WST3610: Gender, Race, and Science
Spring 2026

I. General Information

Meeting days and times: W | Period 9 – 11 (4:05 PM - 7:05 PM)
Class location: AND 0134

Instructor:
Name: Dr. Ecem Ece
Email: emineeece@ufl.edu
Office Hours: Tuesdays (1:00 PM-3:00 PM), Ustler Hall, or by appointment

Course Description
This course examines feminist theories of nature, science, and technology, and how gender and race are critical to the origins of science, the making of scientists, and the politics of contemporary practice.

Note: This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

Prerequisites: None.

General Education Designation: None.

Course Materials: All course-related materials are available on Canvas, the UF Libraries, and Course Reserves.

Extra Course Fees: N/A

II. Course Goals

Course Objectives
By the end of this course, students will be able to:
- Explain key approaches in feminist science studies and science and technology studies (STS).
- Analyze how cultural understandings of difference and identity have shaped, and been shaped by, scientific knowledge and technological innovation.
- Identify continuities and changes in how scientific knowledge has been produced historically and in contemporary contexts.
- Evaluate science and technology as social and cultural practices, examining how their development gains legitimacy through power relationships.
- Develop skills in critical reading, discussion, and research by applying fundamental concepts to both historical and present-day scientific practices.

Student Learning Outcomes
Upon successful completion of the course, students will be able to:
- Define and apply key concepts from feminist science studies and related fields. (Conceptual knowledge)

- Evaluate case studies that show how science and technology are linked to broader social and cultural dynamics. (Critical thinking)
- Research the development of a scientific field and connect historical perspectives to contemporary practice. (Research and analysis skills)
- Evaluate the role of artificial intelligence and emerging technologies through hands-on analysis and reflection. (Applied engagement)
- Present complex ideas clearly through written assignments, oral presentations, and group projects. (Communication and collaboration)
- Reflect on the ethical and social dimensions of scientific and technological practices concerning equity and justice. (Ethical awareness)

III. Graded Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the Catalog.

Weekly Assignments (50 points)

1. **Science-in-the-News Reflection (once per student, starting Week 5)**
   Each week beginning in Week 5, one student will bring a recent news article on science and technology (gene editing, AI bias, reproductive technology, etc.). They will lead a 10-minute class discussion connecting the piece to that week's readings. Each student will do this **once** during the semester. (6 points)

2. **Weekly Reflection & Question**
   Each week, students will submit a short reflection (200–300 words) on the assigned readings. The reflections should (1) identify and briefly analyze one key argument, theme, or concept from the readings, and (2) write and answer one discussion question that connects the readings to broader course themes or contemporary issues. The goal of this assignment is to help you engage actively with the material and to generate questions that will guide our class discussions. These assignments are due on **Tuesday at 11:59 pm** before class each week. (4 points per submission; 11 submissions in total)

Semester Assignments (54 points)

3. **Critical AI Analysis**
   In this assignment, students will critically engage with an artificial intelligence tool of their choice (such as a text, image, music, video generator, or a discipline-specific AI). They will use the selected AI to generate an output connected to a key course concept and then analyze (300–500 words) the response by addressing assigned questions. (10 points)

4. **Case Study Presentation (Group Project)**
   In small groups, students will select a historical or contemporary case connected to course themes and prepare a 10–15-minute presentation analyzing how it reflects the connections of gender, race, and science. (12 points)

5. **Science in Motion: Historical Roots and Contemporary Reflections**
   For this assignment, each student will choose a field of science or technology, either one of personal interest or from their own program of study. They will write a 1,000-1,500-word report that

examines the field's history, focusing on how issues related to race, gender, and/or sexuality have played a role in the field's development, and critically analyze how the field is represented or practiced today. (20 points)

6. **Attendance and Participation**
   Active engagement is an essential part of this course. This includes regular attendance, coming prepared for discussion, contributing thoughtfully and respectfully in class, and engaging in group work. (12 points in total - 1 point per week of readings/lectures)

