

STS 150: Gender and Science  
Fall 2017  
T/R 3:10- 4:30  
Cruess 107

Instructor  
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Office Hours: tuesdays/thursdays 12 to 2, and by appointment. Room 1250 in STS

#### Description:

This course explores the cultural and technoscientific politics of gender and sexuality. Drawing methodologically from science studies, feminist theory, and other disciplines, we'll explore some of the specific ways in which gender ideologies and sexual normativities in their intersection with race, disability, colonialism and capitalism have come to be built into scientific and governmental projects. We will also explore the ways in which feminist scholars/activists/artists are producing specific, situated, techno scientific interventions in response to asymmetrical power relations and normativities.

The eventual learning outcome is to develop a capacity for recognizing and asking feminist questions about technoscience and power (with special attention to the politics of knowledge, bodies, and matter) whether or not the issues of concern are explicitly about sex and gender.

The course combines close readings of texts and seminar/style discussion, as well as discussions about presentations of cultural and performance works that speak in relation to the topics emerging in the readings. Throughout the course we will, collectively, work on developing a conceptual map of partial connections and disconnections.

#### Class Format

Class meetings are 1h 20m, and will typically be divided into 3 sections, with exceptions of the classes in which we will have invited presenters.

- . I) 3:10-3:50 – Sharing close readings/Reading responses
- . II) 3:55-4:20 – Discussion, facilitated by Facilitator
- . III) 4:20-4:30 – Synthesis and *Pre/Texts*.

## Class Roles

In each class session, students will have one of three roles: Reader, Facilitator, Visualizer.

### *Close Readers:*

Close readers will be responsible for giving a **general summary** of an assigned text, and then, doing a **close reading of two sections**. See the guide *Close Reading* to get inspiration on how to address this task. While reading the text you might want to attend to the specific questions: which kind of methods, which kind of science(s)/knowledge(s), and which kind of feminism(s)/interventions the text is addressing. You will be required to choose two sections of text that you think are important sites where the author is making an intervention. Carefully construct a reading of these sections where you re-state, in your own words, what the author is arguing, and the context in which that intervention makes sense. Students will be responsible for **5 close readings/reading responses throughout the course**. This reading responses should be 2 pages long. The close readings will be shared with the rest of the group through canvas, so facilitators can use them as inspiration for the in-class discussions.

\* **Quote Cards:** The discussion structure of this class requires that everyone comes prepared to class, so reading is crucial. To prepare for class, in addition to do the readings, everyone should bring a quote card for each of the readings. In this quote card, you will write one quote that you find interesting (difficult, challenging, interesting, exciting...), and in the back side of the card, on your own words, write the reason why you picked it.

*Facilitators:* Facilitators will take responsibility for guiding discussion. As preparation, you might do background research on the author, or on the issues that the author discussed. Take as a reference for this background research the *manual- facilitation* (in canvas). Crucially, facilitators work to draw in insights and participation from discussion participants and to draw connections. Connections might be between ideas that have emerged in the current day's readings and those that have emerged in previous class meetings; they might also be between things that different people are saying, or things they have written in their close readings. A point about connections: In our class, we will treat connections as partial, in the sense that connections across texts don't imply that any two issues are identical, or that the concepts of different authors are the same. Connections instead suggest a possibility of drawing things together in order to see what ideas or insights their juxtaposition will spark.

Visualizers- facilitators will be responsible of tracing these conceptual connections and disconnections emerging from the class discussion in a way that can be shared. In doing this, we will collectively develop a conceptual glossary throughout the course.

## Writing assignments

**Mid-term paper:** document your own implosion project (3 pages). This project will be discussed in class, during week 5.

**Final Project.** a 5 pages essay examining how artists engage with feminism(s) and science(s). Which kind of questions, methods, and kind of interventions are these projects proposing on science(s) /feminism(s)? To discuss the implications of the project, use at least, 2 references from the texts we have read in class and one other article (feminist/science).

