**Rhetoric and Technology**

**ENGL 80703**

**Fall 2020**

**W 4-6:40 pm**

**Online Only**

**Instructor:** Jason Helms

**Email:**Jason.helms@tcu.edu

**Response Time:** 1-2 business days

**Office Hours:**Wednesday, 10-11am <https://tcu.zoom.us/j/2350145579>

**Course Description**

In this course we will be discussing the interactions and overlaps between rhetoric and technology. We will read a variety of theories of technology and society, dipping into many varied fields. The goal will be for us to each gain expertise and breadth in our own research and teaching on/with technology. I include myself in this, and will be learning a great deal from each of you and the projects you take on.

This semester is going to be weird. We’re in the middle of a pandemic. I’ll be teaching from home. Many of you will have various constraints that will impact your learning. Rather than trying to mitigate these through technology, we will spend time discussing them and how technology impacts our class. We will use the standard tech of Zoom and D2L for our classes, but we will also spread beyond those and play with a variety of online learning tech in our classes. This will make things more difficult, but it will also provide us with opportunities to discuss the practical application of our readings.

The overall project for this class will be to produce an article for submission to a journal. Every major assignment is built around that goal. We will work slowly and carefully at it, with many rounds of revision.

Because of the unique circumstances in which we find ourselves, the order of the day will be grace to ourselves. Things are going to be tough enough. My goal is that this class provides a respite for you, not another hurdle. If things are spiraling out of control, reach out and let me know. Everything on this syllabus is negotiable depending on your circumstances.

**Required Materials**

1. The following books:
	1. Benjamin, Ruha (ed.). *Captivating Technology*
	2. Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*
	3. Davis, Angela. *Are Prisons Obsolete?*
	4. Haynes, Cynthia. *Homesick Phonebook*
	5. Kelly, Kevin. *What Technology Wants*
	6. Monteiro, Mike. *Ruined by Design*
	7. Pirsig, Robert. *Zen and the Art of Motorcycle Maintenance*
	8. Risam, Roopika. *New Digital Worlds*
	9. Vitale, Alex. *The End of Policing*
	10. Wark, McKenzie. *Capital Is Dead*
2. Various handouts and selected material online
3. Regular access to TCU e-mail
4. Regular access to files on thumb drive, dropbox, or other device

# Course Requirements & Grading

## Assignments

### Minor assignments

Throughout the semester you’ll do a variety of responses to readings and other minor assignments. Most of these are mentioned in the schedule, but no doubt some will be created because of class discussions. They will all be graded at the same weight.

### Major Assignments

#### Tech-Rhet Presentation

Early on in the semester you will offer a 10-15 minute presentation covering a moment or site where rhetoric and technology interact. The presentation should cover the basic historical context of the site/moment and its salient features. The more specific the site, the better. The idea here is that this is something you find interesting and will continue to talk about throughout the semester. The topic will be your critical object for the remainder of the semester (though you can change it at any time). At least five minutes should be a prepared presentation and at least five minutes should be left for a discussion that you lead, having prepared discussion questions beforehand.

Some examples: Black Twitter’s response to Trump’s Axios interview, the Halifax Explosion in Indigenous memory, the invention of the patent by Brunelleschi – the more specific, the better.

#### Short analytical interpretive paper

For this assignment, you will make an interpretive argument about your object based on a close analysis of its salient features, ecologies, historical context, etc. The paper should be roughly 1000-1500 words and should include at least non-textual features (images, audio, etc) from the object being critiqued. Think of this as a close reading assignment where the thing being read isn’t necessarily literature. This paper can be repurposed as a part of your seminar paper and conference presentation.

#### Seminar Paper

This is the quintessential assignment of a graduate seminar. You will produce a seminar paper of publishable quality of roughly 7000-8000 words (the actual word count should be determined by the target journal). You are encouraged to consider creating a multimodal essay as your seminar paper and targeting a journal that would accept such a submission (*Kairos, Itineration, Enculturation, Digital Humanities Quarterly,* and many others would be appropriate for such submissions). Please list at the top of the paper the journal or journals (no more than three) at which you are aiming.

