

# GENDER, RACE, AND WORLDBUILDING WITH AI

<b>PROFESSOR:</b>	Dr. Hina Shaikh	<b>COURSE DAY AND TIME:</b>	Tuesdays 1:55 PM – 2:45 PM Thursdays 1:55 PM – 3:50 PM
<b>TERM:</b>	Fall 2023	<b>OFFICE PHONE NUMBER:</b>	See Canvas for more information
<b>EMAIL:</b>	<a href="mailto:hshaikh@ufl.edu">hshaikh@ufl.edu</a>	<b>IN-PERSON OFFICE HOURS:</b>	See Canvas for more information
<b>OFFICE:</b>	See Canvas for more information	<b>CLASSROOM:</b>	See Canvas for more information

## COURSE DESCRIPTION

How do we build a future with A.I. that centers the communities who have been disproportionately and negatively impacted by A.I.'s various uses? We begin the course by historicizing how the very concept of artificial intelligence began as a fantastical set of imaginaries within the genre of science fiction and pair reading/watching/listening to fiction with everyday current impact of A.I. uses in security systems, carceral infrastructures, surveillance practices, and education. In the first part of the course, our task is to explore the follow questions: how do we take seriously the racialized and gendered impact of imagining new worlds through artificial intelligence technologies? In what ways are we the products of racialized and gendered tech/A.I. imaginaries in our everyday lives? In the second part of the course, we would begin the task of learning how to assess and develop research questions for A.I. technologies that use our collective knowledge and critical thinking skills as humanities scholars. In this second part of the course, we will have a series of A.I. in-class workshops to develop skills for looking critically at the design of datasets, algorithms, and A.I. projects. We will examine the datasets and conduct an AI audit using feminist archival studies to ask: what were the guiding principles for gathering this information? How do they consider race, gender, class etc.? What has been the outcome of this collection of data? What has been the everyday effect of this data? What are the ways the datasets build worlds? Taking seriously the recognition by scholars from feminist science and technology studies and critical data and algorithm studies that long debunked and harmful ideologies of racial science are

being repackaged and repurposed within datasets, algorithms, and A.I., we will evaluate the worlds built through datasets powerfully influential in their respective fields. Through the final projects, I hope that we will critically and collectively build new worlds that value differences across race, gender, etc.

### COURSE PREREQUISITES

None

### COURSE EXPECTATIONS

This course entails a rigorous and demanding reading load and experiments with data. You must complete the readings before class. We will discuss in the first few classes how to develop strategies to read for the main arguments. Additionally, you are not expected to understand or already have technical training. You will learn everything you need to know in our class.

### REQUIRED TEXTBOOKS

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

Crawford Kate. 2021. *Atlas of AI : Power Politics and the Planetary Costs of Artificial Intelligence*. New Haven: Yale University Press.

Costanza-Chock Sasha. 2020. *Design Justice : Community-Led Practices to Build the Worlds We Need*. Cambridge Massachusetts: MIT Press.

<https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2371493>.

### RECOMMENDED TEXTBOOKS

O'Neil, Cathy. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. New York: Crown Publishers, 2016. 272p.

D'Ignazio, Catherine, and Lauren F. Klein. 2020. *Data feminism*.

Noble, Safiya Umoja. 2018. *Algorithms of oppression: data discrimination in the age of Google*. New York: New York University Press, 2018.

### COURSE GOALS

By the end of the course, students will be able to:

interrogate the intersections of race, ethnicity, gender, class, and/or gender identity with the process of collecting, cleaning, sorting, and analyzing data for artificial intelligence through writing papers, learning tools of data analysis in workshops, and creatively reinterpreting data for A.I. in zines,

achieve an understanding of how to approach critical data/A.I. studies through data visualization tools in workshops,

analyze the connections between archival and A.I. practices through writing assignments and workshops, and

creatively engage with critical inquiries of data through building a zine.

## KEY QUESTIONS

Who has historically been the subject and object of data for A.I. collection, analysis, management?

How do systems of anti-blackness, settler colonialism, white supremacy, and capitalism effect data and A.I.?

What is the relationship between surveillance, data, and A.I.?

Is data/A.I. justice possible?

## ATTENDANCE POLICY, CLASS EXPECTATIONS, AND MAKE-UP POLICY

I do require attendance. I ask that you communicate with me should you need to miss more than two classes since the number of classes you miss will most likely impact your assignments, participation, and overall grade.

If you miss class, before you come and talk to me, please make sure you have completed the readings for the class you missed and reviewed notes from a classmate. I accept make-up assignments are for full credit pending an approved reason for absence. Please try your best to keep in contact with me regarding absences and late work.

While I do not give make-up lectures, I am happy to answer any questions about course materials or readings during office hours.

If you need to miss a class and submit make-up work, please note that I will not be able to provide extensive comments for work submitted more than one week after the deadline. I am always happy to meet with you in office hours to discuss any questions you may have about your assignments or projects

## LAND ACKNOWLEDGEMENT

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future Native residents of Florida (originally crafted by UF Libraries).

## COURSE ASSIGNMENTS

# 3 PROJECTS

## PROJECT 1: AI AUDIT

### Description:

In this assignment, you will be developing a presentation to share with the class that explains how a specific A.I. system/product of your choice works. A list of possible AI choices is available on Canvas.

**Due:** Week 7 and end of the class as part of your final portfolio

## PROJECT 2: DESIGN JUSTICE PROJECT + PEER REVIEW

### Description:

We will be using course readings to design an application, program, and/or software with the principles of design justice.

