As a newcomer to Emory, I have been amazed by the rich sense of community and commitment to ethical engagement shared by so many faculty and staff at the university. It is no surprise that an initiative such as the Piedmont Project exists here at Emory. Participating in the two-day faculty workshop earlier this summer rejuvenated me, and inspired me to extend the scope of my own interdisciplinary practices. Learning more about environmental issues and sustainability through the Piedmont Project inspired me to rethink my pedagogical approaches to teaching current topics in the area of science and technology studies.

For ten years I have taught, in some form or another, an introductory course in feminist science studies. The theoretical core of this course draws heavily from feminist theory, philosophy of science and science and technology studies. I have always made an effort however to flesh out this theoretical core and make the theories more accessible to the students by discussing them through the context of recent advances in biotechnology. These current issues, or what I call “pop topics” have ranged from the design of recombinant DNA technologies, reproductive technologies, cloning and genetically modified foods and organisms, to the advent of synthetic biology, neuroimaging technologies and genetic art. Thanks to the Piedmont Project, I now see how I can change this course in two significant ways by covering similar materials yet shifting the focus to questions of sustainability.

The first approach is to create a course module that links older scholarship in ecofeminism with newer topics in feminist materialism. Ecofeminism has already dealt with issues of women, development and sustainability but mostly from sociological and anthropological perspectives. Feminist materialism on the other hand has been influenced by poststructuralism and work by feminist scientists and aims to make a return to the organic and inorganic matters of the natural and physical world – whether human, animal, plant, atom or particle. Through the topic of sustainability, these distinct approaches to feminist theory can be placed into conversation with one another. The second transformation of this course will involve incorporating a community-based participatory research component into the students’ final projects. Students will be required to conduct research on one of the many organizations listed under “Student Engagement” on Emory’s Sustainability Initiatives website. I would like the students to learn more about the different initiatives that are underway right here at Emory and have them link these to issues of gender, development and sustainability in local and/or global community contexts. By requiring them to look at the key sustainability initiatives here at Emory (including green buildings/green space, sustainable food, water conservation
and more), students will be encouraged to get involved on campus and will benefit from being able to put their feminist theory into practice.

**WS 375**

**Feminist Science Studies**

Prof. Deboleena Roy  
Emory University  
Department of Women’s Studies

**Course Description**

This course introduces the student to the emerging field of feminist science studies by examining the role of women in science, analyzing gendered paradigms in science, and exploring the possibilities of developing feminist theory in science. This course also focuses on the relationships between gender and technology, dealing with topics such as cyborgs, patented life forms, reproductive technologies and genetic engineering. Lastly, we will follow the impacts of these relations between gender, science and technology on the environment and on issues of sustainability.

**Student Learning Outcomes**

1. Locate the contributions that women have made and continue to make in science and technology.
2. Describe crucial topics in the area of feminist science studies.
3. Analyze feminist critiques of science and technology.
4. Critique science and technology from perspectives that take into account issues of gender, race and class.
5. Identify the need for feminism to influence the creation of scientific knowledge.
6. Examine the relationships between gender, technology and the environment.

**Instructor Policies**

**Office hours, appointments, and messages:** Please visit or call my office during my scheduled office hours. You can also contact me by e-mail to make an appointment if you are unable to make the office hours.

**Assignments:** Assignments are always due at the beginning of class. Late assignments WILL NOT BE ACCEPTED. There is no exception to this rule without a valid explanation to me provided with the appropriate documentation. All assignments have to be typed, edited, and stapled.

**Required Texts**


You are also responsible for a number of required readings that are available through Blackboard, the library and ECR.

**Grade Distribution**

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<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Attendance and Active Participation</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Reading Response Papers</td>
<td>(2X10)20%</td>
<td>(1x10)10%</td>
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<tr>
<td>Class Facilitation</td>
<td>10%</td>
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<tr>
<td>Prospectus</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
<td>40%</td>
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**Attendance and Active Participation:**
You are expected to read all the material assigned in class. The bulk of the work in this class will focus on the assigned readings. Each class, we will discuss the readings and your participation will be expected. If you miss more than three classes you will receive a grade of 0/10 for this portion of the class grade.

**Critical Reading Responses:**
You will be asked to prepare reading response assignments throughout the term, reflecting critically on the readings. There will be two reading responses in total. Your reading responses should be 2-3 pages, typed and double-spaced.

Prospectus and Oral Presentation:
You are required to write a final paper for this course. To help you along in this process, you will be asked to submit a 2-3 page essay proposal with an annotated bibliography and internet website search at least one month before your essay is due. For the prospectus, you should clearly state your essay topic and how you plan to approach your research topic. Your essay proposal is worth 10%, the annotated bibliography is worth 5%, and the internet search is worth 5% of your final grade.

You will be asked to make an oral presentation based on your final essay. Please feel free to be as creative as you wish to be for this presentation. You should prepare to present your topic for 10 minutes and follow up with a 2-5 minute class discussion period. Please let me know ahead of time if you will require any special equipment for your presentation. Your presentation is worth 15% of your final mark.

Final Project:
Your final project will be due during exam week. This project will require you to conduct community-based participatory research on the Sustainability Initiative at Emory University. Your project will include a formal essay (8-10 pages) and a reflection piece (3-5 pages). The topic of your essay is up to you, but must be based on one of the topics covered in class.

Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
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<td>Below 60%</td>
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Schedule

Part 1 – Gender and Race in Science and Technology

Week 1. Introduction and Review of Course Syllabus
Movie: DNA Detective: Molecular Biologist Lydia Villa-Komaroff

Week 2. Historical Perspectives: Where are the Women?


Week 3. The Making of Gendered Science
Movie: Bill Moyer’s World of Ideas: Science and Gender – Evelyn Fox Keller


Week 4. Gender and the Rise of Scientific Racism
Critical Reading Response #1 due.


Movie: The Life and Times of Sara Baartman: The Hottentot Venus

Week 5. Gender, Eugenics and Reproduction
Movie: Playing God


**Part II – Feminist Transformations of Science**

**Week 6. Feminist Scientists Speak Out!**

Ruth Hubbard. “Science and Scientific Criticism”. 49-51. (ECR)

Evelyn Fox Keller. “From working scientist to feminist critic”. 59-62. (ECR)


*Movie: Asking Different Questions (51 minutes)*

**Week 7. Feminist Practices in Science**

*Critical Reading Response #2 due Mar. 4th.*


**Week 8. Feminist and Postcolonial Theory in Science Studies**


**Part III – Technofeminism and Contested Matters**

**Week 9. Genetic Engineering and Patenting**


Movie: The Secret of Life: The mouse that laid the golden egg (60 minutes)

Week 10. Blood, Brains and Bones


Week 11. Spring Break

Part IV – Gender, Technology, and Sustainability

Week 12. Ecofeminism
Prospectus Due


Week 13. Women, Animals, Science and Social Justice


Week 14. Feminist Materiality

**Week 15. Gender, Environment and Sustainable Development**


**Week 16. Oral Presentations**

**Final Projects due during exam week.**