You will submit a 500-word proposal by October 7and attach an article from your target journal**.** Two weeks before the seminar paper is due (October 14), you will send a draft of your paper to an assigned peer in the class. You are responsible to respond to your peer's essay with a 500-600 word revise and resubmit letter (constructive criticism, ideas, possible new avenues for exploration, etc.) before class on October 21). You will use these letters to improve your seminar paper.

Although your final seminar paper is due October 28, many of you will have new ideas for revisions after going through the conference presentation exercise. The two weeks after the final (and before final grades are due) are an ideal time to begin working on those revisions. I’m happy to look at those revisions and take them into account as part of your final grade if you choose, but this extended revision is not required.

#### Conference presentation (Final Exam Period, November 18, 4-6:40)

You will give a 10-minute presentation of *some* of the material from your seminar paper. This will involve selecting a section, modifying it a bit, adding new material, etc. You will turn in a script on November 11. One page equals roughly two minutes of speaking time (depending on speaker), so keep this in mind. Scripts should be roughly three or four pages, double-spaced, but this is up to you. The key is that you can deliver it within the timeframe. After looking at the proposals, I will group you into panels by topic. Each panel will last about 45 minutes, including time for questions. You should use visuals to create a dynamic and engaging presentation. We will discuss conference presentation practices in class.

**Grades**

# Grading

**Grading Scale (+/-)**

| Grade | Score |
| --- | --- |
| A  | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69  |
| D | 64-66 |
| D- | 60-63 |
| F | 0-59 |

This class will employ a version of contract grading. Following Asao Inoue’s guidelines, this course puts a value on your labor. Each week you will complete a short D2L quiz that asks what you read for the class. The goal is to get at least 80% of the reading complete. The sections on “further reading” will not be included in the quizzes. In addition, you will complete all major assignments.

I’ve then set a minimum for each category (roughly 60% completion for the readings and 100% for the practices). That means you get to choose which readings you will skip. Also, it means there will typically be a critical mass of students who’ve read the material we’ll be discussing each week so that our discussions can be productive.

## Practice

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Date** | **Points** |
| Tech-Rhet Presentation  | 9/16 | 5 |
| Short analytical interpretive paper | 9/30 | 15 |
| Proposal for seminar paper | 10/7 | 5 |
| Seminar Paper draft 1 | 10/14 | 20 |
| Revise and resubmit letter | 10/21 | 5 |
| Seminar Paper revisions | 10/28 | 10 |
| Conference Paper draft | 11/11 | 20 |
| Conference Presentation | 11/18 | 20 |
| Total Points | 100 |

Top of Form

Bottom of Form

As you may know, graduate students almost always get As. Therefore, the default “minimum” in each point category is an A. There is a great deal of space above that minimum because graduate students often do superb work. It’s certainly possible to do less than the minimum, but I don’t expect it to be happening. In terms of the practices (papers, presentations, etc.) this means you’re getting an A simply for fulfilling the assignment. It doesn’t have to be perfect. However, you do have to complete all of those assignments (notes toward a seminar paper will not fulfill the assignment).

**Course Policies**

**Important Note for the 2020-2021 School Year**

**Campus Life and the Student Experience Will Be Different This Year.** The health and safety of students, faculty, and staff is Texas Christian University’s highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

**Health and Wellness**: If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms:<https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

**Face Coverings and Physical Distancing:** Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

**Attendance and Tardiness**

Attendance will be taken at the beginning of each class period. This means that if you are significantly late it will count as an absence. Only **official university absences are excused**. (A doctor’s note documenting a routine illness does not constitute an official university absence.) You get three “free” absences to use as you see fit. After three absences, each additional absence will reduce your final grade by one grade level (meaning that four absences will change your final grade from a C to a C-). More than six unexcused absences constitute grounds for failure of the course. If for some reason you anticipate being absent, arriving late, or leaving early during a class period, **please let me know beforehand!**

Class Enrichment

*We cannot emphasize this enough*:  Learning any new skill requires an active engagement on the part of the learner; therefore, class participation is a critical component of the course.  While some lecture will be necessary to establish necessary contexts and to propose reading strategies, most of the learning needs to come from lively discussion and a certain degree of daring and play. Get involved early and often. The class will surpass expectations if you do; it will be miserable if you don’t.

