

CPT8981234946

by Victoria Edwards

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1 Research Question (100 words)



In what ways are 15-16 year old girls' gender and sexual relations regulated and subverted in digital gaming cultures?

- In what ways are digital gaming relations gendered? (Walkerdine 2007)
- In what ways are gender and sexual relations regulated and subverted inside a particular game? (Walkerdine 2007)
- How are gendered, digital gaming relations, regulated by others?



2 Research Field (150 words)

Good

I locate my approach within the field of contemporary childhood studies. However this question spans the relational fields of gender studies, cultural studies and media studies.

Good

- Contemporary childhood studies are characterised by disciplinary plurality and research diversity. (Buckingham 2011). Prout (2004) contends that childhood is a recent (post-Victorian) social construct; this sits in uneasy contrast to contemporary notions of childhood innocence.
- Key debates centre upon structure and agency, and, innocence and autonomy. Much research within digital childhoods paradoxically positions young people as agentic, tech savvy media architects: 'digital natives' or as passive cultural absorbers lacking the ability to critically engage with the media they are 'exposed' to.
- New materialist feminist research seeks to de-centre the individual and explore childhood as 'becoming' rather than a fixed, bounded developmental stage (Renold and Ivinson 2011).
- Videogames are a significant cultural phenomenon and a prominent feature of contemporary childhoods (Buckingham 2011).

Good

Support

Excellent

EXP

Excellent

Good

Good

3 Epistemological perspective 1 (150 words)

Post-structuralism: An inter-disciplinary umbrella term, indicating a focus upon language and discourse (Henriques et al. 1998).

Good

Citation Needed

Good

- This position is commonly associated with Foucault's thinking and writing.
- Characterized by the rejection of socially constructed static binaries such as: man/woman; culture/nature; and a 'de-centring' of the individual as the unit of analysis,
- The enlightenment's, bounded, 'rational unitary subject' is replaced with multiple 'subjectivities', taken up fluidly, through subject positions (Walkerline 2007).
- The focus upon discourse highlights the production of 'truths' in the way they are talked about 'practices, which form the objects of which they speak' (Foucault 1972:49).
- Foucault's (1972) theorisation of power/knowledge describes the productive and repressive forces of 'discursive regimes'; what it is possible to say and think within a particular moral order or 'genealogy'.
- The discourse of childhood constructs the way we can know ourselves, and others, as children.
- Criticised for not giving due attention to agency and interiority (Parker 1999); or materiality (Jagger 2015)

Good

Good

Good

Good

Good

4 Epistemological Perspective 2 (150 words)

New-material feminisms: An emerging multi-disciplinary field, with a feminist theory vanguard (van der Tuin 2011). Key aims might be summarised as follows:

Excellent

- Deleuze and Guattari contend that monist materialism is contingent upon the rejection of dualisms (Materialism/idealism) (cited in, Papadopolous 2010, p.).
- To reconnect the human subject with the meta-physical and affective world (Moore 2011) through the consideration of the agency of matter (although not hierarchically), absent in other accounts (Barad 2007).
- Considers the intra-action of the material, the discursive, the natural, the cultural, the temporal, the spatial, as an assemblage, always in a process of fluid, non-linear 'becoming' (Braidotti 2013).

Improper Citation


EXP




Good

Key criticisms: That it misinterprets and dismisses Butler's work in this area to justify the postulation of a new paradigm (See, Ahmed 2008, cited in, van der Tuin 2011). Van der Tuin (2011) contends that orienting against a different perspective introduces the very binary that

3

5 How has the perspective identified in box 3, above been used in your field of research? (150 words)




Walkerline posits a post-structural, psychoanalytic; 'relational' approach to exploring issues of meaning for digital game-players (2007, p.2).  4

- For Walkerline gender is: discursively, relationally and affectively produced as: 'an aspiration rather than a given' (2007, p.520). 
- Argues that videogames are a key site for the production of contemporary masculinities (Walkerline 2007). 
- Uses Foucault's 'technologies' of power and self' (Foucault 1998) to explore the positions gamers take up within particular discursive structures to understand themselves with regard to a particular moral order (such as health discourses which are employed to limit game play in favour of 'healthy' outdoor pursuits). 
- Demonstrates that gaming practices facilitate the performance of otherwise always out of reach hegemonic masculinities (physically strong, sporting excellence, competitiveness, rationality).

6 How has the perspective identified in box 4, above been used in your field of research? (150 words)

- Ivinson and Renold employ a 'feminist new-materialist' approach to understanding 'how, when and where newness and change become possible' in young people's lives (2013, p.369).

