GEOG 178 / GSWS 196C

GENDER, SPACE & ENVIRONMENT

Spring 2022 Syllabus – CRNs: 15244 (GEOG), 15485 (GSWS); 3 credit hours
Seminar Meetings: T/Th 10:05 – 11:20am
Modality: In Person (LAFAYETTE L200)

Professor

Dr. Ingrid L. Nelson
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Office Hours: M 1:00 – 2:30pm; Tu 11:35am – 12:50pm in Old Mill 212 or Microsoft Teams
Office Hours are by Appointment Only. Sign up here: https://ilnelson.youcanbook.me/

Writing in the Disciplines (WID) Mentor: Jane Krohn (Jane.Krohn@uvm.edu)

Reference Librarian Working With Our Course: Laurie Kutner (Laurie.Kutner@uvm.edu)

Pre-requisites: GEOG 050, GEOG 070, GSWS 001 or ENVS 001

General Education: This course does not satisfy general education requirements.

Course Overview

This intermediate course examines key feminist concepts and methods regarding gender, space and environment. This course highlights different feminist storytelling approaches and provides opportunities for practicing different writing, visualization and collaborative learning skills, including digital game analysis, citizen science practices and autoethnographic writing. Key course concepts include more-than-human politics and relations, embodiment, emotion and affect, environmental subjectivity, justice, and expertise. A key theme in this course will be the emerging field of Feminist Digital Natures (FDN). We will experiment with different methods of digital analysis. Students should be prepared for thoughtful and challenging discussion and writing in this course, as well as visiting and observing various sites on campus and in virtual spaces.

Learning Objectives[1] (Note: We will modify these objectives during the first week of class)

After completing and reflecting on experiences in this course, students should be able to:

i. Critically analyze popular narratives about modernity and constructed boundaries between nature/society and masculine/feminine dichotomies (awareness/knowledge/foundations)

ii. Conduct creative and critical research that integrates and synthesizes multiple disciplinary perspectives and that distinguishes and combines different kinds of evidence, methods and theories (such research entails working independently and in groups, drawing on the diverse strengths of group members and encouraging peer- and self-assessment (application/integration/skills)

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[1] These draw from the Department of Geography's Learning Goals and approaches in L. Dee Fink's Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses (2013).

iii. Recognize a diversity of cultural values and ecologies across multiple sites of local, national, global and networked relations, which requires taking the time to listen to the seemingly obvious, the banal and the daily facets of lives often drowned out by grand narratives about groups of people and about non-humans ((non)human dimension/personal/values/skills)

iv. Begin, as members of society, to deliberately identify and assess how specific environmental narratives and technical fixes impact our own lives, shape our behavior and in turn, impact the lives of others who might not share our identities, attitudes, beliefs, values and assumptions (human dimension/personal)

v. Take responsibility for communicating precisely and respectfully through written, visual and other digital genres to express key concerns and engage other perspectives (caring/skills)

vi. Develop a greater desire to read specific texts more than once and to explore how one might "become with and among" other individuals, communities and ecologies (through this process, students will build a clearer sense of what they would like to learn and to do next and what knowledge and skills are necessary to do so) (application/learning how to learn)

Required Course Materials, Platforms and Software

1. Required Books:
- Murphy M (2006) *Sick Building Syndrome and the Problem of Uncertainty: Environmental Politics, Technoscience, and Women Workers.* Durham, NC: Duke University Press. ISBN: 978-0-8223-3671-6.
- Oberhauser A, Fluri JL, Whitson R and Mollett S (eds) (2018) *Feminist Spaces: Gender and Geography in a Global Context.* New York: Routledge. ISBN: 978-1-138-92453-6.
- Sasser J (2018). *On Infertile Ground: Population Control and Women's Rights in the Era of Climate Change.* New York: New York University Press. ISBN: 978-1-4798-9935-7.
- Additional required readings and materials are available through our course Blackboard site (https://bb.uvm.edu) and must be read or watched <u>before</u> class on the specified dates in the course schedule.