Late Work

Unless **previous** arrangements are made, late work is not accepted.

**Safe Zone**

My goal is for each student to feel comfortable and able to connect with course content and classroom discussion. Please know that I welcome, affirm, and celebrate persons in the LGBTQIA communities of Texas Christian University. (LGBTQIA stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally). I will not allow homophobic comments in class, and will strive to use inclusive language.  For more information please consult:<http://www.allies.tcu.edu/training.asp>.

**Land Acknowledgment**

“This ancient land, for all our relations.”

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.

TCU has benefitted from the dispossession of Native American peoples. The land on which TCU is located was taken from the Wichita and others through the combined efforts of Spain, France, Mexico, Texas, and the United States. TCU eventually gained possession of it through a system instituted by Texas and the United States that depended on dispossessing and removing the Wichita and others.

**Class Norms & Netiquette**

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the basic information about netiquette (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review TCU’s guidelines on electronic communications (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

**Course Materials**

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

**Recording of Class Sessions**

Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting 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 consenting 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.

**Technology Policies**

**Email**

It is your responsibility to check your TCU email on a regular basis.

**System Requirements**

Throughout the semester, you will be asked to play a variety of video games. It is your responsibility to ensure that you have the necessary hardware to run these games. If you have any technical difficulties, contact your professor or IT at least a week before the assignment is due.

**Academic Misconduct**

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](https://tcu.codes/code/index/3-prohibited-conduct/3-4-academic-misconduct/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details). Specific examples include, but are not limited to:

·      **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

·      **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore. I may use Turnitin for plagiarism detection.

·      **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

·      **Abuse of Resource Materials**: Mutilating, destroying, concealing, or stealing such material.

·      **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

·      **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

·      **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

·      **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.

·      **Bearing False Witness**: Knowingly and falsely accusing another student of academic misconduct.

**TCU Online: Our Learning Management System**

**Getting Started with TCU Online**

Access via my.tcu.edu > Student Quick Links > TCU Online

OR

Login at the following [website](http://d2l.tcu.edu) ([http://d2l.tcu.edu](http://d2l.tcu.edu/)). Enter your TCU network credentials (the same you use for MyTCU).

For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.

Technical requirements for using the system – specifications list:<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

**Getting Help with TCU Online**

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

**Personal Settings & Notifications for TCU Online**

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

**Recommended Apps for Use with TCU Online: Pulse & Binder**[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here:<https://www.d2l.com/products/pulse/>.

[Binder](https://www.d2l.com/products/binder/) is an app used to select, save, and read course content outside of TCU Online (aka offline). For example, if you are traveling for a school activity—such as a sporting event or competition—you would use the Binder App to select course content you want to read while on the bus and without Wi-Fi access. Binder is available in a web version and iPad/Android app version. Select this link to learn more about Binder:<https://www.d2l.com/products/binder/>. Content such as video and audio files and links are not compatible with Binder.

**Support for TCU Students**

**Campus Offices**

·       Brown-Lupton Health Center (817-257-7863)

·       Campus Life (817-257-7926, Sadler Hall 2006)

·       Center for Academic Services (817-257-7486, Sadler Hall 1022)

·       Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)

·       Mary Couts Burnett Library (817-257-7117)

·       Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)

·       Student Development Services (817-257-7855, BLUU 2003)

·       Transfer Student Center (817-257-7855, BLUU 2003)

·       Veterans Services (817-257-5557, Jarvis Hall 219)

**The Center for Writing**

The William L. Adams Center for Writing provides writing assistance to all TCU students.  Writing specialists and peer tutors are available for one-on-one tutorials from 8 to 5 p.m. Monday through Friday in on the 4th floor of Reed Hall. Drop-ins are welcome, but students may also make an appointment by calling 817-257-7221.

**Center for Digital Expression**

The CDEx is available to students working on new media assignments. The computers in that space have all the software (especially the Adobe suite) that you will need for this class.  The staff is also available to help you with your projects.  I will refer to the resource sections in the CDEx website ([www.newmedia.tcu.edu](http://www.newmedia.tcu.edu)) throughout the course.  You can also view their weekly schedule by going here: [www.newmedia.tcu.edu/weekly.html](http://www.newmedia.tcu.edu/weekly.html).

