

SCIENCE AND TECHNOLOGY STUDIES (Div II)

Chair: Professor Jason Josephson Storm

Advisory Committee

- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
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- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Philosophy, Williams-Exeter Programme at Oxford
- Jason Josephson Storm, Professor of Religion, Chair of Science & Technology Studies; affiliated with: Religion, Science & Technology Studies

Science and Technology Studies (STS) is an interdisciplinary program concerned with science and technology and their relationship to society. The community of scholars in the Williams STS program apply methods from diverse disciplines. They seek to illuminate the historical, social, cultural, ethical, and political dimensions of science and technology. By bridging humanities, social sciences, science, and technology, our program seeks to build relationships across campus.

The STS program at Williams takes a broad umbrella approach to the discipline. Topics include: sociology of knowledge production; philosophy of science; history of science and technology; the economics of research and development; science and public policy; technology and the environment; scientometrics; interactions between humans and technology; science fiction and other artistic depictions of science and technology; boundaries between pseudo-science, religion, and science; and the broader ethical issues evoked by science and technology.

Science and Technology Studies concentrators must complete a total of **six courses**. Five of these must have the STS prefix. Students must take: Introduction to STS; Senior Seminar; and three electives, of which at most two can originate in the same department. In addition, Science and Technology Studies concentrators must complete one course with a laboratory or field work component in natural, social, or computer science; this course may also satisfy one of the divisional distribution requirements.

Students may petition the Chair for recognition of a course as an STS course even if it is not cross-listed in STS. The petitions will be approved or denied on a case-by-case basis.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

STUDY ABROAD

FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

No.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Be sure to check record of enrollment in classes with laboratory or fieldwork components to satisfy program.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

STS 101 (S) Science, Technology, and Human Values

Cross-listings: SOC 201

Primary Cross-listing

This course offers an introduction to science and technology studies. Attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. With widespread use of new social media, controversial developments in such bio-technical practices as gene-editing and the cloning of mammals, rapid advances in various forms of technological surveillance, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. As with other features of modernity, however, technology has also had significant, albeit largely unanticipated, social consequences. This course will focus on the less often examined latent functions of science and technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Requirements/Evaluation: A midterm, final, and two short papers.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 101(D2) SOC 201(D2)

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

STS 142 (S) AlterNatives: Indigenous Futurism and Science Fiction (DPE)

Cross-listings: AMST 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. As survivors of genocide, they are already post-apocalyptic, occupying what could be called "their ancestors' dystopia." But Indigenous people are also imagined to exist frozen in history, merely one step in the ceaseless march of civilization that brought us to the present. This tutorial explores how contemporary Native science and speculative fiction imagines and enacts futurity from this dynamic temporal position. Looking across numerous national and transnational Indigenous contexts, we will survey a diverse range of media, including short stories, novels, visual art, video games, films, and online platforms like Second Life. Pairing these with works in Science and Technology Studies (STS) and Native American and Indigenous Studies (NAIS), we will explore concepts like the Native "slipstream," eco-erotics, post-post-apocalyptic stress, Native pessimism, biomedical speculative horror, and what it would be like to fly a canoe through outer space.

Requirements/Evaluation: participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and/or your partner's writing

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first and second year students, American Studies majors, Science and Technology Studies concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 142(D2) STS 142(D2)

Difference, Power, and Equity Notes: Students in this course will explore the relationship between political violence, resistance, and speculation. We will develop close reading practices, analytical methods, and careful discussion dynamics to enable students to make sense and use of concepts like futurity, race, settler colonialism, gender, and technological determinism.