2. Required Digital Games**:
- *GRIS* (2018). Nomada Studio (developer) and Devolver Digital (publisher). You can play the Windows or macOS version (access on Steam for $16.99), or the iPhone/Android version from the App Store or Google Play ($4.99). This game is also available for Nintendo Switch and Playstation 4.
- *Never Alone* (*Kisima Inŋitchuŋa*) (2014). Upper One Games (developer) and E-Line Media (publisher). You can play the 2018 Windows or macOS version (access on Steam for $14.99), or the "Ki Edition" for iPhone/Android from the App Store or Google Play ($4.99). This game is also available for Playstation 3 & 4, Linux, Xbox One and Wii U.

  **If cost is a barrier, there are other options, including observing a peer play and watching playthroughs on YouTube or other video streaming platforms. Format and method of observation will shape your analysis and must be specified in assignments for this course.

3. MS Teams and Discord:
- While we will be meeting in a physical classroom this semester, we will also have an **active MS Teams** page for research groups to gather virtually and share digital notebooks and other materials.
- Students may also find that **Discord** is a helpful social platform for invite-only streaming, observing and discussing digital games analyzed in this class. Create a free account here: https://discord.com/register. Those who already use Discord can create a new channel for their coursework. Discord can be downloaded or accessed via a web browser here: https://discord.com/.

4. Blackboard: Course announcements and any revisions to the syllabus will be posted in Blackboard. An automatic email can be sent to *your UVM email address* when a new announcement is posted.

Course Structure and Assessments (specific instructions and rubrics posted in Blackboard)

Course Assessments	% Course Grade
Course Engagement and Fundamentals: ▪ Co-lead one 10-minute reading activity "report-back" in class (7.5%) ▪ Feminist Digital Natures in-class workshop contribution roles (7.5% each): 　· Co-Presenting *(choose from FDN unit 1, 2 or 3)* 　· Visual/written note-taking & distribution *(choose from FDN unit 1, 2 or 3)* 　· Discussant and feedback *(choose from FDN unit 1, 2 or 3)*	30%
Foundational, Reflective and Integrative Assignments: ▪ **45** assigned reading notecards for all readings with an 'N#_' indication (15%) ▪ Individual Case Essay (15%): everyone will write a <u>draft essay abstract and outline for both</u> book essays, **choose one** essay to submit for a grade (on Sasser or Murphy) ▪ <u>**Submit all three FDN Assignments**</u> (<u>best two graded at 20% each</u>): 　FDN Assignment 1: Gaming emotions and place-based relations 　FDN Assignment 2: Digital apps and embodiment 　FDN Assignment 3: Citizen science and feminist mapping	70%
	Total: 100%

<u>Course Engagement and Fundamentals</u> (30% of the final course grade): encourages different forms of peer participation, problem-solving, content clarification and other creative contributions.

- **Co-leading one 10-minute reading activity "report-back"** in class (7.5% of the final course grade): This involves designing a short activity to experiment with different kinds of engagement with the course readings.
- **In-class FDN Workshop Contribution roles (3):** We will have three FDN workshopping units in the course. During the in-class workshopping sessions, students will choose a different role for each unit: i) co-presenting, ii)visual/written note-taking & distribution, and iii) discussant roles. Each of these different roles is worth 7.5% of the total course grade or 22.5% of the course grade across the three units.

<u>Foundational, Reflective and Integrative Assignments</u> (70% of the final course grade): are designed to help students build writing and analytical skills linked to course materials and discussions.

- **Notecards:** Students will write short notecards for each article/chapter read for class using a digital template (45 notecards total for the entire course, worth 15% of the final course grade). Notecards are a tool for course content review, comparison and building a resource for writing later assignments. **Draft notecards for each reading must be completed and uploaded to Blackboard <u>by 9am on the day of class</u> at the latest** and brought in hard copy or on a laptop for use during the seminar discussion. Notecards prepared before class should reflect a student's initial or draft reflections, questions about and summary of the reading. <u>Students should edit and make notes on these cards during the discussion and save these changes shortly after class</u>. Prof. Nelson will occasionally review, assess and check the timeliness of uploaded notecards. Students should bring their notecards with them during Prof. Nelson's office hours. Those who do not keep up with these short notecards are likely to do poorly on their papers and major assignments, as they serve as a foundation for these assignments.