 5

- Employ the concept of 'becoming': 'what a person can do, not what they are'.
- Argue that rather than lacking aspiration, working-class young people's 'proto-possibilities' are not recognised (p.340). 
- Aim to 'capture this virtual collection of potentiality, making possible connections and couplings with all manner of matter' (Ivinson and Renold 2013, p.372).
- Use spatial and affective methodologies (walking tours) to explore the multi-sensory dimensions of young people's every day lives.
- Attempt to explore the 'inarticulable' intensities and affects (embodied sensations and ideations) of space and place.
- Demonstrate the 'intra-action' of gender, space, place, practice, tradition upon experience and perception.  6
- The biological body is an open system, not fixed or inert, more than its cultural constitution (Jagger 2015).
- Evidence the pushes and pulls of young people's aspirations.  7

7 Choice and justification of epistemological framework selected for research question in box 1, above. (150 words)

I align my research with the feminist new-materialist perspective that accepts key insights of post-structuralist thinking: the mediated nature of our access to the world.

- Deleuze and Guattari's conceptual 'assemblage' will allow me to think through 'intra-active entanglements' (Barad 2007) and the complex relations of the gendered-becoming-gamer. Excellent
- Rather than attempting to decontextualize and separate out relational, informational flows, this theoretical and conceptual complexity reflects the entangled nature of navigating cyber-socially related spaces. Excellent
- It allows me to attend to the intra-action of corporeal, material, discursive, affective, situated, historical, temporal, messiness of and the way these flows come to matter in 'becomings'. (Barad 2007). Excellent
- It provides a **conceptual tool kit** for the exploration of digital gaming spaces that does not dismiss their intensities as less real or significant. 8
- A significant challenge in relation to the potential findings of this approach lies in how to present such complexity without reducing it to language. 9

10

Bibliography

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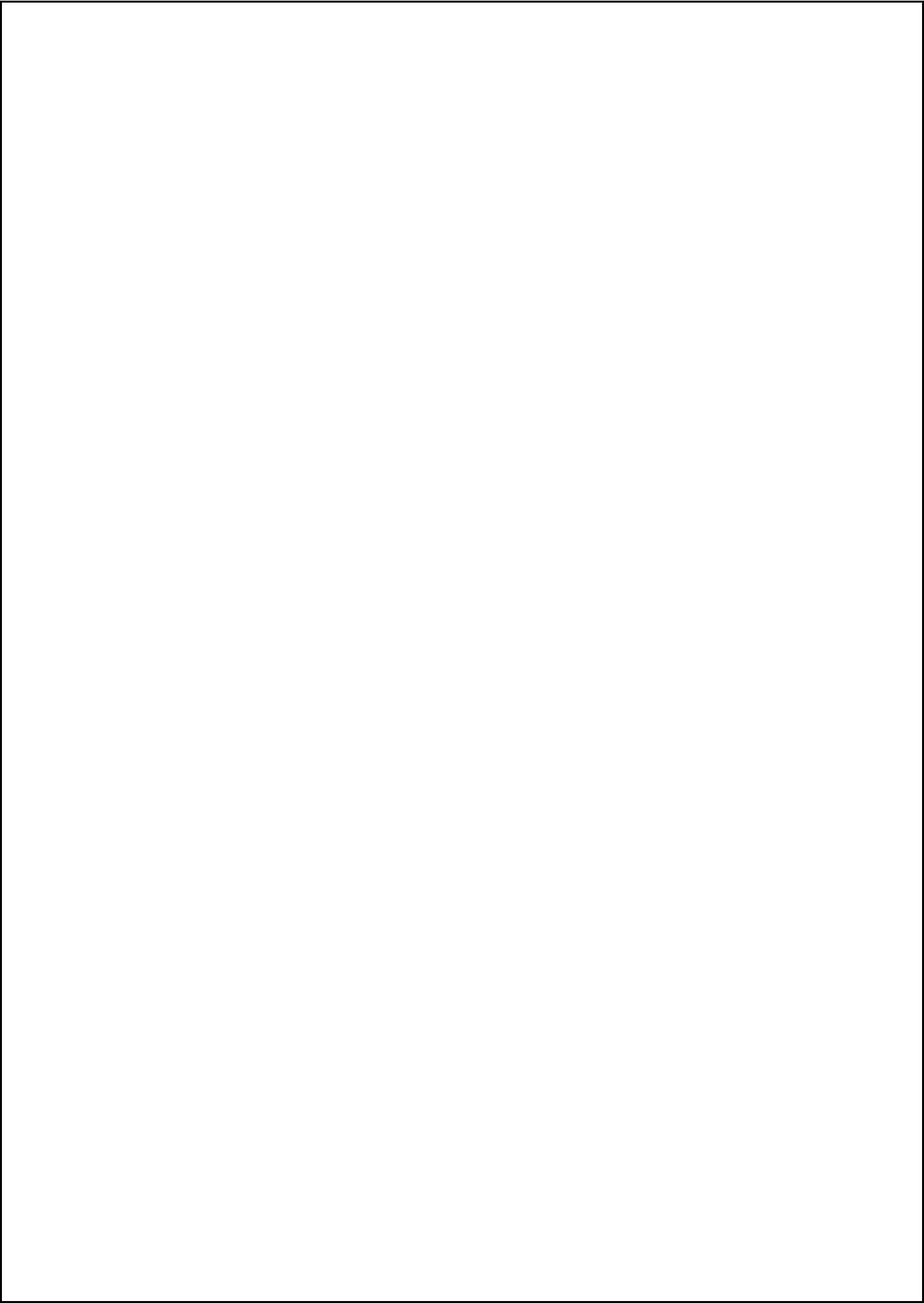
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Good