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

STS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: AMST 150 / SOC 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 153 (S) Androids, Cyborgs, Selves (WS)

Cross-listings: ENGL 153

Secondary Cross-listing

In this expository writing course, we will analyze and argue about how humanoid and partly human bodies appear in legend, fiction, and film. When are these bodies inviting? When are they threatening? How are they gendered, how are they raced, and why? Which technologies fit easily into human forms, and which are resistant? What do the persons who inhabit these near-human bodies desire? Students in this course will develop arguments in reply to these and related questions, developing 3 or 4 essays through multiple stages of planning, drafting, and revising. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

Requirements/Evaluation: several response papers (500 words); three or four essays (1200-1500 words, in multiple drafts); class participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: See details for ENGL 100-level courses on English Department Website.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 153(D2) ENGL 153(D1)

Writing Skills Notes: This expository writing course is dedicated to facilitating real improvement in students' written argumentative work. Students will write and revise response papers and 5-page essays (in multiple drafts) over the course of the semester, receiving substantial instructor feedback. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 208 (S) Designer Genes (DPE)

Cross-listings: ENGL 208 / WGSS 208 / AMST 206

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

Requirements/Evaluation: Personal essay, short analysis papers, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(D2)

Difference, Power, and Equity Notes: This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

STS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: WGSS 212 / PHIL 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace--or to let us think we can replace--chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as contraception, abortion, in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, uterine transplants, and "artificial wombs." Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

Prerequisites: none, but introductory-level course in PHIL and/or WGSS recommended

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 212(D2) PHIL 212(D2) STS 212(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

STS 219 (F) Realizing Utopias

Cross-listings: REL 219

Secondary Cross-listing

Our world can be better. We are faced with unfolding global catastrophes, such as the pandemic, anthropogenic climate change, economic crises, racialized injustice, and political polarization, and many people seem to have lost their capacity to imagine better futures. Perhaps that is why we as a society have no problem picturing the end of the world--fictional dystopias and apocalypses are abundant while (e)utopias are scarce. This a problem because, as numerous political theorists have observed, it is hard to organize meaningful change around cynicism and nihilism. But our dystopian present makes it even more important to imagine and even realize utopias. This course will help us do so. Our core collective goal will be to explore pragmatic realizations of radical hope. Complementing urgent efforts to resist or mitigate intense injustice in the present, we will aspire to articulate bold visions for emancipatory communities of the future. Rather than primarily focusing on the limitations of existing institutions, this seminar will treat these as problems to be solved rather than as reasons to accept the status quo, and we will embrace affirmative projects of designing the frameworks for better worlds. But we also don't want to blind ourselves to the challenges of being visionary. In brief, we will engage in serious explorations of the underlying principles and rationales for various emancipatory political communities while also pragmatically assessing their potential difficulties. We will spend the first part of the course reading political theory (on issues such as resource allocation, collective decision making, and social justice) alongside various artistic and political manifestos. We will spend one week reading utopian novels (including as possibilities socialist, anarchist, techno-futurist, ecotopias, Afrofuturist, queer utopias, and many more). But the majority of the course will be project-based. Students will form small teams to engage in radical thought experiments and then construct and refine their ideas of better possible societies/political communities. These teams will produce 1) policy papers to address how their utopian societies would deal with real world issues, and 2) artifacts (such as art, manifestos, pamphlets, short stories, videos, or the like) that might appear in the futures they envision, exploring both their ideals and their limits. The semester will culminate in a public exhibition of these works. Thinkers to be considered may include: Marx & Engels, José Esteban Muñoz, Boaventura de Sousa Santos, Lucy Sargisson, David Schweickart, Colin Ward, Erik Olin Wright, and others.

Requirements/Evaluation: attendance and participation, short writing assignments, group policy papers, and artifacts (e.g., art, manifestos, pamphlets, short stories, or videos) for end of semester exhibit.

Prerequisites: none.

Enrollment Limit: 20

Enrollment Preferences: If overenrolled students will be asked for a statement of interest and utopian project idea.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 219(D2) STS 219(D2)

Not offered current academic year

STS 221 (S) History of Photography

Cross-listings: ARTH 221

Secondary Cross-listing

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: three to four short papers, quizzes, virtual exhibition

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: art history majors

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 221(D1) STS 221(D2)

Attributes: ARTH post-1800 FMST Related Courses

Not offered current academic year

STS 224 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: HIST 273 / SOC 224

Secondary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 273(D2) STS 224(D2) SOC 224(D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2024

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

STS 226 (F) The Art of Natural History (WS)

Cross-listings: ARTH 229

Secondary Cross-listing

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

Requirements/Evaluation: Five 5 page essays, five 1-2 page responses to partner's essays, critical conversation.

