



GIRLHOOD STUDIES

An Interdisciplinary Journal

Call for Papers: Technologies of Non-Violence: Re-Imagining Mobile and Social Media Practices in the Lives of Girls and Young Women

From the slums of Mumbai to the streets of New York, cellphones and other devices are becoming ubiquitous in people's everyday lives, alongside various social media platforms such as Facebook and YouTube. Despite their pervasiveness, the application of these technologies to addressing pressing global concerns such as violence towards girls and women (in universities, on the streets, in schools and so on), is vastly under-realized. Indeed, much of the work, to date, on mobile and social media in relation to violence in the lives of girls and young women has been on its threats and harmful effects, particularly in the context of cyber-bullying and other forms of online harassment (Hart and Mitchell 2015). But what are the possibilities for turning these technologies into technologies of non-violence? In *Technologies of Non-Violence* (2012), Jonathan Bock considers this question in his exploration of the ways in which technologies can be associated with advocacy and social action, as happened, for example, during the Arab Spring. Bock's work serves to frame a growing movement in which digital technologies might be examined in relation to what could be termed networks of resistance, particularly in relation to gender-based violence and efforts towards non-violence and the development of new forms of imagined publics (Mugo and Antonites 2014). While we recognize that the root causes of violence, such as poverty and gender inequality, will not be solved simply by the addition of new technologies, the promise of this work framed as technologies of non-violence may inspire the development of new technological applications. For example, Harassmap (www.harassmap.org) and Hollaback! (www.ihollaback.org) address street harassment through the crowd sourcing of stories on online maps that identify sites of risk, harassment, and safety, and, in so doing, they give voice to girls and young women. How might advances, both theoretical and practice-based, in addressing violence against girls and young women include the development and testing of new apps and software, and the creation of grass-roots maker technologies that can serve at-risk populations according to their contexts? This Special Issue of *Girlhood Studies* seeks to examine the ways in which the notion of technologies of non-violence might lead to a re-imagining of both urban and rural spaces as sites of networked resistance and transformation for girls and young women.

Contributions to this themed issue may address, among others, the following questions:

- What existing digital technologies of non-violence are used or could be used by girls and young women (both online and offline)? In what ways do they (or might they) function for girls and young women in relation to emergency communication, local storytelling, education, or addressing contexts and circumstances that put girls at risk?
- What historical technologies might be re-examined as girl-centered technologies of non-violence?
- What types of software and support infrastructures exist to facilitate girls' and young women's development of technologies of non-violence (for example, the plug-and-play MIT App Inventor)? What roles do NGOs, universities, and crowdsourcing hold in the development and support of these softwares, and other forms of technologies of non-violence?
- What technology-enabled research methods are being used by and with girls and young women to create various kinds of data (for example, affective storytelling media)? How does this work inform policy making?
- In what ways might mobile technologies designed for non-violence meet the needs of diverse groups of girls and young women such as, for instance, LGBTi, indigenous, and racial minority girls as well as girls with disabilities, and other marginalized populations?
- What public infrastructures like law enforcement, for example, are required to respond to these technologies? How might we think about digital technologies in relation to the role of bystanders in schools and universities? What are the security risks?
- How might technologies currently present in or part of violence by girls (like cyber-bullying) and against girls and young women (such as rape culture, and child trafficking on social media), be redesigned, intercepted or re-appropriated for non-violence? What measures are already being taken and by whom (social media companies, universities, public schools) and with what effect? How are technologies being incorporated into, for example, locally developed campaigns on consent?

- In what ways are intersecting practices, such as community and participatory arts, media production, and community development/network building represented by technologies of non-violence?
- How do existing policy frameworks seek to create non-violent environments for online technologies? In what ways do such frameworks succeed? How do they fall short by, for example, reinforcing normative, gender-dominating and patriarchal practices?
- What theories are employed in the development and application of technologies for non-violence with young women? How might existing theories of non-violence and activist methods be re-imagined by incorporating new technologies, and practices/theories around technologies and society?

Guest Editor

Laurel Hart is a Social Sciences and Humanities Research Council of Canada Post Doctoral Fellow at McGill University. She is guest-editing this themed issue with Claudia Mitchell. Laurel's work focuses on digital multi-modal communication. She is particularly interested in the intersection of high and low technologies, and on how tech is hacked, appropriated, and re-framed for social justice, creative practice, cultural transformation, and for girls and young women's self-efficacy and voice.

Article Submission

Please direct inquiries to Guest Editor, Laurel Hart (laurel.hart@mail.mcgill.ca) and send expressions of interest and/or abstracts to her by **30 August 2016**, or contact *Girlhood Studies* (girlhood.studies@mcgill.ca) by **30 August 2016**.

Full manuscripts are due by **15 November 2016**.

Authors should provide a cover page giving brief biographical details (up to 100 words), institutional affiliation(s) and full contact information, including an email address.

Articles may be no longer than 6,500 words including the abstract (up to 150 words), keywords (6 to 8 in alphabetical order), notes, captions and tables, acknowledgements (if any), biographical details (taken from the cover page), and references. Images in a text count for 200 words each. *Girlhood Studies*, following Berghahn's preferred house style, uses a modified Chicago Style. Please refer to the Style Guide on the website.

If images are used, authors are expected to secure the copyright themselves.

References

- Bock, Jonathan. 2012. *The Technology of Nonviolence: Social Media and Violence Prevention*. Cambridge: The MIT Press.
- Hart, Laurel, and Claudia Mitchell. 2015. "From Spaces of Gender-based Violence to Sites of Networked Resistance: Reimagining Social Media Technologies." *Perspectives in Education* 33, no. 4: 135–150.
- Mugo, Kagure, and Christel Antonites. 2014. "#FillThisSpaceIfYou'reAnAfricanWoman." *Agenda: Empowering Women for Gender Equity* 28, no. 1: 29–36.