

# Online Course Catalogue

<u>Course Title</u>	<u>Study Field</u>	<u>University</u>
Studying social media from a feminist perspective	Arts and Humanities	Abo Akademi University

CHARM priority field

European values, culture and language;

Course code

**GV00CV50**

Faculty

**Faculty of Arts, Psychology and Theology**

Department

**Gender Studies**

Study Level:

**BA/BSc**

Number of credit points:

**5**

Name of instructor(s):

**PhD Kaisu Hynnä-Granberg**

## Short description of the course

This course gives an overview to studying social media from a feminist perspective.

## Full description of the course

In the digitalized culture, social media has become an important site of work, leisure, pleasure, politics, and activism. While social media has made media production more democratic allowing a range of marginalized identities to be seen and heard, platforms' technological affordances affect how social media can be used. From a feminist perspective, social media with its numerous contradictions make up a fascinating arena of analysis. This course gives an overview to studying social media from a feminist perspective. Students will become familiar with key discussions, theories, and concepts of scholarship on social media and learn how to apply these in their own small case studies. The topics discussed on the course will range from the production of body positive selfies, to the role of emotions in social media activism, and the ethics of social media analysis. A special notice will be given to theories of corporeality and media users' embodied investments to social media practices.

## Learning outcomes

At the end of the course, participants will have become familiar with the key theories and concepts that feminists have used to analyze social media. They can name methods applicable to social media analysis, and understand the ethical implications of studying social media content. Students will become comfortable with using the concept and viewpoints in their own case studies.

## Additional information

Course requirements  
**No previous knowledge needed.**

Time zone  
**CET +1 (Finland)**

Language of instruction  
**English**

Mode of delivery:  
**fully online, the first lectures at specific time, other lectures at no specific time**

Start date of course:  
**2024-08-10 00:00:00**

Planned educational activities and teaching methods  
**Online lectures, written assignments and discussions.**

End date of course:  
**11/26/2024**

Learning Management System  
**Moodle**

Contact hours per week for the student:  
**1,5h**

Assessment methods  
**Written assignments and a case study submitted in form of an essay or social media presentation (blog post, vlog post or podcast).**

Specific regular weekly teaching day/time  
**Tuesday at 5.30 pm**

Certification  
**Transcript of records**

Course literature (compulsory or recommended):  
**Paasonen, Susanna (2015) "A Midsummer's Bonfire: Affective Intensities of Online Debate". In Ken Hillis, Susanna Paasonen & Michael Petit (eds.) Networked Affect. Massachusetts: MIT Press, 27–42; Lehto, Mari (2019) Bare flesh and sticky milk: An affective conflict over public breastfeeding. Social Media + Society, 5(4). <https://doi.org/10.1177/2056305119881696>; Albury, K. (2017). Just because it's public doesn't mean it's any of your business: Adults' and children's sexual rights in digitally mediated spaces. New Media & Society, 19(5), 713-725. <https://doi.org/10.1177/1461444816686322>; Senft, T. M. & Baym, N. K. (2015). What does the selfie say? Investigating a global phenomenon. International Journal of Communication, 9, 1588-1606; Gishnizjani, G. (2024). Remembering through #LetUsTalk: an affective archive narrating Iranian women's everyday trauma and resistance habits. Journal of Gender Studies, 1–13. <https://doi.org/10.1080/09589236.2024.2342991>; Vähäpassi, V. (2019). User-generated reality enforcement: Framing violence against black trans feminine people on a video sharing site. European Journal of Women's Studies, 26(1), 85-98. <https://doi.org/10.1177/1350506818762971> ; Koivunen, A., Kyrölä, K. & Ryberg, I. (2018). Vulnerability as a Political Language. In A. Koivunen, K. Kyrölä & I. Ryberg (eds.) The Power of Vulnerability. Mobilising Affect in Feminist, Queer and Anti-Racist Media Cultures. Manchester University Press, 1-26; Kyrölä, K. (2018). Negotiating vulnerability in the trigger warnings debate. In A. Koivunen,**

K. Kyrölä & I. Ryberg (eds.) *The Power of Vulnerability. Mobilising Affect in Feminist, Queer and Anti-Racist Media Cultures*. Manchester University Press, 29-50; Tiidenberg, Katrin (2017) "Ethics in digital research". In Uwe Flick (ed.) *The SAGE Handbook of Qualitative Data Collection*. SAGE Publications, 466-481; Hynnä-Granberg, K. (2022). "Why can't I take a full-shot of myself? Of course I can!" studying selfies as socio-technological affective practices. *Feminist Media Studies*, 22(6), 1363–1378.  
<https://doi.org/10.1080/14680777.2021.1886139>; Robards, B. & Lincoln, S. (2017). *Uncovering Longitudinal life narratives: Scrolling back on Facebook*, *Qualitative Research*.  
<http://journals.sagepub.com/doi/abs/10.1177/1468794117700707>

Number of places available for CHARM students  
25

## Other relevant information

None

CHARM-EU