- **Individual Case Essay:** This assignment is worth 15% of the course grade. All students will prepare a draft abstract and outline for both the Sasser and Murphy books for in-class peer review. It is the student's choice as to which essay to submit for a grade. Prof. Nelson can provide feedback during class and office hours, but will not be able to grade more than one assignment option per student due to other work obligations. Students are welcome to form peer writing groups to assist one another in making decisions about which assignment to submit. This essay is concise and precise (e.g. revise a six-page draft argument down to <u>a maximum of three pages double-spaced</u>). This is an opportunity to develop essential techniques for revising technical writing and a conceptual foundation for the course.

- **FDN Assignments:** These are predominantly group assignments to build skills and analytical practice across three different FDN units: 1) gaming emotions and place-based relations, 2) digital apps and embodiment, and 3) citizen science and feminist mapping. Each unit involves methods training and foundational concepts readings, applying these to real-world cases and practicing presenting preliminary results, providing feedback and revising the analysis into a quality paper or other 'deliverable' to be determined in consultation with Prof. Nelson. Students can contribute different skillsets to each project (not all students will do all tasks associated with each project). We will use several tools to encourage communication and accountability for these projects. Students will contribute to all three FDN assignments. Every student will have their lowest FDN assignment grade dropped. The remaining two grades will count for 20% each (of the final course grade).

Course Grading, Policies and Resources*

A+: 97-100%; A: 93-96.9%; A-: 90-92.9; B+: 87-89.9; B: 83-86.9; B-: 80-82.9;
C+: 77-79.9%; C: 73-76.9%; C-: 70-72.9%: D+: 67-69.9; D: 63-66.9; D-: 60-62.9: F: below 60%

<u>This course does NOT have a final exam</u>. If you would like to contest a final grade, please follow the procedures outlined in this policy: https://www.uvm.edu/policies/student/gradeappeals.pdf. For more general information about grading and GPE calculation at UVM, go to https://www.uvm.edu/registrar/grades.

*Warning letters: If a student is on track to earning a D or lower in class, they and their advisor will receive an Academic Alert via email suggesting they seek out ways to improve their work. If you receive an alert, please ask your professor and academic advisor for guidance on improving your work.

General Course Policies and Resources

UVM's Definition of a Credit Hour*: This is a 3-credit course. The UVM Faculty Senate defines a University of Vermont credit hour as, "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time…" (p. 425; See this link: https://www.uvm.edu/~rgweb/zoo/archive/catalogue/1718cat_ug.pdf). I have designed this course such that *your work outside of and in addition to our scheduled class times (readings, assignments and other work) will average out to 6 hours per week over the course of the semester.*

Technical support for students: Please read this technology check list to make sure you are ready for classes: https://www.uvm.edu/it/kb/student-technology-resources/. Students should contact the Helpline (802-656-2604) for support with technical issues.

COVID-19, Potential Course Changes and Classroom Space Expectations: The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives. UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington. This includes **following all rules regarding facial coverings when attending class and generally in indoor spaces**. If you do not follow these guidelines, I will ask you to leave the class. If you forget your mask, you cannot enter the class and should go back and retrieve your mask. The Code of Student Conduct outlines policies related to violations of University policies that protect health and safety on campus.

Recording Class Sessions: If we need to hold some class time virtually, we will generally NOT record any class sessions. However, there may be some limited occasions when we decide to record a short live demonstration of a skill or technique or a student presentation for feedback and review to facilitate research writing. In these cases, there will be an announcement during class prior to the start of recording and again when recording stops. During these times, students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the chat feature, which allows students to type questions and comments live.

Communication: Please be sure you check your email regularly or ensure that you forward your UVM email to an address you check regularly. When emailing me please type GEOG 178 in the subject line.

Late work: This course has a 'two-stage deadline policy.' All work is due on the dates indicated in the course schedule. Only work submitted by the listed deadline will receive thorough and timely feedback. Students may turn in major INDIVIDUAL assignments up to a maximum of one week after the deadline, but this late work will only receive a grade and minimal to no feedback. **Students do not have to request this extended timeline, as the policy is automatic.** Students should make every effort to complete their assignment drafts for review and workshopping in class to improve assignments before their deadlines.