Prerequisites: None.

Enrollment Limit: 8

Enrollment Preferences: Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: \$150 Lab and materials fees for all classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 226(D2) ARTH 229(D1)

Writing Skills Notes: This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

Attributes: ARTH post-1800

Not offered current academic year

STS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 / PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures interactions with and within the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19

Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228(D2) PHIL 228(D2) STS 228(D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 229(D2) SOC 228(D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

STS 231 (S) Africa and the Anthropocene (DPE)

Cross-listings: ENVI 231 / AFR 231

Secondary Cross-listing

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

Requirements/Evaluation: Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 231(D2) ENVI 231(D2) AFR 231(D2)

Difference, Power, and Equity Notes: Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

Attributes: AFR Black Landscapes ENVI Humanities, Arts + Social Science Electives GBST African Studies GBST Economic Development Studies

Not offered current academic year

STS 236 (F) Aesthetics of Automation: From the Mechanical Turk to A.I.

In this course we will study the changing aesthetics of automation in European and North American cultural contexts from the 18th century to the present. We will also explore the wider cultural and material effects of automation (as imagined and as implemented) upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. The objects we examine will be as various as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and singer-actor Janelle Monae's android alter-ego, Cindi Mayweather. Our primary sources will consist of visual representations in print and film as well as literary and commercial writing; our secondary sources will consist of essays in aesthetic theory, cultural studies, science and technology studies, and the history of technology.

Requirements/Evaluation: mid-term and final essays, an annotated bibliography, discussion participation, and brief in-class writing exercises.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

STS 239 (S) The Ethics of Artificial Intelligence

Cross-listings: PHIL 239

Secondary Cross-listing

Human beings will someday live alongside artificially intelligent beings who equal or exceed us. The rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? How should we understand intellectual and creative work in an era of generative models that take on some aspects of thought? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

Class Format: mixture of lectures and discussion

Requirements/Evaluation: four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: CSCI or PHIL majors or STS or COGS concentrators

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 239(D2) STS 239(D2)

Attributes: COGS Interdepartmental Electives PHIL Contemporary Value Theory Courses

Spring 2025

LEC Section: 01 MW 8:25 pm - 9:40 pm Joseph L. Cruz

STS 240 (F) Great Astronomers and Their Original Publications (WS)

Cross-listings: ASTR 240 / LEAD 240

Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

Class Format: Meeting on campus in the Chapin Library classroom (Sawyer 452)

Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASTR 240(D3) STS 240(D2) LEAD 240(D2)

Writing Skills Notes: Comments on submitted papers will aid in writing skills

Attributes: LEAD Facets or Domains of Leadership

Not offered current academic year

STS 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene (DPE) (WS)

Cross-listings: ANTH 254 / ENVI 254

Secondary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting

humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

Requirements/Evaluation: Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

Prerequisites: none, but a class in ENVI or ANTH preferred

Enrollment Limit: 10

Enrollment Preferences: ANTH, ENVI, STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 254(D2) ANTH 254(D2) ENVI 254(D2)

Writing Skills Notes: Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

Difference, Power, and Equity Notes: We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

Attributes: ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

STS 261 (S) Science and Militarism in the Modern World (WS)

Cross-listings: ENVI 261

Secondary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 5-7 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (5-7 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 261(D2) STS 261(D2)

Writing Skills Notes: This is a writing intensive tutorial. Students will complete weekly written assignments and receive in-depth feedback to improve their writing. Over the course of the semester, students will write 10 papers ranging from 2-7 pages.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

STS 262 (F) Paper Trails (DPE)

Cross-listings: SOC 262 / GBST 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 MWF 8:30 am - 9:45 am Phi H. Su

STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: ASIA 269 / REL 269 / ANTH 269

Secondary Cross-listing

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation

practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

Writing Skills Notes: This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

Attributes: GBST South + Southeast Asia Studies PHLH Social Determinants of Health

Not offered current academic year

STS 275 (S) Environmental Science, Policy, and Justice (DPE)