**Anti-Discrimination and Title IX Information**

**Statement on TCU’s Discrimination Policy**

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students’ academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU’s Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint](https://titleix.tcu.edu/title-ix/):<https://titleix.tcu.edu/title-ix/>.

**Statement on Title IX at TCU**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU’s Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU’s Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at<https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at<https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

**Obligations to Report Conduct Raising Title IX or VAWA Issues**

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](http://titleix.tcu.edu/wp-content/uploads/2018/07/Policy-on-Prohibited-Discrimination-Harrassmentand-Related-Conduct_7-10-18.pdf).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter’s obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

**Statement of Disability Services at TCU**

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](http://www.acs.tcu.edu/disability_services.asp) located in Sadler Hall, room 1010 or<http://www.acs.tcu.edu/disability_services.asp>. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator*. [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at<http://www.acs.tcu.edu/disability_documentation.asp>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

**Course Schedule**

**Week 1: Introductions**

**8/19**

Noble, [Ted Talk](https://www.youtube.com/watch?v=UXuJ8yQf6dI)

Haas, “Race, Rhetoric, and Technology: A Case Study of Decolonial Technical Communication Theory, Methodology, and Pedagogy”

**Week 2: Working as Designed**

**8/26**

Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity, 2019.

Monteiro, *Ruined by Design*

**Week 3: Myths**

**9/2**

Pirsig *Zen and the Art of Motorcycle Maintenance* (parts 1 and 2)

Kelly, Kevin. *What Technology Wants*. New York: Penguin, 2010.

Simondon, “The Limits of Human Progress”

Selber, Stuart A. “Technical Writing in a Technological Age.” Selber’s Personal Site. Accessed October 3, 2007. <http://www.personal.psu.edu/sas37/TWTA.html>.

**Week 4: The Essence of Technorhetoric**

**9/9**

Pirsig *Zen and the Art of Motorcycle Maintenance* (parts 3 and 4)

Plato. *Phaedrus*.

McKeon, Richard. “The Uses of Rhetoric in a Technological Age”

Heidegger, “Question Concerning Technology”

Katz, Steven B. “The Ethic of Expediency: Classical Rhetoric, Technology, and the Holocaust,” College English 54, 54, no. 3 (1992): 255–75.

**Due: Topic selected for Tech-Rhet Presentation**

**Week 5: History as Technology**

**9/16**

Benjamin, Walter. “Convolute N.” from *The Arcades Project*.

---. “The Work of Art in the Age of its Technological Reproducibility”

---. “Theses on the Philosophy of History.”

**Due: Tech-Rhet Presentations**

**Week 6: Race as Technology**

**9/23**

Coleman, Beth. “Race as Technology,” Camera Obscura 24, 24, no. 1 (2009): 177–207.

Sheth, Falguni. *Toward a Political Philosophy of Race*. Albany: SUNY P, 2009. (intro and chapter 1)

Further reading:

Chun, Wendy Hui Kyong. “Introduction: Race and/as Technology; or, How to Do Things to Race,” Camera Obscura 24, 24, no. 1 (2009): 7–55.

Snead, James. *Repetition as a Figure of Black Culture*. Edited by Henry Louis Gates Jr. Black Literature and Literary Theory. New York: Routledge, 1984.

Jones, Holly, and Nicholaos Jones. “Race as Technology: From Posthuman Cyborg to Human Industry,” Ilha do Desterro 70, 70, no. 2 (2017): 39–51.

**Week 7: Prisons**

**9/30**

Deleuze, Gilles. “Postscript on the Societies of Control,” October 59, 59 (1992): 3–7.