Illness/Isolation/Quarantine: If you are asymptomatic in quarantine due to COVID-19 or another illness, you are expected to continue your academic work in consultation with Prof. Nelson. **Please DO NOT share any medical documents with your professors.** Contact your Dean of Student's office in your college or

school if illness is impacting your ability to keep up with your coursework, so that accommodations or other options such as medical withdrawal can be discussed. If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss the accommodations they plan to use in each course with their professors. Completing a Disability Related Flexibility Agreement may be necessary (faculty do this in consultation with the student and SAS specialist). Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

Academic Integrity: Plagiarism is defined as any time that you present another's work as your own, and it will not be tolerated in this course. In this course, we will be learning about ways of giving credit to others for their ideas and work. Be sure to distinguish your own words, designs and ideas from those of others by utilizing complete and accurate citations and references. If you have any questions about how to avoid plagiarism, please ask Prof. Nelson, consult UVM's Code of Academic Integrity, which addresses plagiarism, fabrication, collusion, and cheating. It is also important to **consult reference librarians for assistance**.

Tips for Success: There are resources for students other than the professor (e.g. Undergraduate/Graduate Writing Center, Supplemental Instruction, Learning Co-op tutors, supplemental course materials).

Research and Citation Help: For finding information, citing sources, and more, ask a librarian. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation.
>   Howe Library: https://library.uvm.edu/askhowe
>   Dana Medical Library: https://dana.uvm.edu/help/ask
>   Silver Special Collections Library: https://specialcollections.uvm.edu/help/ask

Fostering a Critical and Responsible Learning Environment: Throughout the course, please feel free to express your ideas and enter into dialogue with your fellow students. I encourage you to express your views and share your experiences. I expect you to be courteous with others, respect different views, and refrain from personal attacks—in class, outside of class and on-line. Failure to abide by these expectations will result in a reduced class engagement grade or disenrollment. UVM's Code of Student Conduct outlines conduct expectations as well as students' rights and responsibilities.

Supporting Health and Wellbeing: In this course we will acknowledge mental health struggles and the need for a supportive classroom space. However, this course cannot and should not replace licensed one-on-one and group mental health services. The Center for Health & Wellbeing (CHWB) offers a wide range of services to support your mind, body, and spirit while you're enrolled at UVM. The Student Health Services staff of physicians, physician assistants, nurse practitioners, nurses, and dietitians work with patients and collaborate with other CHWB providers to ensure personalized and timely care to UVM students. Counseling & Psychiatry Services (CAPS) offers short-term individual counseling, urgent needs

counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. For more information, check out the CHWB website at https://www.uvm.edu/health.

Counseling & Psychiatry Services (CAPS)
Phone: (802) 656-3340
C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380).   If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at https://www.uvm.edu/deanofstudents/student_advocacy/care_form.

Athletic and religious schedule accommodations follow UVM policy, which can be viewed at http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/. Students participating in inter-collegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their university academic responsibilities and recognizing that there may be unplanned changes due to the ongoing pandemic. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors as they are aware of their schedules. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution, which permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter. Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. The complete policy is here: https://www.uvm.edu/registrar/religious-holidays.

Course Evaluation: All students are expected to complete an evaluation of the course at its conclusion. The evaluations will be anonymous and confidential, and the information gained, including constructive criticisms, will be used to improve the course. The UVM Knowledge Base page provides student instructions on how to access Blue course evaluations.

Transmission of Course Materials: Consistent with the University's policy on intellectual property rights, teaching and curricular materials (including but not limited to handouts and presentations) are the property of the instructor. Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments unless otherwise instructed. Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Use of student work: This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at UVM may be used for educational purposes. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After the course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s)' written permission will be secured. The purpose of UVM's FERPA Rights Disclosure is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

GEOG 178 / GSWS 196C Course Schedule Spring 2022

Note: Specific readings and topics are subject to change due to scheduling logistics and solicited student input depending on the material and the fluctuating realities of the ongoing COVID-19 pandemic.