Cross-listings: ENVI 275

Secondary Cross-listing

Environmental science is much more than collecting data. Scientific experts are often called upon--and often position themselves--to guide environmental governance, which means that science has (some) power over public life. What is, and what should be, the relationship between science, on the one hand, and the creation and implementation of environmental policy, on the other? In this seminar we will study how science shapes governance and how science itself is governed. We will explore how legislatures, agencies, and courts respond to scientific information and uncertainty. And we will learn about how communities facing environmental racism and injustice collect data and use it in their advocacy. Along the way, we will challenge the idea of a unified "scientific method," and we will think about how Western scientific knowledge relates to other ways of knowing, including non-Western sciences, embodied knowledge, and traditional knowledge. Topics include: international climate negotiation, chemical exposure, the regulation of biotechnology, agricultural policy, pandemic responses, and plastics and electronics waste.

Requirements/Evaluation: several short essays, final essay

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors, seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 275(D2) ENVI 275(D2)

Difference, Power, and Equity Notes: This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. Using case studies we will analyze how communities facing environmental racism interact with scientists and sciences.

Attributes: ENVI Environmental Policy EVST Social Science/Policy

Not offered current academic year

STS 281 (F) Religion and Science

Cross-listings: REL 281

Secondary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 281(D2) REL 281(D2)

Fall 2024

TUT Section: T1 TBA Georges B. Dreyfus

STS 290 (S) Technologies of Friendship

Cross-listings: ENGL 290

Primary Cross-listing

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships was complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, social media, and novels themselves.

Requirements/Evaluation: Students will write essays and critique their partner's essays in alternate weeks. Essays will receive detailed instructor feedback, including writing instruction.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: STS concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 290(D1) STS 290(D2)

Not offered current academic year

STS 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / SOC 301 / REL 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

STS 305 (F) Environmental Political Thought (WS)

Cross-listings: PSCI 305

Secondary Cross-listing

In the face of planetary crisis, it is as difficult as it is crucial to find the time and calm "to think what we are doing" (Hannah Arendt's famous line). This course aims to hold space for that thinking; to collaboratively find the presence of mind to take the measure of the doings that caused, and that may redress, the awful reality of earth's degradation. To do so, we will read, discuss, and write about some of the most significant book-length works of environmental political thought published in the last five years. These books conceptualize and intervene into the politics of phenomena such as climate change, species depletion, toxic pollution and (a special interest of the instructor) waste by applying--and sometimes reinventing--approaches from political theory, political economy, science & technology studies, philosophy, and critical theory. They consider the enmeshment of environmental problems with racism, colonialism, economic inequality, and speciesism, among other modalities of power, and weigh the promise of political action and organization to reconstitute relationships among earth's human and more-than-human elements. By interpreting, evaluating, applying and extending the arguments of these books in discussion and writing, students will be challenged to scrutinize their preconceptions and develop, support

and articulate original arguments about politics and the environment.

Requirements/Evaluation: Four mini-essays of 2-3 pages each; one final paper of 7-10 pages that incorporates substantially revised material from at least one mini-essay; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Political theory concentrators, Political Science majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 305(D2) STS 305(D2)

Writing Skills Notes: Students will discuss and fine-tune their writing processes in class and office hours. Students will be given written feedback on mini-essays, with particular attention to developing a sense of voice and purpose in written argumentation. This feedback will support their revision of at least one mini-essay as part of writing the final paper.

Attributes: PSCI Political Theory Courses

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Laura D. Ephraim

STS 308 (S) What is Power?

Cross-listings: REL 308 / SOC 308

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: STS concentrators, then Religion, Sociology, and Political Science majors.