FINAL GRADE

72/100

GENERAL COMMENTS

Instructor

An excellent grasp of post structuralist and new materialist feminist epistemologies as used across the social sciences and in your field of research which demonstrates a high level of achievement in meeting the learning outcomes for this part of the module. However, as you will note from my comments in the text you could have provided much more detail in explaining the consequences of these starting points for the shaping of (a) research topics, (b) research aims and objectives and (c) research design both in the field of contemporary childhood studies research and in your own work.

Note too my concerns about the implicit foreshadowed question in your research question.

Despite this, this answer is well written, demonstrates extensive further reading and a confidence in dealing with complex epistemological issues.

To improve your mark you should note my comments in the text (in addition to the generic comments on style etc. there are 10 substantive comments which you should also consider) and above. You should also:

Start to translate epistemological frameworks into an agenda for "doing" research. What do these ideas mean for doing research on this topic and what does it mean for research design?

Provide some more clarity in setting out your research question in box 1.

Reference more heavily. I felt that you could have supported your arguments with more citations in places.

Proof read before submission: there are a couple of instances where grammatical and referencing errors have been missed.

**Comment 1**

Excellent topic. Really interesting and clearly expressed. However, your question does seem to imply that 15-16 year old girls' gender and sexual relations ARE subverted in digital gaming cultures. Has this already been established? By whom/how? If not, then your question should be rephrased along the lines of Are 15-16 year old ..etc.

**Comment 2**

You could provide more detail here

**Good**

Good

**Feedback**

See "General Comments" at end of the print-ready version of this paper for general feedback on your assessment - note that I am using a grading form which is visible if you click on the far right icon at the bottom of the window (it looks like a tiny office block)

**Good**

Good

**Good**

Good

**Support**

Support Needed:

A well-written paper will include strong support for its thesis. Support for your thesis should come from primary (original documents, interviews, and personal experiences) and secondary (information that has been processed or interpreted by someone else) sources. To use your support effectively, you must elaborate upon the information, quotations, and examples taken from your sources and connect them to your thesis. It is also important to remember to cite the sources of the evidence and support you use in your paper.

**Excellent**

Excellent

**EXP**

Expand this point more fully.

**Excellent**

Excellent

**Good**

Good

**Good**

Good

QM

Good

Good

QM

Citation Needed

Cite Source:

Please use the link below to find links to information regarding specific citation styles:

http://www.plagiarism.org/plag_article_citation_styles.html

QM

Good

Good

QM

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Good

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Good

Good

QM

Good

Good

QM

EXP

Expand this point more fully.

QM

Good

Good

QM

Good

Good

QM

Excellent

Excellent

QM

Improper Citation

Improper citation:

Improperly cited material. Please use the link below to find links to information regarding specific citation styles: http://www.plagiarism.org/plag_article_citation_styles.html

QM

EXP

Expand this point more fully.

QM

Good

Good



Comment 3

Did you run out of words here?

**Comment 4**

Explain how the use of this epistemology has shaped research questions, aims and research design. You should ask yourself how would the research have been framed or undertaken differently if this perspective hadn't been used?

**Good**

Good

**Good**

Good

**Excellent**

Excellent

**Comment 5**

As with my comments for box 5 above I was looking for a little more detail here in terms of the shaping of research aims and research design

**Good**

Good

**Comment 6**

How does their research demonstrate this? How might this be useful for your own research?

**Comment 7**

How has their research evidenced this?

**Excellent**

Excellent

**Excellent**

Excellent

**Excellent**

Excellent

**Comment 8**

Explain the nature of this tool kit: how will it shape your research aims and design?

**Comment 9**

Very important.



Comment 10

More needed here on the implications for your own research.

PAGE 5



Good

Good

PAGE 6