WEEK	DATE	TOPIC	READINGS & ASSIGNMENTS
INTRODUCTION TO GENDER, NATURE AND GEOGRAPHY AND OUR COURSE FOCUS ON FEMINIST DIGITAL NATURES			
1	Tues. 1/18	Course Introduction: Enduring Questions about Gender and Nature	Course Syllabus; Oberhauser et al. 2018 (Feminist Spaces - FS) p. 1-24 (N#1); **Reading "report back" Co-Lead Sign Up**
	Thu. 1/20	Introducing Feminist Digital Natures	Nelson et al. (under review) (N#2); Nelson 2017 (N#3); **Reading "report back" Co-Lead Sign Up Cont.**
	By Mon. 1/24 at 5:00pm upload *Revised* Notecards 1-3 & do the syllabus review in Blackboard		
2	Tues. 1/25	Questions about Gender and Nature; Key Words & Learning Strategies	Mollett (FS) p. 155-187 (N#4); Excerpts from Haraway 1989 (N#5)
	Thu. 1/27	Population, Gender and Environment: Neo-Malthusianism	Sasser 2018 p. 1-48 (N#6-7)
3	Tues. 2/1	Population, Gender and Environment: Expertise, Institutions and Activism	Sasser 2018 p. 49-125 (N#8-10)
	Thu. 2/3	Population, Gender and Environment: Co-optation and Justice Movements	Sasser 2018 p. 126-158 (N#11); *Population Essay Outline and Abstract due in class* (ALL)
	By Mon. 2/7 at 5:00pm upload Population Essay in Blackboard (if choosing this option)		
	Feminist Digital Natures 1: Gaming emotions and place-based relations		
4	Tues. 2/8	Analyzing Digital Games as Digital Natures	Fernández-Vara p. 1-59 (N#12-13); Chang 2019 p. 1-16; 107-144 (N#14-15)
	Thu. 2/10	Scale and Emotion in Digital Game Natures	Tait and Nelson 2021 (N#16); Isbister 2017 p.1-42; 109-130 (N#17 for both chapters)
5	Tues. 2/15	FDN analysis of *GRIS* and *Never Alone*	*Workshop Day;* Perreault et al. 2021 (N#18)
	Thu. 2/17	FDN analysis of *GRIS* and *Never Alone*	*Workshop Day;* Excerpts from Haraway 2016 (N#19)
6	Tues. 2/22	Feminist Approaches to Writing Digital Game Analysis	Fernández-Vara p.201-263 (N#20); Westerlaken 2017 (N#21)
	Thu. 2/24	FDN Assignment 1 work	
	By Mon. 2/28 at 5:00pm upload FDN Assignment 1 in Blackboard		
	Feminist Digital Natures 2: Digital apps and embodiment		
7	Tues. 3/1	*No Class Today – Town Meeting Day*	
	Thu. 3/3	Feminist Auto-Methods and Strategies for Analyzing Apps: Part 1	Light et al. 2018 (N#22); Sotoudehnia 2019 (N#23)
	SPRING RECESS – 3/7 - 3/11		
8	Tues. 3/15	Feminist Auto-Methods and Strategies for Analyzing Apps: Part 2	Moss and Besio 2019 (N#24); Dieter et al. 2019 (N#25); Gieseking 2017 (N#26)

	Thu. 3/17	FDN analysis of chosen Apps	*Workshop Day;* Gould 2021 (N#27)
9	Tues. 3/22	FDN analysis of chosen Apps	*Workshop Day;* Karizat et al. 2021 (N#28)
	Thu. 3/24	Identity, The Body, Performance and Digital Spaces	Fluri (FS) p.25-46 (N#29); Whitson (FS) p. 47-75 (N#30); Healy 2021 (N#31)
10	Tues. 3/29	FDN Assignment 2 work	
	By WED. 3/30 at 5:00pm upload FDN Assignment 2 in Blackboard		
Feminist Digital Natures 3: Civic, citizen and feminist science and mapping			
	Thu. 3/31	PGIS and Sensing Remotely	Nyantakyi-Frimpong 2019 (N#32)
11	Tues. 4/5	BabyLegs: Civic, Citizen and Feminist science	Liboiron 2015; Liboiron 2017 (N#33); CLEAR 2021 p.1-57 (N#34)
	Thu. 4/7	The CLEAR Lab Book and FDN Considerations	CLEAR 2021 p.58-87 (N#35)
12	Tues. 4/12	FDN analysis of chosen digital citizen science case	*Workshop Day;* Leszczynski 2018 (N#36)
	Thu. 4/14	FDN analysis of chosen digital citizen science case	*Workshop Day;* Leszczynski (N#37)
13	Tues. 4/19	FDN Assignment 3 work	
	By FRI. 4/22 at 5:00pm upload FDN Assignment 3 in Blackboard		
Gender, Environment, Technoscience and Labor			
	Thu. 4/21	Gender, Work and Spaces of Comfort	Murphy 2006 p.1-34 (N#38); Oberhauser (FS) p. 107-130 (N#39)
14	Tues. 4/26	Gender, Science and Indoor Pollution Politics	Murphy 2006 p.35-110 (N#40-42)
	Thu. 4/28	Race, Activism, Building Ecologies and the Politics of Multiplicity	Murphy 2006 p.111-150 (N#43-44)
15	Tues. 5/3	Gender, Environment, Technoscience and Labor	Murphy 2006 p.151-180 (N#45); *Sick Building Essay Outline & Abstract due in class* (ALL)
	Thurs. 5/5	Course Concluding Discussion	Mollett et al. (FS) p. 189-195 (No note card)
	By Fri. 5/6 at 5:00pm upload Sick building Essay in Blackboard (if choosing this option)		
	There will NOT be a Final Exam in this Course		