Expected Class Size: 14

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 308(D2) REL 308(D2) SOC 308(D2)

Attributes: PHIL Related Courses STS Senior Seminars

Not offered current academic year

STS 312 (F) Philosophical Implications of Modern Physics (QFR)

Cross-listings: PHYS 312 / PHIL 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

Prerequisites: MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors and Physics majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

PHYS 312(D3) PHIL 312(D2) STS 312(D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

STS 319 (S) Neuroethics (WS)

Cross-listings: PSYC 319 / NSCI 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

STS 323 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: WGSS 329 / ENGL 329

Primary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Ezra D. Feldman

STS 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: SOC 331

Secondary Cross-listing

Could you be competing for a job--even after getting a college degree--with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 331(D2) STS 331(D2)

Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Not offered current academic year

STS 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)

Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism

Requirements/Evaluation: 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Concentrators, followed by seniors and juniors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

Not offered current academic year

STS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: WGSS 363 / INTR 350 / AMST 363

Secondary Cross-listing

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 363(D2) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

Quantitative/Formal Reasoning Notes: Students will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

STS 370 (S) Campus and Community Health in Disruptive Times (DPE) (WS)

Cross-listings: ANTH 371 / WGSS 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

Requirements/Evaluation: Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

Prerequisites: A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

Expected Class Size: 19

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 371(D2) WGSS 371(D2) STS 370(D2)

Writing Skills Notes: This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

Difference, Power, and Equity Notes: This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

Attributes: ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

STS 373 (S) Technologies of Race (DPE) (WS)

Cross-listings: AMST 372 / AFR 374

Secondary Cross-listing

This course is an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will focus on the intersection of race, gender, sexuality, and disability with modern media technologies, from early photography in the mid-19th century to contemporary trends in machine learning and artificial intelligence. Through a process of shared inquiry, course participants will investigate the ways that historical legacies of oppression and futuristic speculation combine to shape human lives in the present under racial capitalism. Whether analyses of the automation of militarized border control in Texas, or of the ways that obsolete, racist concepts are embedded in machine vision and surveillance systems, the readings in the course will chart out the key moments in the co-evolution of race and technology in the Americas. Students will gain a working competence in all four tracks of the American Studies major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Finally, we will also explore alternative paths toward a future where technology might help to effect the abolition of oppressive structures and systems, rather than continue to perpetuate them.

Requirements/Evaluation: Four papers, in-class writing/reflective work, and a final exam.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 372(D2) STS 373(D2) AFR 374(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize technologies historically and in relation to one another, with attention to their entanglements with racial discourses and racism. Students gain critical skills that equip them to imagine possible futures where technologies serve increasingly as abolitionist tools.

Attributes: AFR Theories, Methods, and Poetics AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Brian Murphy

STS 376 (F)(S) Human-Computer Interaction

Cross-listings: CSCI 376

Secondary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

Requirements/Evaluation: course projects, in-class group work/participation, and exams

Prerequisites: CSCI 136

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 376(D2) CSCI 376(D3)

Attributes: COGS Interdepartmental Electives

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Laura South

Spring 2025

LEC Section: 01 MW 11:00 am - 12:15 pm Laura South

STS 378 (S) Human Artificial Intelligence Interaction

Cross-listings: CSCI 378

Secondary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

Class Format: Lecture content is delivered via video, and in-class time will be spent doing hands-on activities or in group discussion.

Requirements/Evaluation: homework, programming assignments, group work, participation, and quizzes

Prerequisites: CSCI 136, and at least one of CSCI 237, 256, or 334

Enrollment Limit: 24

Enrollment Preferences: current or expected Computer Science majors

Expected Class Size: 24

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 378(D2) CSCI 378(D3)

Attributes: COGS Interdepartmental Electives

Not offered current academic year

STS 379 (F) Animals and Society

Cross-listings: ENVI 380

Secondary Cross-listing

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this seminar will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

Requirements/Evaluation: short essays, final portfolio

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 380(D2) STS 379(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

STS 397 (F) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Jason Josephson Storm

STS 398 (S) Independent Study: Science and Technology Studies

Independent Study: Science and Technology Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Jason Josephson Storm

