



COURSE DESCRIPTION

Gender in the digital world

Author Name: Hamid Masfour

Sultan Moulay Slimane University, Faculty of letters Beni Mellal

October 2018

Gender Studies Curriculum: A Step For Democracy and Peace
in EU-Neighbouring Countries with Different Traditions (GeSt)

561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP



Co-funded by the
Erasmus+ Programme
of the European Union

MA TITLE: Gender Studies

Instructor:

Name: Hamid Masfour

Email: hamidmasfour@yahoo.fr

Course code	Course title	Number of hours or number of credits	Course valid from*	Course valid to*	Course type (Obligator y /Optional)	Semester
Module 18	Gender in the digital world	2hours/week	October 2018	January 2019	Obligatory	3

1. A brief description of the course

. In the light of the previously acquired theoretical, conceptual and paradigmatic backgrounds on gender across different disciplines featuring through S1-S2 modules, the course of “Gender in the Digital World” seeks:

To re-introduce the notion of gender in respect of digital technology;

To study how the digital world, in the forms of the internet and mobile technology, informs and is informed by gender;

To examine how gender and digital technology intersect from a multi-disciplinary perspective.

This course will engage materials that explore the following sorts of questions: How is digital media changing our relationships? What are our rights and responsibilities, as gendered users, in the digital world? What's the relationship between our digital identities and our physical identities? How do we trade off gender-blindness and/or gender divide? How should we respond to sexism and other gender-related forms of exclusion in online communities?

The course will engage with a number of case studies to serve as the foundation for students' own research. Topics include among others:

- gender and the digital world;
- representations on social networking sites such as Facebook, Twitter, WhatsApp;
- women's use of mobile technologies;

gender representation in digital industry

2. Objective of the course

The module will enable students to:

Develop a foundation that draws on gender in respect of digital technology in the reading and interpreting of some forms of technology (internet and mobile media);

Develop advanced critical thinking skills in written analysis of text and visual media materials;

Draw on a rigorous combination of theory, analysis and hands-on digital work relevant to gender issues;

Develop hands on experience and understanding of gender and the current cultural changes in digital media production and consumption.

3. Learning outcomes

Introduce students to Gender issues in the digital world

- * Raise students' awareness of the impact of online interactions on gender presentation and self-presentation
- * Sensitize students of the digital space as one of women's empowerment and enabling them to become influential digital gender activists.
- * Enabling students to have research skills on issues related to gender issues in the digital world.

4. Teaching method

Didactic Method: Readings at home and lectures and discussions in class. Students are expected to engage regularly in discussions and presentations. The latter, mainly one presentation at least, constitute the personal work.

Mode of work :

Each session is structured on a 1h and 30 min lecture given by the teacher, and a student's 20 min presentation followed by 10 min discussion.

5. Distribution of workload for students (i.e. lectures, seminars, individual work in hours, and total)

Attendance and active participation in class.

- Attendance will be taken to "participation" grade. 15%

- Reading assignments, on schedule. 15%

- Discussion 15%
- Mid-term Exam 20 %
- Final Exam 35%

6. Assessment

- Final exam
- Research tasks: Presentation and term paper
- Participation and attendance considered
 - Oral presentations
 - A final written exam
- . Percentages allocated to each method of assessment
 - Attendance: 15%
 - Reading assignments, on schedule. 15%
 - Discussion 15%
 - Mid-term Exam 20 %
 - Final Exam 35%

7. Course schedule

Week 1-3 I-Gender and gender identity in the digital world

- 1- Theorizing Gender in the digital world
- 2- Gender representation and self-representation in the digital world
- 3- Gender digital interactions and stereotypes

Week 4-5 II-Gender, digital responsibilities rights and ethics:

- 1-Cyberbullying (causes and effects)
- 4- Cyber -protection of adolescents and children

Week 6-7**III-Gender and Digital Divide**

- 1- Effects of Gender Digital Divide on Job opportunities and professional development.
- 2- Gender digital divide, Academic and personal development.