Full Citations for Required Course Readings:

Chang AY (2019) *Playing Nature: Ecology in Video Games.* Minneapolis, MN: University of Minnesota Press.

CLEAR (2021) CLEAR Lab Book: A living manual of our values, guidelines, and protocols, V.03. St. John's, NL: Civic Laboratory for Environmental Action Research, Memorial University of Newfoundland and Labrador.

Dieter M, Gerlitz C, Helmond A, Tkacz N, van der Vlist F, Weltevrede E (2019) Multi-Situated App Studies: Methods and Propositions. *Social Media & Society*. DOI: 10.1177/2056305119846486

Fernández-Vara C (2019) *Introduction to Game Analysis.* 2nd ed. New York: Routledge.

Fluri JL (2018) 'The Body, Performance, and Space'. In Oberhauser A, Fluri JL, Whitson R and Mollett S (eds) *Feminist Spaces: Gender and Geography in a Global Context.* New York: Routledge. p. 25-46.

Gieseking JJ (2017) Messing with the attractiveness algorithm: a response to queering code/space. *Gender, Place & Culture* 24(11): 1659-1665.

Gould AS (2021) '4. Kitting the Digital Humanities for the Anthropocene: Digital Metabolism and Ecocritical DH' in Miya C, Rossier O and Rockwell G (eds) *Right Research: Modeling Sustainable Research Practices in the Anthropocene*. Cambridge, UK: Open Book Publishers. p.93-110. DOI: 10.11647/OBP.0213.04.

Haraway DJ (1989) *Primate Visions: Gender, Race, and Nature in the World of Modern Science.* New York: Routledge.

Haraway DJ (2016) *Staying with the Trouble: Making Kin in the Chthulucene.* Durham and London: Duke University Press.

Healy RL (2020) Zuckerberg, get out of my uterus! An examination of fertility apps, data-sharing and remaking the female body as a digitalized reproductive subject. *Journal of Gender Studies* 30(4). DOI: 10.1080/09589236.2020.1845628.

Isbister K (2016) *How Games Move Us: Emotion by Design*. Cambridge, MA: MIT Press.

Karizat N, Delmonaco D, Eslami M and Andalibi N (2021) Algorithmic folk theories and identity: How TikTok Users Co-Produce Knowledge of Identity and Engage in Algorithmic Resistance. *Proceedings of the Association for Computing Machinery on Human-Computer Interaction* 5(CSCW2). DOI: 10.1145/3476046.

Leszczynski A (2018) Digital Methods I: Wicked Tensions. Progress in Human Geography 42(3): 473-481. DOI: 10.1177/0309132517711779.

Leszczynski A (2020) Digital Methods III: The digital mundane. Progress in Human Geography 44(6): 1194-1201. DOI: 10.1177/0309132519888687.

Liboiron M (2015) BabyLegs. Access here: https://civiclaboratory.nl/2015/05/31/babylegs/.

Liboiron M (2017) Compromised Agency: The Case of BabyLegs. *Engaging Science, Technology, and Society* 3: 499-527. DOI: 10.17351/ests2017.126.

Light B, Burgess J and Duguay S (2018) The walkthrough method: An approach to the study of apps. *New Media &* Society 20(3): 881-900).

Mollett S (2018) 'Environmental Struggles are Feminist Struggles: Feminist Political Ecology as Development Critique.' In Oberhauser A, Fluri JL, Whitson R and Mollett S (eds) *Feminist Spaces: Gender and Geography in a Global Context.* New York: Routledge. p. 155-187.

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