Angela Davis, *Are Prisons Obsolete?*

Alex Vitale, *The End of Policing*

**Due: Short analytical interpretive paper**

Further reading:

Foucault, *Discipline and Punish*

**Week 8: Society**

**10/7**

DeBord, “A User’s Guide to Detournement” <http://www.bopsecrets.org/SI/detourn.htm>

Stiegler “‘This System Does Not Produce Pleasure Anymore’ An Interview With Bernard Stiegler”

Wark, *Capital Is Dead*

King, “Humans Involved”

Tuck, “Breaking Up with Deleuze”

**Due: proposal for seminar paper**

Further reading:

Hicks, *Programmed Inequality*

Jain, Lochlann S. “The Prosthetic Imagination: Enabling and Disabling the Prosthesis Trope,” Science, Technology, and Human Values 24, 24 (1999): 31–54.

Stormer, “Articulation”

Chaput, Catherine, and Joshua S. Hanan. “Economic Rhetoric as Taxis,” Journal of Cultural Economy 8, 8, no. 1 (2015): 42–61. <https://doi.org/10.1080/17530350.2014.942349>.

Tinnell, John. “Grammatization: Bernard Stiegler’s Theory of Writing and Technology,” Computers and Composition 37, 37 (2015): 132–46.

Pfister, “Digitality, Rhetoric, and Protocological Fascism; Or, Fascist Ants & Democratic Cicadas”

Carter, “Transindividuating Nodes: Rhetoric as the Architechnical Organizer of Networks”

Braidotti, Tanner Lecture: “Posthuman, All Too Human” ([video 1](https://www.youtube.com/watch?v=OjxelMWLGCo), [video 2](https://www.youtube.com/watch?v=LNIYOKfRQks))

Barad, “Posthuman Performativity”

Weheliye, Alexander G. *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of The Human*. Durham: Duke UP, 2014.

**Week 9: Race and Technology**

**10/14**

Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York UP, 2018. (Conclusion)

Florini, Sarah. *Beyond Hashtags: Racial Politics and Black Digital Networks*. New York: NYUP, 2019. (methodological afterword)

Brock, Andre “Critical Technocultural Discourse Analysis”

**Due: Seminar Paper draft 1**

Further reading:

Banks, *Digital Griots,* “Groove”

Browne, *Dark Matters*, “Introduction”

**Week 10: DH**

**10/21**

Risam, *New Digital Worlds*

Ramsby, “African American Scholars and the Margins of DH”

Bailey, “All the Digital Humanists Are White, All the Nerds Are Men, but Some of Us Are Brave” <http://journalofdigitalhumanities.org/1-1/all-the-digital-humanists-are-white-all-the-nerds-are-men-but-some-of-us-are-brave-by-moya-z-bailey/>

**Due: revise and resubmit letter**

**Due: submit selections for student assigned readings**

Further reading:

bianco, jamie skye. “Man and His Tool, *Again*? Queer and Feminist Notes on Practices in the Digital Humanities and Object Orientations Everywhere.” Spikenlilli.Com. Accessed January 21, 2015. <http://www.spikenlilli.com/projects/dhq/queerfemnotes.html>

McPherson, “Why Are the Digital Humanities So White?” <https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/20df8acd-9ab9-4f35-8a5d-e91aa5f4a0ea>

**Week 11: TBD**

**10/28**

Student selected readings

**Due: Seminar paper final**

**Week 12: Captivating Technology**

Collaborative wiki on *Captivating Technology*. Each student will select three chapters to write wiki articles on. We will work to connect those readings with each other and our other readings.

**11/4**

**Week 13: Rhet-comp**

**11/11**

Haynes, *Homesick Phonebook*

Fancher, “Technofeminist Design” <http://cconlinejournal.org/techfem_si/04_Fancher/>

**Due: Conference paper draft 1**

Further reading:

Ball, Cheryl, and Ryan Moeller. “Converging the ASS[Umptions] between U and ME; or How New Media Can Bridge a Scholarly/Creative Split in English Studies*,” Computers and Composition Online*, 2008. <http://www2.bgsu.edu/departments/english/cconline/convergence/index.html>.

McCorkle, Ben. *Rhetorical Delivery as Technological Discourse: A Cross-Historical Study*. Carbondale: Southern Illinois University Press, 2012.

Lanham, Richard A. *The Economics of Attention: Style and Substance in the Age of Information*. Chicago: U of Chicago P, 2006.

Nicotra, “Disgust Distributed” <http://enculturation.net/disgust-distributed>

**Week 14: Final Presentation**

11/18