   - Detailed Rubric for Attendance and Participation Points:

	Preparedness & Informed Contributions	**Thoughtfulness & Critical Engagement**	**Respectful Engagement & Collaboration**
Excellent (1 pts)	Actively contributes ideas and responsibilities; helps the class/group stay focused; written group reflections show clear input.	Raises thoughtful questions or connections during class/group discussions/reflections; links work to course concepts.	Listens respectfully; builds on peers' ideas; encourages inclusive participation; dependable in completing shared tasks.
Good (0.75-0.5 pts)	Contributes but inconsistently; participates in group reflection but input is limited or uneven.	Contributes basic points; some reference to course concepts but limited depth.	Respectful but engagement is uneven; sometimes acknowledges peers' ideas; fulfills tasks but not consistently.
Needs Improvement (0.25-0 pts)	Rarely present/contributes; minimal or no input in class discussions, group tasks or reflections.	Provides minimal or off-topic input; little evidence of connecting with course ideas.	Rarely listens or engages peers; little effort to support collaboration; unreliable in group responsibilities.

TOTAL: 100 points + 4 extra points = 104 points

Grading Scale

Letter Grade	Number Grade
A	100-93
A-	92.4-90
B+	89.4-87
B	86.4-83
B-	82.4-80
C+	79.4-77
C	76.4-73
C-	72.4-70
D+	69.4-67
D	66.4-63
D-	62.4-60
E	59.4-0

See the UF Catalog's "Grades and Grading Policies" for information on how UF assigns grade points.

IV. Course Schedule[1]

Week	Topic	Readings/ Preparation	Work Due
1	Introduction	Jordan "Sisters in Science"	None
2	Situated Knowledge & Politics of Difference	Haraway "Situated Knowledges" Hammonds & Subramaniam "A conversation on feminist science studies"	Reflection & Question 1
3	Power in Science	Stepan "Race and gender: The role of analogy in science" Nash "Home truths on intersectionality"	Reflection & Question 2
4	Bodies & the Making of Difference I	Fausto-Sterling "The Five Sexes" Martin "The egg and the sperm"	Reflection & Question 3 **Science-in-the-News Reflections start this week!**
5	Bodies & the Making of Difference II	Somerville "Scientific racism and the emergence of the homosexual body" Rubin "A genealogy of intersex as gender"	Reflection & Question 4
6	Biopolitics and Reproductive Justice	Burfoot & Güngör "Reproductive rights and reproductive justice in the face of NRTs (Chapter 7)"	Reflection & Question 5
7	Genomics	Pollock & Subramaniam "Resisting power, retooling justice" Subramaniam & Madelaine "Re-imagining reproduction"	Reflection & Question 6
8	Feminist Technoscience	Suchman "Feminist STS and the Sciences of the Artificial" Schurr et al. "Intimate Technologies" Neely et al. "Social inequality in high tech"	Reflection & Question 7 **Science in Motion Submission**

[1] Readings, assignments, and assessment tools are subject to change at the instructor's discretion. Any modifications will be announced to students in advance.

Week	Topic	Readings/ Preparation	Work Due
9	Space	McQuaid "Race, gender, and space exploration"	Reflection & Question 8
10		**Spring Break**	
11	Machines & Robots	Haraway "Cyborg Manifesto" Sinclair "The Feminised Robot" Ullmann "Gender Bias in Machine Translation Systems"	Reflection & Question 9
12	Algorithms	Noble "Algorithms of Oppression (Chapter 2 & Conclusion)"	Reflection & Question 10
13	Artificial Intelligence	Schelenz "Artificial intelligence between oppression and resistance"	Reflection & Question 11 Critical AI Analysis
14	Presentations		
15	Presentations		

V. University Policies and Resources

This course complies with all UF academic policies. For information on those polices and for resources for students, please see this link. The direct link is https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/.
