr 5, 2022 |  Student conference (https://webcourses.ucf.edu/calendar?event_id=2530898&include_contexts=course_1401876) | 12am |

| Date | Details | Due |
|------------------|---|----------------|
| Thu Apr 7, 2022 |  Student conference https://webcourses.ucf.edu/calendar?event_id=2530899&include_contexts=course_1401876 | 12am |
| Sun Apr 10, 2022 |  Informal Workshop Participation https://webcourses.ucf.edu/courses/1401876/assignments/7402861 | due by 11:59pm |
| |  Peer Reviews https://webcourses.ucf.edu/courses/1401876/assignments/7402862 | due by 11:59pm |
| Tue Apr 12, 2022 |  Student conference https://webcourses.ucf.edu/calendar?event_id=2530900&include_contexts=course_1401876 | 12am |
| Thu Apr 14, 2022 |  Student conference https://webcourses.ucf.edu/calendar?event_id=2530931&include_contexts=course_1401876 | 12am |
| Mon Apr 18, 2022 |  Workshopping continues https://webcourses.ucf.edu/calendar?event_id=2504619&include_contexts=course_1401876 | 12am |
| Tue Apr 19, 2022 |  Student conference https://webcourses.ucf.edu/calendar?event_id=2530932&include_contexts=course_1401876 | 12am |
| Thu Apr 21, 2022 |  Student conference https://webcourses.ucf.edu/calendar?event_id=2530933&include_contexts=course_1401876 | 12am |
| Mon Apr 25, 2022 |  MODULE 7: FINISHING UP https://webcourses.ucf.edu/calendar?event_id=2504614&include_contexts=course_1401876 | 12am |
| |  EXIT SURVEY https://webcourses.ucf.edu/courses/1401876/assignments/7402844 | due by 11:59pm |
| Mon May 2, 2022 |  Final Project https://webcourses.ucf.edu/courses/1401876/assignments/7402860 | due by 11:59pm |