**Due:** Week 14 and end of the class as part of your final portfolio

## PROJECT 3: ZINES + PERIODIC PEER REVIEW:

***I encourage you to think of your zines as a cohesive project portraying a story and/or guiding the reader through your thoughts on a specific topic in the course.***

### Due:

1. Every Tuesday for first 5 weeks and then every other Tuesday afterward PDF or JPEG uploaded to Discussion Board on Canvas
2. Before Thursday's class, peer reviewing comments on zine page(s) on Discussion Board

## FINAL PORTFOLIO: FIRST/FINAL VERSIONS OF PROJECT 1, PROJECT 2, AND PROJECT 3

Due: FINAL EXAM DATE

Submission instructions and requirements:

- Format: electronic portfolio as a PDF (the only PDF allowed in the class!)
- Content:
  - Completed Zine with aspects of each page redone according to peer comments
  - First and second draft of PROJECTS 1 and 2.

### EVALUATION OF GRADES

Assignment	Percentage of Grade
Project 1 + peer review	30%
Zine Pages + periodic peer review	30%
Project 2 + peer review	20%
Final Portfolio	20%

### FINAL GRADE

At the end of the semester, final grades will be determined by the following formula:

A	94 – 100
A -	90 – 93
B +	87 – 89
B	83 – 86
B -	80 – 82
C +	77 – 79
C	73 – 76
C -	70 – 72
D +	67 – 69
D	63 – 66
D -	60 – 62
F	59 and below

### WEEKLY COURSE TOPICS ( \* means reading on canvas) ( + means reading on course reserves)

\*\*This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.\*\*

## **WEEK 1, AUGUST 24 - INTRODUCTIONS**

Introductions, reviewing syllabus, and games.

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## **WEEK 2, AUGUST 29, 31 - READING FOR THE GENDERED AND RACIALIZED HISTORICAL SUBJECT/OBJECT OF RECORD.**

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\*Zine 1 due before class via Canvas Discussion Board\*

## **WEEK 3, SEPTEMBER 5, 7 - WHAT IS CRITICAL DATA/ALGORITHM/A.I. STUDIES?**

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\*Zine Page 2 due before class via Canvas Discussion Board\*

## **WEEK 4, SEPTEMBER 12, 14 - BITCOIN, MATERIALITY OF TECHNOLOGY, AND 80s TECHNO TIMEJUMPS**

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\*Zine Page 3 due before class via Canvas Discussion Board\*

## **WEEK 5, SEPTEMBER 19, 21- TECHNOLIBERAL VISIONS OF THE FUTURE**

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\*Zine Page 4 due before via Canvas Discussion Board\*

## **WEEK 6, SEPTEMBER 26, 28 - DATAFYING SOCIAL MEDIUMS, ORIGINS OF YOUTUBE, WIKIPEDIA AND OTHER DEATH-DRIVES.**

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\*Zine Page 5 due before class via Canvas Discussion Board\*

## **WEEK 7, OCTOBER 3,5 - HEALTHCARE DATA, COVID, AND TECHNO-ORIENTALISM**

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DUE: FIRST DRAFT OF PROJECT 1

## **WEEK 8, OCTOBER 10, 12 - RACIALIZED/GENDERED SURVEILLANCE AND FAILURE**

\*Zine Page 6 due before class via Canvas Discussion Board\*

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**WEEK 9, OCTOBER 17, 19 - RACIALIZED AND GENDERED SURVEILLANCE**

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**WEEK 10, OCTOBER 24, 26 - RACIALIZED AND GENDERED SURVEILLANCE**

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\*Zine Page 7 due before class via Canvas Discussion Board\*

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**WEEK 11, OCTOBER 31 AND NOVEMBER 2, IS DATA JUSTICE POSSIBLE: MATERIAL FUTURES OF CLOUDS AND POWER**

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**WEEK 12, NOVEMBER 7, 9 - DESIGN JUSTICE, ABOLITIONIST DESIGNS**

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\*Zine Page 8 due before class via Canvas Discussion Board\*

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**WEEK 13, NOVEMBER 14, 16 - DESIGN JUSTICE, ABOLITIONIST DESIGN**

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**WEEK 15, NOVEMBER 28, 30 - IS DATA JUSTICE POSSIBLE?**

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\*Zine Page 9 due before class via Canvas Discussion Board\*

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**WEEK 16, DECEMBER 5 - IS DATA JUSTICE POSSIBLE?**

**Tuesday**

**Presentation of almost-final portfolios**

**Thursday**

**Presentation of almost-final portfolios**

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**FINAL PORTFOLIO DUE DECEMBER 14<sup>th</sup> 10pm**

## ACCOMMODATIONS

If you would prefer to be called by a different name and/or gender pronoun than what appears on the enrollment record, please let me know and I'll be happy to oblige.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact the DRC for further information:

PHONE: 352.392.8565

## CONSIDER ADDING A (SECOND) MAJOR IN WOMEN'S STUDIES!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact the Center undergraduate coordinator to make an appointment to discuss adding the major.

## FOOD INSECURITY AT UF

A person experiences food insecurity when they are unable to access healthy, nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include: hunger causing distraction while studying or in class, choosing to avoid exercise due to personally inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen.

The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. We are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. We do not ask for verification of need - we only ask that you bring your Gator 1 card.

Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. We are currently limited to our COVID-19 operations due to staff shortages. We are working to achieve enough staff so that we may return to our normal operations.

Visit this website for more information: <https://pantry.fieldandfork.ufl.edu/about/>



## **TITLE IX AND GENDER EQUITY**

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

## **RECORDING OF CLASS LECTURES**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

## **UNIVERSITY HONESTY POLICY**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On

all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

## CAMPUS RESOURCES

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

**Alachua County Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24 hour helpline)

### Academic Resources

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

**General study skills and tutoring.** <https://teachingcenter.ufl.edu/>