Week 8-9**IV-Gender and socio-political relationships**

- 1-Feminist activism online
- 2-Digital influence on family relationships

Week 10-11 V- Gender and cultural changes in the digital world

- 1-Cultural Hybridity and Gender in the Digital world
- 2-Gender and intercultural communication in the digital world

Week 12-13**VI-Gender in digital entertainment**

- 1-Addiction to online/cybersex
- 2-Gender in Digital gaming

Readings:

- Joel Cooper and Kimberlee D. Weaver, *Gender and Computers: Understanding the Digital Divide* 1st Edition (Psychology Press; 1 edition (July 1, 2003)
- Georgina, D. A., & Olson, M. R. (2007). *Integration of technology in higher education: A review of faculty self-perceptions*. The Internet and Higher Education, 11.
- Haddon L. (2003). Domestication and mobile telephony. Machines that become us: The social context of personal communication technology (pp. 43–56). New Brunswick, NJ: Transaction Publishers.
- Hargittai, E. 2010. *Digital na(t)ives? Variation in Internet skills and uses among members of the “net generation”*. Sociological Inquiry, 80 (1).
- Hartman, J. (2008). *Moving teaching and learning with technology from adoption to transformation*. Educause .
- Howe, N., & Nadler, R. (2010b). Millennials in the workplace: Human resource strategies for a new generation. United States: LifeCourse Associates.
- Huang, W. H. D., Hood, D. W., & Yoo, S. J. (2012). Gender divide and acceptance of collaborative Web 2.0 applications for learning in higher education. Internet and Higher Education, 16, 57-65.
- Lowery, J. W. (2004). Student affairs for a new generation. *New Directions for Student Services*, 106, 87-99.
- Martin Hilbert, Digital gender divide or technologically empowered women in developing countries? A typical case of lies, damned lies, and statistics (Women's Studies International Forum, Volume 34, Issue 6, November–December 2011, Pages 479–489).

- McHaney, R. 2011. The new digital shoreline: How web 2.0 and millennials are revolutionizing higher education. Sterling, VA: Stylus Publishing, Inc.
- Nelson Laird, T. F. & Kuh, G. (2005). Student experiences with information technology and their relationship to other aspects of student engagement. *Research in Higher Education*, 46(2).
- Prescott, Julie and Julie Elizabeth McGurren, *Gender Considerations and Influence in the Digital Media and Gaming Industry* (IGI Global, 2014).
- Ling R. (2008). New tech, new ties: How mobile communication is reshaping social cohesion. *Information Communication Society* (Vol. 78). Cambridge, MA: MIT Press.
- Pertierra R. (2007). Technologies of transformation: The end of the social or the birth of the cyber network. In Alampay E. (Ed.), *Living the information society in Asia* (pp. 36–56). Singapore: Institute of Southeast Asian Studies.
- Rice R.E., Hagen I. (2010). Young adults' perpetual contact, social connection, and social control through the Internet and mobile phones. In Salmon C. (Ed.), *Communication Yearbook 34* (pp.2–39). London, UK: Routledge.
- Tenhuunen S. (2008). Mobile technology in the village: ICTs, culture, and social logistics in India. *Journal of the Royal Anthropological Institute*, 14(3), 515–534.
- Toyama K. (2010). Human–Computer Interaction and global development. *Foundations and Trends in Human–Computer Interaction*, 4(1), 1–79.
- van Dijk J.A.G.M. (2005). The deepening divide: Inequality in the information society. Thousand Oaks, CA: Sage
- Wilson, K. R., Wallin, J. S., & Reiser, C. (2003). Social stratification and the digital divide. *Social Science Computer Review*, 21(2).

<http://libraryguides.goucher.edu/wgss/wgsdigital>

<https://uwdc.library.wisc.edu/collections/genderstudies/>