

# The Temporality of a Paper Proposal

Paper Proposal Demo  
SKOLKOVO BBA

In the past two decades, a nascent exchange has emerged between the fields of media studies and black studies. Black studies scholars have developed compelling approaches which employ technology as an optic on what were commonly held to be purely “social” problems. Scholars such as Louis Chude-Sokei (2015), Jared Sexton (2003), and Simone Browne (2015) have asserted that technology is not only something that racialized subjects may or may not have access to, as in discourses on the “digital divide,” but is rather an operative factor in the formation of black social life as such. For example, Chude-Sokei argues against the once popular notion that technical competency can be mapped along racial lines, refiguring the grammar of contemporary robotics as the product of both its technical history and 19<sup>th</sup> century minstrelsy. Likewise in the field of media studies, one of the foundational claims of its theorists and practitioners is that there are no pre-technical forms of sociality (May, 2018; Pasquinelli, 2017).

It is thus all the more important that, when reckoning with the intersection of race and media, theorists in both fields understand racist technological operations to be pathologies inherited from social life. For Pasquinelli, machine learning operations trained on datasets which were created without attempts to mitigate “cultural” bias *inherit* and consequently reproduce those social biases. For Chude-Sokei, technological operations related to race are complex metaphors for more primary *cultural* imaginaries.

This paper therefore proposes to examine the interdisciplinary relationship between black studies and media studies through the notion of the missed encounter.

This piece uses the “missed encounter” to explain why current scholarly attempts to either (1) combine methodologies from the two fields or (2) locate an object of study proper to both fields ironically end up evacuating these fields *key concepts* (“race” and “technology”) of critical meaning.

1. Motivated  
Narration [

In the past two decades, a nascent exchange has emerged between the fields of media studies and black studies. Black studies scholars have developed compelling approaches which employ technology as an optic on what were commonly held to be purely "social" problems. Scholars such as Louis-Charles Soler (2015), Jared Sexton (2003), and Simone Browne (2015) have asserted that technology is not only something that racialized subjects may or may not have access to, as in discourses on the "digital divide," but is rather an operative factor in the formation of black social life as such. For example, Soler argues against the once popular notion that technical competency can be mapped along racial lines, refiguring the grammar of contemporary robotics as the product of both its technical history and 19<sup>th</sup> century minstrelsy. Likewise in the field of media studies, one of the foundational claims of its theorists and practitioners is that there are no pre-technical forms of sociality (May, 2018; Pasquinelli, 2017).

2. Incitement to  
Critical Thinking [

It is clear at the same time important that, when reckoning with the intercession of race and media theorists in both fields understand racial technological operations to be pathologies inherited from social life. For Pasquinelli, machine learning operations trained on datasets which were created without attempts to mitigate "cultural" bias inherit and consequently reproduce those social biases. For Soler-Soler, technological operations related to race are complex metaphors for more primary cultural imaginaries.

3. Collective Arrival  
at Solution [

This paper therefore proposes to examine the interdisciplinary relationship between black studies and media studies through the notion of the missed encounter.

4. Separation of  
Narrator and Reader [ ('In this paper I will...')

This piece uses the "missed encounter" to explain why current scholars attempt to either (1) combine methodologies from the two fields or (2) locate an object of study proper to both fields originally and all excavating these fields key concepts ("race" and "technology") of original meaning.

**Performance of Problem**

**1. Motivated  
Narration**

In the past two decades, a nascent exchange has emerged between the fields of media studies and black studies. Black studies scholars have developed compelling approaches which employ technology as an optic on what were commonly held to be purely "social" problems. Scholars such as Louis Chude-Sokei (2015), Jared Sexton (2003), and Simone Browne (2015) have asserted that technology is not only something that racialized subjects may or may not have access to, as in discourses on the "digital divide," but is rather an operative factor in the formation of black social life as such. For example, Chude-Sokei argues against the once popular notion that technical competency can be mapped along racial lines, refiguring the grammar of contemporary robotics as the product of both its technical history and 19<sup>th</sup> century minstrelsy. Likewise in the field of media studies, one of the foundational claims of its theorists and practitioners is that there are no pre-technical forms of sociality (May, 2018; Pasquinelli, 2017).

**2. Incitement to  
Critical Thinking**

It is thus all the more important that, when reckoning with the intersection of race and media, theorists in both fields understand racist technological operations to be pathologies inherited from social life. For Pasquinelli, machine learning operations trained on datasets which were created without attempts to mitigate "cultural" bias *inherit* and consequently reproduce those social biases. For Chude-Sokei, technological operations related to race are complex metaphors for more primary *cultural* imaginaries.

**3. Collective Arrival  
at Solution**

This paper therefore proposes to examine the interdisciplinary relationship between black studies and media studies through the notion of the missed encounter.

**Remembrance of Solution**

**4. Separation of  
Narrator and Reader**  
(‘In this paper I will...’)

This piece uses the "missed encounter" to explain why current scholarly attempts to either (1) combine methodologies from the two fields or (2) locate an object of study proper to both fields ironically end up evacuating these fields key concepts ("race" and "technology") of critical meaning.