STS 411 (F) Monstrosity

Cross-listings: REL 347

Secondary Cross-listing

The history of science is full of monsters. From the grotesque homunculi of alchemical lore, through the stitched-together corpses of the gothic imagination, to the fearsome mutants of the atomic age, each era has birthed its own nightmares as it has strived to unlock the secrets of nature. At the heart of this course lies the premise that monsters--be they born of alchemy, literature, or the lab--serve as critical mirrors to a society's norms, embodying the deviations and transgressions against the constructed "normal" within various cultural and historical contexts. Monsters often challenge and redefine boundaries, reflecting inherent ideas of the natural, anxieties about gender and race, and troubling binary oppositions such as human versus animal, animate versus inanimate, and the living versus the dead. This course will show how the concept of monstrosity has shaped scientific inquiry, medical practices, and technological advancements. We will trace a roughly chronological and thematic journey navigating through different epochs and aspects of monstrosity: from early notions of the connection between demons and disease, through the marvels of the "Scientific Revolution," to the spectacle of anatomical wonders and "freak shows." We will explore the eerie corridors of Gothic and early horror literature, where science births its own type of monsters, and scrutinize how the dawn of evolutionary theory produced new notions of monsters, mutants, and other anomalous bodies. The course will further examine the dark intersections of eugenics, race, and monstrosity, before venturing into the realm of genetic anomalies and anxieties reflecting changing notions of biological inheritance. We will explore the concepts of abjection and the monstrous feminine, revealing how monstrosity intersects with the constructions of gender, sexuality, and desire. We will spend a week on the psychological appeal of horror and speculations about why we love to be terrorized. Finally, we look ahead to the future, contemplating how ongoing scientific and medical innovations continue to redefine the boundaries of what is considered monstrous. (*This course will function as a senior seminar for Science & Technology Studies concentrators, but it is also open to students with other concentrations/interests.*)

Requirements/Evaluation: Weekly critical reflections, an independent research project culminating in a 10-15 page research paper (Alternatively, students may opt to create a work of fiction paired with a shorter research paper instead of the final research paper, pending the instructor's approval).

Prerequisites: none.

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to STS concentrators.

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 347(D2) STS 411(D2)

Attributes: STS Senior Seminars

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Jason Josephson Storm

STS 412 (S) Cold War Archaeology (DPE) (WS)

Cross-listings: AMST 412 / AFR 394

Secondary Cross-listing

In this advanced American Studies course, we will examine Cold War history and culture with attention to the intersection of racialization and nuclear paranoia. The concurrent unfolding of the struggle for Civil Rights and the national strategy of Civil Defense played out against the backdrop of a global ideological battle, as the United States and the Soviet Union fought each other for planetary domination. From the scientific fantasy of bombproofing and "safety in space," to the fears of both racial and radioactive contamination that drove the creation of the American suburbs, the affective and material dimensions of nuclear weaponry have, from the beginning, been entangled with race. Drawing on the critical and analytical toolkits of American Studies and media archaeology, students will dig beneath the surface of received narratives about the arms race, the space race, and race itself. Students will uncover generative connections between mineral extraction, the oppression of Indigenous populations, the destructive legacies of "urban renewal," and the figure of the "typical American family" huddled in their backyard bunker. Finally, this course will examine the ways in which the Cold War exceeds its historical boundaries, entangles with the ideology and military violence of the Global War on Terror, and persistently shapes the present through its architectural, affective, and cultural afterlives.

Requirements/Evaluation: Three short papers, in-class writing/reflective work, and a final paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: AMST majors or prospective majors.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 412(D2) STS 412(D2) AFR 394(D2)

Writing Skills Notes: Students in this course develop a capacity to write generative arguments in an interdisciplinary scholarly context. Students will receive feedback not only on structure, substance, and style, but also on how to best build a line of inquiry, how to gather high-quality evidence, and how to make one's thinking productively intersect with more than one scholarly or creative field.

Difference, Power, and Equity Notes: This course requires students to contextualize historical events during the Cold War in relation to racialization, inequitable distributions of resources, and the stratification of national space in relation to risk and radioactivity. Students gain critical skills that equip them to see the ways in which the Cold War continues to shape processes of racialization, oppression, and imperial extraction, and spatial arrangements.

Attributes: AFR Black Landscapes AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives

Not offered current academic year

STS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413

Primary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final research project (12-15 page essay + in-class presentation)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 413(D2) WGSS 413(D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

Attributes: STS Senior Seminars

Not offered current academic year

Winter Study -----

STS 99 (W) Independent Study: Science and Technology Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year