Choose either one of the projects presented in class, or pick one of the following:

**Resources: Performance-research projects**

<http://www.ryanhammond.us/osg/> on hormones

DIY Gynepunk

<http://gynepunk.tumblr.com/>

quimerarosa.net. transplant

<http://quimerarosa.net/transplant/>

**Research-Creation Projects**

[Becoming Sensor in an Oak Savannah](#), with Ayelen Liberona

## Evaluation

Your grade is based primarily on the depth and regularity of your engagement with the course materials and your mindful participation during our class discussions. Participating doesn't just mean talking. Constructive participation entails a solid engagement with readings (so reading is required!); and it means listening to and engaging with the ideas of your peers. There will also be two writing assignments.

Close Readings (25% of grade): 50 points

Facilitations (15% of grade): 30 points

Regular Class Participation (10% of grade): 20 points (quote cards)

Writing assignments (50% of grade):

Implosion project. 20% - 40 points.

Feminist/art/science project. 30%- 50 points

200 points total

## Accommodation

For you: Any students who feel they may need an accommodation based on the impact of a

disability should contact me privately in the first or second week of class to discuss their specific needs. I rely on the assistance of the Student Disability Center in making accommodations for students with documented disabilities, so please contact them immediately if you wish me to coordinate reasonable accommodations. Their website is <http://sdc.ucdavis.edu/accomproc.html>

For me: I rather discuss any academic or personal issues in person during office hours than through emails. Office hours offer a great opportunity for discussing about your personal-learning needs, and also, for sharing and prepping ideas for your facilitation-reader roles during class.

Course Materials: All readings will be made available on the course's Canvas site.

**Provisional Schedule** \*this schedule might be modified according to the need of presenters and/or the group

Week	Day	Topic	In-Class (activities projects)	Reading Due
	Thursday 9/28	introduction		
1	Tuesday, 10/3			Moored Metamorphoses: A Retrospective Essay on Feminist Science Studies Author(s): Banu Subramaniam
	Thursday 10/5	Difference through science and medicine		Emily Martin, The sperm and the egg  Nancy Leys Stepan, the role of analogy
2	Tuesday 10/10			Reardon and Tall Bear. Your DNA is <i>our</i> History <a href="https://www.newscientist.com/article/mg22129554-400-there-is-no-dna-test-to-prove-youre-native-american/">https://www.newscientist.com/article/mg22129554-400-there-is-no-dna-test-to-prove-youre-native-american/</a> Dorothy Roberts. Fatal invention. (ch. 1 and 2)
	Thursday 10/12		Amanda Modell. On Pandora and genome [to confirm]	Bailey, Moya. 2016. "Misogynoir in Medical Media: On Caster Semenya and R. Kelly" Catalyst: Feminism, Theory, Technoscience. 2 (2). (Canvas)  Bailey, Moya, Caitlin Childs and Mia Mingus. "For Caster Semenya." Sept 18, 2009. Blog: <a href="http://4castersemenya.blogspot.com/">http://4castersemenya.blogspot.com/</a>  Cheryl Chase. Hermaphrodites with attitude  <a href="https://www.youtube.com/watch?v=k6p1nmOnILA">https://www.youtube.com/watch?v=k6p1nmOnILA</a>
3	Tuesday 10/17	Knowledge(s)		Harding, Sandra. "After Absolute Neutrality: Expanding 'Science.'" Feminist Science Studies: A New Generation. New York: Routledge, 2001. 291-304. (BB)  Harraway, situated knowledges  Collins, Patricia Hill. "Defining Black Feminist Thought"

