This course provides sustained attention to the productive intersections of feminist theory and Science, Technology, and Society (STS). Feminist theory can help to foreground attention to gender and other structures of inequality, and can inform inquiry into any topic, and students will have the opportunity to explore how feminist STS can inform their ongoing research. The first half of the course will be devoted to close attention to key texts of canonical feminist thinkers who helped to shape STS as a field, for example through analysis of such binaries as nature/culture and subjectivity/objectivity, and to feminist STS approaches to the touchstone spheres of reproduction and computing. The second half of the course will explore contemporary trends in feminist theory and STS, especially feminist new materialisms and feminist postcolonial STS, and will invite students to engage with current scholarship related to their own interests.

Course Objectives

• To understand foundational concepts in the feminist theory of science and technology
• To understand the emergence and development of feminist STS as a field
• To engage in-depth with one particular area of feminist STS work while putting it into context
• To improve the ability to communicate about these issues, especially orally and in writing

Required Books
Wilson, Elizabeth, Gut Feminism, Duke 2015.
One more book of your choosing (see below).
All other readings will be available on T-Square.

Assessment
3 components, equally weighted (each worth 1/3rd of final grade)

1. Class Participation
This course is designed as a seminar in which active participation from all students is necessary; the benefits of this class come from talking as much as listening. Students are expected to come to class prepared to discuss the readings in depth, and to devote engaged attention to classmates' contributions.

2. Weekly Reading Responses
Before each class, each student writes an entry responding to the readings for that day on the blog section of T-Square. The weekly responses should be ~500 words each and should be posted by noon on the day of class. Each entry must: (1) demonstrate having done the reading, (2) note particular topics and questions that you would like to discuss in class.

3. Final essay exam: 2 parts, 1500 words each – Due December 6
Part One: Analysis of how concepts and approaches from feminist STS can inform a major research project of your own (e.g. in your dissertation research).
Part Two: A review essay on a recent book in the field of feminist STS broadly defined; each student will choose a different book, published since 2010.
August 23
Week 1: Introductions
In class film: “Gender and Science”

Week 2: August 30
Charting the Field

Week 3: September 6
Feminist Epistemologies

Week 4: September 13
Cyborg Feminism
Week 5: September 20

Thinking Reproductively


Week 6: September 27

Thinking Computationally


Week 7: October 4

Feminist New Materialisms 1


Week 8: October 11

Feminist New Materialisms 2


Week 9: October 18

Feminist Postcolonial STS 1


Week 10: October 25

Feminist Postcolonial STS 2

Week 11: November 1
selections from books students have chosen for final essays (and supporting material if/as necessary)

Week 12: November 8
selections from books students have chosen for final essays (and supporting material if/as necessary)

Week 13: November 15
selections from books students have chosen for final essays (and supporting material if/as necessary)

Week 14: November 22
Thanksgiving – No Class

Week 15: November 29
final wrap-up class

Take-home exam due Wednesday, December 6
Submit take-home exam on T-Square by midnight

Potential Books for Final Essay
Each student will select a single-authored book published since 2010 that engages feminist STS, broadly defined. This list is not comprehensive – other books may be selected with professor’s OK. Each student will read the whole of their chosen book, and also select a short excerpt for the class to read (generally one chapter).

Aristarkhova, Irina, *Hospitality of the Matrix: Philosophy, Biomedicine, and Culture* (Columbia 2012)
Benjamin, Ruha, *People’s Science: Bodies and Rights at the Stem Cell Frontier* (Stanford 2013)
Cooper, Melinda, and Catherine Waldby, *Clinical Labor: Tissue Donors and Research Subjects in the Global Bioeconomy* (Duke 2014)
Davis, Georgiann, *Contesting Intersex: The Dubious Diagnosis* (NYU 2015)
Diedrich, Lisa, *Indirect Action: Schizophrenia, Epilepsy, AIDS, and the Course of Health Activism* (Minnesota 2016)
Fausto-Sterling, Anne. *Sex/Gender: Biology in a Social World* (Routledge 2012)
Haraway, Donna, *Staying with the Trouble: Making Kin in the Chthulucene* (Duke 2016)
Harding, Sandra, *Objectivity and Diversity: Another Logic of Scientific Research* (Chicago 2015)
Kirby, Vicki, *Quantum Anthropologies: Life at Large* (Duke 2011)
Magnet, Shoshana, *When Biometrics Fail: Gender, Race, and the Technology of Identity* (Duke 2011)
McCann, Carole, *Figuring the Population Bomb: Gender and Demography in the Mid-Twentieth Century* (Washington 2016)
Murphy, Michelle, *The Economization of Life* (Duke 2017)
Pollock, Anne, *Medicating Race: Heart Disease and Durable Preoccupations with Difference* (Duke 2012)
Probyn, Elsbeth, *Eating the Ocean* (Duke 2016)
Puig de la Bellacasa, Maria, *Matters of Care: Speculative Ethics in More Than Human Worlds* (Minnesota 2017)
Richardson, Sarah, *Sex Itself: The Search for Male and Female in the Human Genome* (Chicago 2013)
Russert, Britt, *Fugitive Science: Empiricism and Freedom in Early African American Culture* (NYU 2017)
Sheldon, Rebekah, *The Child to Come: Life after the Human Catastrophe* (Minnesota 2016)
Shim, Janet, *Heart Sick: The Politics of Risk, Inequality, and Heart Disease* (NYU Press 2014)
Squier, Susan, *Poultry Science, Chicken Culture: A Partial Alphabet* (Rutgers 2011)
TallBear, Kim, *Native American DNA: Tribal Belonging and the False Promise of Genetic Science* (Minnesota 2013)
Willey, Angela, *Undoing Monogamy: The Politics of Science and the Possibilities of Biology* (Duke 2016)