

We Are Screwing Up and Sticking With It

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Notes:

- Feminist and Decolonizing
 - Failure should be embraced and practiced to work toward success, even if we do not know if we'll ever achieve success
 - Embracing vulnerability and owning up to failures; respect
- Cascadia (waterfall #1)
 - "How do you orient toward feminism/decolonial/more than human in the classroom"
- Self Introductions:
 - Reddy:
 - Assistant professor of Engineering, Design, & Society at Colorado School of Mines
 - Orient toward differences by thinking anthropologically, how does society serve society (ideas, structures, ways of knowing)
 - Smith:
 - Medical anthropologist and Assistant Professor for the School of Future of Innovation in Society at Arizona State University
 - <https://sites.google.com/asu.edu/kaach/home>
 - Bilingual course
 - Study Abroad made it difficult to practice hospitality
 - smiley:
 - Founder of Astrodime, a queer permaculture design company based in Providence Rhode Island
 - Working in academia, STS and STEM in arts
 - Haines
 - Assistant professor of Global STS at Nanyang Technological University in Singapore, and will soon be joining Denmark Technical University as an assistant professor in STS
 - Struggled with teaching students about taboo topics
 - Singapore
 - "Fine City"
 - Embraces British India
 - Fuse together nature and technology
 - Out of Bounds
 - STS intersects with inequality

- Race and racial stereotypes
 - “Design a Feminist Technology”
- Bringing together failures
- Breakout Groups
 - Please discuss your feminist, more-than-human, and global / decolonial experiments, resistances, and permutations.
 - Report out: Is there anything you have in common with respect to your approaches? (Shared commitments, matters of concern, tensions)
 - Danica’s Breakout Room (Room 5):
 - Emily York, Matt Wisnioski, and David Tomblin
 - Tomblin: students struggle with identity, who are you, complexity
 - Wisnioski: issues with the evolution of the field, how to integrate poc in STS, how to be inclusive
 - York: benefited from colleagues’ syllabi (collaboration); what do the undergrads need to know and why; finding what works and doesn’t; boundaries; get comfortable being vulnerable
 - Nolan’s Breakout Room (Room 4):
 - Kari Zacharias, Sam, Alison Kenner
 - Kari’s university has been working on expanding it’s decolonization efforts
 - Resistance more often comes from other faculty, but sometimes students
 - Infrastructure projects that intersect with indigeneous rights are used as a teaching point for decolonization within engineering
 - Some students feel that decolonization implies engineering is being portrayed as evil, or there are attempts to dismantle it
 - Alison
 - Decolonial is not used as a term at her university
 - Works more with antiracism
 - Teaches an intro STS course that engages with disability rights
 - Has a lot of room as a professor to design her courses
 - Lack of university support for STS work, budget cuts and closing programs
 - Also lack of community
 - sam
 - Paulo Freire
 - Augusto Boal
 - Games for Actors and Non Actors
- Waterfall #2
 - Something juicy from breakout rooms
 - Spero: approachable language goes a long way
 - Williams: how do we make people sit with their discomfort (productive discomfort) without pushing them out
 - Haines: having to be an expert to be respected and taken seriously

- Wigner: learn to love being uncomfortable; not a scary place but rather a garden to grow
- York: “Progress!” or “Progress???”; coming up short and learning to work with it
- Ferguson: balance of not pushing too far so students stop listening, then all teaching goals are gone
- Chan: students pay so much for an alienating process; disciplinary identity; “do you know your institution”; their knowledge matters; sense of agency when institutions systemize them