

IRON CHEF RECIPES

7/14/21

CRITICAL PEDAGOGIES WORKSHOP.

BRAINSTORMING POLICIES [2]

[60] minutes • Serves [groups of ~4]

Recipe created by [Crystal]

Ingredients

To source ingredients for your recipe, please include at least...

- [Insert a place]
- [Insert an artifact]
- [Insert an STS concept/theory]
- [Insert a way of flocking]
- [Insert a script rewritten]
- [Insert any additional ingredients you need]

Cooking Directions

1. [Insert a direction]
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-

[PEER LEARNING THROUGH VIGNETTE] {4}

Ingredients

- Classroom
- Required reading/text/movie on Gender & Sex in Sports
- The Five Sexes/Gender Performance
- The students write and perform short vignette on medical dilemmas and experiences around intersexed athletes and gender regulation in sport
- As a class reflect on the plays you saw what stood out? What were the medical issues and experiences?
- Making this part of contractual grading towards participation?

[15 to 20 min] minutes • Serves [groups of 4-6]

Recipe created by [Cora]

Cooking Directions

1. Go to class
2. Make a vignette about what you read/saw/heard on ___
3. Reflection on the performances as a way to critically engage STS concepts and how they interact with medical experiences

RISKWORLDS IN CLOSEDWORLDS {5}

Hw + ½ hr in class • Serves to help students start to engage with technomethods for risk assessment and mitigation • by B Reddy

Ingredients

- SCI FI WORLD/fictional world to play in
- A COMPLEX HAZARD to study and A TEACHING MODEL to build
- risk epistemologies are multiple
- Students watch/read the same thing
- Students have groups in their disciplines... to independently engage and evaluate the hazards and effects of risk mitigation efforts
- Students bring risk assessment strategies from their disciplines

Beth R.

Cooking Directions

1. All students assigned to watch ??something short or
 2. read ???something short (murderbot? janelle monae? papergirls?)
 3. Describe one hazard and how students' tools would be used to assess/intervene
 4. Describe consequences
 5. Discuss in class and build TEACHING MODEL that can be used to demonstrate insights to undergrad students.
-

MAKING PLACE {6}

60 minutes • Serves 15

Recipe created by Lindsay Smith

Ingredients

- Virtual or in-person classroom (synced)
- A technology of the student's choosing
- Theories of STS & Place
- Show & Tell
- Who is invisible in this “showing & telling”
- Two scholarly texts (1) analysis of the technology, (2) analysis of the place

Cooking Directions

1. Ask each student to identify a technology
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-

ASYMMETREE {7}

3 hours • Serves [10 ish]

Recipe created by sam smiley

Ingredients

- Original Latour writing on Actor Network Theory (reading)
- Games for Actors and Non Actors for instructor use (Augusto Boal)
- Group of 10 participants

Cooking Directions

(in person is best but can be modified for hybrid or online)

1. **Pre Reading:** Essay illustrating Actor network Theory
2. **Group Discussion:** Actor network Theory
3. **In Class:** Do one of Boal's exercises
4. **Group Discussion:** Power and ANT
5. **In Class:** Ask everyone to research a grove of same species trees. Include root structures, and use the grove as a metaphor for their thinking about Actor network theory (this is also a STEM exercise to learn more about trees)
6. **Archive work** for future reference and discussion

"I'LL WATCH THE GUIDED MISSILES" {8}

40 minutes • Serves 10

Recipe created by Ellie A

Ingredients

- Special ingredient: Pop Culture
- Zoouooooom
- Tom Lehrer's "Wild West is where I wanna be"
- American West and Military/Space (e.g. The Missile Next Door - Heefner; The Political Lives of Deserts - Koch; New Mexico's sad bet on Space Exploration - Burrington)
- Sharing a object that makes noises and collectively making sounds together

Cooking Directions

1. [Insert a direction]
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-

[GIVE YOUR RECIPE A NAME] {16}

[insert #] minutes • Serves [insert #]

Recipe created by [Anna G.]

To source ingredients for your recipe, please include at least...

- Our Cosmic Stories Seminar
- The Story of Your Life, by Ted Chiang
Really isn't an STS concept per se in this.
- [Insert a way of flocking]
- [Insert a script rewritten]
- [Insert any additional ingredients you need]

Cooking Directions

1. [Insert a direction]
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-

POSTCARD FROM A FEMINIST UTOPIA

60 minutes • Serves 1 - 40

Recipe created by Marisa Brandt

Ingredients

- Undergraduate classroom
- Marge Piercy's novel *Woman on the Edge of Time*
- Sociotechnical systems
+ feminist technoscience
+ techno-utopia
- Google Slides + commenting tools
- Questioning SF utopian visions
- Search engines - both popular and scholarly

Cooking Directions

1. Consider a specific aspect of our world that you long see changed for the better
2. Find at least one **high-quality news article published in the last decade** (2015 or later) that describes a way to address this problem that you would want to see used to benefit this collectivity. Summarize your source.
3. Find one HPS scholarly source to deepen your understanding of the issue from a feminist perspective. Summarize the issue.
4. Write a story from the perspective of a visitor to a collectivity—anywhere from a specific workplace or living arrangement to a nation or world—that has implemented this solution in order to reveal what makes it desirably utopian.

RINGS, RITUALS, AND ENGINEERING {17}

30 minutes • Serves 3-6, or multiple groups of this size

Recipe created by Kari Zacharias

Ingredients

- (Canadian) engineering classroom
- Iron ring
- Copy of the obligation from the [Ritual of the Calling of an Engineer](#)
- Pick one or more of: technocratic and sociotechnical engineering identities; design for technology/human-centered design/design for social justice; engineering cultures
- Individual reflective writing
- Small group discussion

Cooking Directions

1. Take a few minutes to observe and listen to your iron ring. Write down what it shows and says about engineering practice and identity.
2. Read the obligation from the Ritual of the Calling of an Engineer. Write down what it says about engineering practice and identity.
3. Compare notes with the rest of your group. How do your observations relate to the major concepts from the texts?

Serving Suggestion: Pairs well with any work of fiction that discusses rings, rituals, and power.

GRADING FERMENTATION {18}

Split over two weeks Serves 20
To source ingredients for your recipe,
please include at least...

- In office or meeting rooms
- Student self evaluation, student described strengths and desired improvement.
- Standpoint Epistemology; co-production;
- All conduct the same form of self-evaluation. In class instructor can give aggregate feedback without grading during quarterly review. Students ferment on the feedback before final assessment.
- Each student is an individual and thus the flocking process could break down

Cooking Directions

1. Take grading portion of syllabus and discard
2. Add collaborative grading plan (see component below)
3. