**Course Overview**

This course immerses students in feminist theory and methodologies so you understand how values, power, and resistance exist in knowledge production, including science and technology. We then apply feminist theory and methods to build a technology for monitoring a global pollutant. This may make this course different from some of your others in that: 1) You’re going to build something; 2) that thing is going to matter outside of the classroom; and 3) readings, assignments, and exams are all geared towards you gaining concrete skills and a working ability to create this final project. It’s like engineering, but better; we’re going to be applying feminist theory and methodologies—large-scale ideas about politics, culture, and sociality—to specific objects and landscapes in St. John’s.

**By the end of the course, you will be able to answer the following questions:** What are the main values and goals of feminism, particularly the types of feminism that take up environmental issues? How can a technological artifact be feminist? How can a methodology be feminist? How do large-scale theories apply to local cases? How can you work with others in a way that is feminist?

**You will also develop some concrete skills,** including: working in a group, consensus-based decision making, writing for a public audience, writing technical reports, designing technology, research design, development, and execution, and application of ethics to research and technology design.

**Required Text:** None. All readings are PDFs on D2L, or online.

**Office hours:** Always email to confirm office hours, as sometimes I am in the lab rather than in my office. I can also meet students outside of posted office hours—email to request.
Grade Break Down

- Final Project 30% (including collaboration evaluations)
- Midterm 20%
- Ethnographic Analysis 15%
- Reading & Reflection Assignments (allowed one miss) 15%
- Group work contract and rubric 5% (its creation, not its final evaluation, which is part of the Final Project)
- Colleague Grade 5%

Each assignment will have its own evaluation rubric. Use this rubric like a checklist when completing assignments.

We will be following Memorial University’s grading scheme, which can be found here: http://www.mun.ca/regoff/calendar/sectionNo=REGS-0661

Classroom Community

All of us have insights to offer, but that each of our perspectives is limited by our own experiences. You are asked to play your part in creating a classroom environment where people are free to learn by asking questions and telling their stories. You are asked to be respectful and sensitive to others and to work to make our classroom environment safe and welcoming to everyone; how to do this will be set out in the community agreement we create together the first class. This also means we all have a responsibility to share what we know, as well as our questions, so that others may learn from us. This class will succeed if we all embrace the challenge to read and think and talk in ways that you have never read and thought and talked before. To help make this class a community of learners, there are a few structures in place:

- **Community Agreement**: Our first classes will involve collaboratively creating a document that outlines what our responsibilities are to each other to enable and support the best learning and listening environment possible.
- **Timekeeper**: At the beginning of every class, a student will be asked to keep time and tell us when we have 10 minutes left in class or to time various in-class activities. This person is allowed to respectfully interject if someone is talking to give these notices. This is part of your participation grade.
- **Note taker**: Every class, a student will be asked to be the designated note taker for the session. They will share their notes with the rest of the class, posting them online within 24 hours. This way, absent students have notes, and present students can relax knowing that someone will catch anything they miss. This is part of your colleague grade.
- **Group work**: This class involves group work. Yes, I also hate group work. Or I used to. Most of us do not know good group work habits, and they are habits we need to succeed professionally (and personally!) in most settings. The final project will include the crafting of a collaboration agreement with others in your group. If you have a problem in your group, use the group agreement first to work it out together. Come to me only after that fails.
Lates and Absences: You’re adults. I don’t mark down lates and absences. But coming in late is distracting for the professor and your peers, and missed classes will impact your group. If you do come in late, you are expected to be quiet and catch up on your own like a ninja. If you are lost, wait until the instructor has a break to ask questions. If there is group work, join your group. If you don’t have a group, find one. It is entirely up to you to figure out how to integrate yourself seamlessly into activities. You’re adults.

Extensions: I give them. Notify me **at least the week before, in writing,** and we can work something out.

Missed and Deferred Exams: If you are prevented from writing an examination by illness, bereavement or other acceptable cause, you must notify me in writing as soon as possible. Travel is not an acceptable reason for deferment. This application must be made within one week of the original date of the examination, or the standing grade will be a 0. Note that deferment is for sudden illness and loss. If you know you are going to miss something, see the point on extensions above.

Late Assignments: Late assignments, including ones that are handed in to the wrong location (ie, online when it should be hardcopy, or hardcopy when it should be online), receive a late penalty of 10% per day late. If something is due at noon, and you hand it in at 3pm, that’s 1 day late. If you think your assignment will be late, ask for an extension ahead of time.

Readings: We will all learn better if we all start on the same page. If you are pressed for time there is a guide on D2L called “How to Read in a Pinch.”

Class cancellations: If class is going to be cancelled, I will post on D2L announcements as soon as possible. Also use the MUN Safe app for cancellations.

Accommodation of Students with Special Needs: I am committed to facilitating and promoting an accessible, inclusive, and mutually respectful learning environment. Students requiring special accommodation are asked to communicate firstly with the Glenn Roy Blundon Centre (www.mun.ca/blundon) at the earliest opportunity. University policies and procedures pertaining to accommodations for students with disabilities can be found at www.mun.ca/policy/site/policy.php?id=239.

