This seminar will trace a conversation between feminism and science and technology studies (STS). Rejecting the traditional opposition between “science” and “society,” science and technology studies (STS) scholars approach science as a fundamentally social process, and scientific knowledge as a human achievement rather than a neutral revelation of “objective reality.” STS asks not just what is known, but how it is known, how science reflects and reinforces other social relations, and whether and how scientific practice and knowledge might be made more accurate and socially beneficial. Critical examination of science is of great interest to feminists, since "scientific knowledge" is the basis of much political and cultural authority.

This term, the seminar on Feminism and Science Studies will have a special focus on scientific categories. What work goes into making the apparently natural categories of scientific analysis? How do boundaries between important categories get (re)drawn, contested, and negotiated? We will begin the seminar with a section on fundamentals in feminist STS. The second section of readings and discussions will engage with the general question of categories and the “boundary objects” that trouble them. The final section will consider the specific case of “sex” as a category by examining the science of sex segregation in various domains, including sports, education, and biomedicine.

Course requirements:
a. Seminar participation. Regular and informed participation in the weekly seminars is required. Reading assignments for each seminar must be completed prior to that seminar, and all assigned texts must be brought to class. If you are absent, it is your responsibility to find out if new readings and assignments were passed out in class. Seminar participation will count for 20% of your final grade.

b. Online discussion. Each week, you are expected to post a short (~1 page) written engagement with the readings and/or class discussion. These should include substantive, critical reflections and questions stimulated by the texts (i.e., not simply "loved it/hated it" or summaries of arguments). You may skip the posting assignment for any 2 weeks during the semester without prior permission (except for those weeks when you are the designated discussion leader), but all other weeks they must be posted by 8 pm on the day before class, and there will be no response assignments accepted late. Online discussion will count for 20% of your final grade.

c. Short analytic papers. You will write two short (3-5 page) papers in the class in which you will apply a key theory of feminist science studies to denaturalize a familiar scientific category. Each short paper is worth 15% of your final grade.
d. Research term paper. Any topic related to issues at the intersection of science and feminism is acceptable, but you must consult with me to make sure the topic is manageable for a term paper. You must submit a brief proposal (3-5 pages plus bibliography) by March 14. The final paper, along with my comments on your proposal, is due on the last day of class. Term paper is worth 30% of your final grade.

Details on proposal: The proposal should include a statement of your main question, a sketch of some of the issues you hope to address, and a basic bibliography. Your bibliography must include at least one primary text in the scientific field you are writing about in the term paper; you can’t just use secondary sources. If you write about a question of philosophy of science, you must find at least one primary scientific text that helps to illustrate points of discussion, alternative modes of interpretation, etc. I will meet individually with each student to discuss these proposals after they are completed (and while you are preparing the proposal, if you choose).

**Required Readings:**
Most readings are available online, either as PDFs through courseworks, or via CLIO as e-books. **You must bring a copy of the readings to the class in which we will discuss them.** For this reason, you might find it easier to buy a copy of some of the texts we will read in their entirety, rather than printing them from CLIO. Try half.com – there are many used copies available for most of these.


**Recommended for further reading:**
Schedule:

**Jan 24 – Introduction and overview**
Reading (prior to class):

*Recommended for further reading:*

**Jan 31** Early feminist critiques of objectivity – *Who* knows?
- Keller (chapter 2) - Feminism and Science
- Haraway (chapter 16) - Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective
- Harding (chapter 15) – Rethinking Standpoint Epistemology: What is ‘Strong Objectivity’?

**Feb 7** – Social Studies of Science – *How* is knowledge made?


*Recommended for further reading:*

**Feb 14** – Assemblages/Entanglement – *What* are facts made of?
Feb 21 – **Classification and Categories**


Feb 28 – Guest: Dr. Sahar Sadjadi

**READINGS**

March 7 – **Making Human Kinds**


Recommended for further reading:


March 14 – **Making Human Kinds, Continued: Races**


Recommended for further reading:


March 21 SPRING BREAK - NO CLASS

March 28 – **Making Human Kinds, Continued: Genomic Sex**


April 4 – Categories in Action


April 11 – Categories in Action, 2: Sex- and race- targeted medicine


April 18 – Categories in Action, 3: Sex-segregation and sports


April 25 – Categories in Action, 4: Sex-segregation and education

INITIAL readings


(Additional readings to be collectively decided by the class; nominations will be made online during week of April 11.)

May 2 – Last Class: Final Paper Discussion/Brief presentations
No additional readings