	Thursday 10/19			<p>TallBear, K. (2014). Standing with and speaking as faith: A feminist-indigenous approach to inquiry [Research note]. <i>Journal of Research Practice</i>, 10(2), Article N17. Retrieved from <a href="http://jrp.icaap.org/index.php/jrp/article/view/405/371">http://jrp.icaap.org/index.php/jrp/article/view/405/371</a></p> <p>Cripistemologies. Introduction. Excerpts.</p> <p>Barad. Agential Realism. Post-human performativity</p>
4	Tuesday, 10/24		In class exercise: implosion	<p>Joe dunit. Writing the implosion.</p> <p>Donna Haraway. Staying with the trouble. Chapter 5.</p>
	Thursday 10/26			<p>Harvey, Sandra. The HeLa Bomb and the Science of Unveiling; Catalyst: Feminism, Theory, Technoscience 2, no. 2 (2016).</p> <p><b>In class screening: the way of all flesh by Adam Curtis</b></p>
Towards Feminist art and science interventions				
5	Tuesday, 10/31	Natureculture / toxicities		<p>Haraway. Companion species manifesto.</p> <p>Murphy. Alter-bodies in the aftermath.</p>
	Thursday 11/2		<b>Oncogrrrls.</b>	Mel Chen, Toxic Animacies, Inanimate Affections
				<b>Implosion Project Due</b>
6	Tuesday 11/7			Michelle Murphy, Distributed Reproduction. (2 chapt.)
	Thursday 11/9		<b>Gynepunk</b>	<p>Spanier, Bonnie. “‘Your Silence Will Not Protect You’: Feminist Science Studies, Breast Cancer, and Activism.” <i>Feminist Science Studies: A New Generation</i>. New York:Routledge, 2001. 258-274. (BB)</p> <p>Weasel, Lisa. “Laboratories Without Walls: The Science Shop as a Model for Feminist Community Science in Action.” <i>Feminist Science Studies: A New Generation</i>. New York: Routledge, 2001. 305-320. (BB)</p> <p>Practice As Research. (Novella/ Oconnor)</p>
7	Tuesday, 11/14			Anne Marie Mol. Body Multiple. (2 chapt.)
	Thursday 11/16		<b>Kevin Oconnor. Fascia research</b>	
8	Tuesday, 11/21	Multispecies		<p>Anna Tsing. Mushrooms at the end of the world.</p> <p>Myers, Natasha. (2015) ‘<a href="#">Conversations on Plant Sensing: Notes from the Field</a>,’ <i>NatureCulture</i>03: p. 35-66.</p>

				<a href="#">Natasha Myers talks Plants and the Planthropocene with Cymene Howe and Dominic Boyer</a>   Cultures of Energy Podcast   Episode 12
	Thursday 11/23		<b>Transplant</b>	http://www.multispecies-salon.org/working/wp-content/uploads/2014/10/Kirksey-et-al-The-Multispecies-Salon.pdf  <b>Project</b> <a href="http://www.multispecies-salon.org/">http://www.multispecies-salon.org/</a>
9	Tuesday 11/28			Harraway. Cyborg Manifesto
	Thursday 11/30		<b>Dani Demillia</b> <b>'U-te(ar)us'</b>	Olivares, Lisette, Hacking the Body and Posthumanist Transbecomig:10000 Generations Later as the mestizaje of Speculative Cyborg Feminism and Significant Otherness.  "Transpecies Courtship Ritual" which begins at minute 4 at <a href="https://vimeo.com/6754461">https://vimeo.com/6754461</a>
10	Tuesday 12/5	Science Fiction-Technoscience		Octavia Butler Ursula Leguin. The carrier bag theory of fiction. <a href="https://www.marxists.org/subject/art/lit_crit/works/leguin/carrier-bag.htm">https://www.marxists.org/subject/art/lit_crit/works/leguin/carrier-bag.htm</a>
	Thursday 12/7		<b>Praba Pilar</b> <b>NO BOT.</b>	Praba Pilar, "Enigma Symbiotica." <i>Scholar &amp; Feminist Online</i> , Issue 13.3 - 14.1, Traversing Technologies. Edited by Patrick Keilty and Leslie Regan Shade.
				<b>Final project Due; tbd.</b>