Academic Honesty and Plagiarism: Don’t do it. Plagiarism is the act of presenting the ideas or works of another as one’s own. This applies to all material such as essays, assignments, reports, work term reports, design projects, seminar presentations, statistical data, computer programs, research results, etc. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment is contrary to accepted norms of academic behaviour. Information regarding acceptable writing practices is available through the Writing Centre at www.mun.ca/writingcentre
Class Schedule
(subject to change– the most recent schedule will always be on D2L)

Week 1: A Feminist classroom
TH 1/4: Reading due ahead of class:
1. Read the syllabus
3. Sophie Toupin, “Feminist Hackerspaces as Safer Spaces?”
   http://dpi.studioxx.org/feminist-hackerspaces-safer-spaces
Activities: Go over syllabus, Build a classroom contract

Week 2 & 3: Introduction to Feminisms
T 1/9: Introduction to feminism and intersectionality
   http://www.gender.cawater-info.net/knowledge_base/rubricator/feminism_e.htm
critique of antidiscrimination doctrine, feminist theory and antiracist politics. U. Chi.
   Legal F., 139.
   and violence against women of color. Stanford law review, 1241-1299.
   Reading Response #1 Due during class, hardcopy.

TH 1/11: Ecofeminisms
   in a material feminist environmentalism. Feminist Formations, 23(2), 26-53.
   Reading Response #2 Due during class, hardcopy.

T 1/16: Indigenous Feminisms
   connections between settler colonialism and heteropatriarchy. Feminist
   Formations, 25(1), 8-34.
   Reading Response #3: Due during class, hardcopy.

TH 1/18: Feminism in the Anthropocene
1. Crutzen, P. J. (2006). The “anthropocene”. In Earth system science in the
   anthropocene (pp. 13-18). Springer Berlin Heidelberg.
   Anthropocene. Gender, place and culture, 18(01), 1-21.
   kin. Environmental Humanities, 6(1), 159-165.
   Reading Response #4: Due during class, hardcopy.
Week 4 & 5: Feminist Science and Technology

T 1/23: Feminist Technologies

Reading response #5 due during class, hardcopy.

TH 1/25: Building Feminist Technologies, Act 1

Activity: build a feminist technology for monitoring marine plastics. If you want, bring some awesome scavenged materials to class.

Reading response #6 due during class, hardcopy.

T 1/30: Feminist Science

Reading response #7 due during class, hardcopy.

TH 2/1: Feminist Manifestos
Reading response #8 due during class, hardcopy.
Activity: take home midterm assigned.

**Week 6: Midterm**
T 2/6: Come in with questions about midterm
TH 2/8: work time for midterm.

**F 2/8: Midterm DUE AT NOON via D2L dropbox.**

**Week 7: Next steps**
T 2/13: Discussion of midterm, debrief. Consider final projects.
Activity: Final project handed out.

TH 2/15: Feminist Methodologies

Reading response #9 due during class, hardcopy.

Week 8: T 2/19 & TH 2/22: “Spring” (still winter) break! No work!

**Week 9: Feminist group work**
T 2/26: Working together
1. Take the Brigg Myers Typology Indicator: [http://www.humanmetrics.com/cgi-win/jtypes1.htm](http://www.humanmetrics.com/cgi-win/jtypes1.htm) & record your typology (the letters and percentages)
2. Aorta Collective: Anti-Oppression Facilitation Worksheet
4. Introduction to Types and teams
5. Group work Contract and Rubric

Reading response #10 due during class, hardcopy
Activity: Choose groups, contract assignment started.

TH 3/1: Emotional Labour

Reading response #11 due during class, hardcopy
Activity: half of class is discussion, half of class is group work.
Week 10: Feminist collectives and evaluations
T 3/6: CEQs as Technology.
   https://www.insidehighered.com/news/2016/01/11/new-analysis-offers-more-
   evidence-against-student-evaluations-teaching
   http://theaquinian.net/profs-fed-sexist-course-evaluations/
   Middlebury Campus. https://middleburycampus.com/7754/news/student-activist-
   pushes-for-public-course-evaluations/

Reading response #12 due during class, hardcopy

TH 3/8: Work in groups, in or out of class. Professor will be available in class. Group work
contract DUE, hardcopy (can also hand in via general office by TH at noon).

Week 11: Applied Feminist GeoTechnologies
Depending on weather, one of T 3/13 & TH 3/15 is a field trip to Quidi Vidi Gut to try your
prototype, and the other is a work class.

Week 12: Work week
T 3/20 & Th 3/22 : Work in groups in or out of class. Professor will be available in class.

Week 13: Feminist Evaluations
T 3/27

Reading response #13 due during class, hardcopy

TH 3/29
Activity: Round robin drawing on feminist evaluation and auto-ethnographies.

Week 14: Presentations
T 4/3 & TH 4/5: Half of class presents final projects, peers give feedback

W 4/11: Final projects due, Ethnographies due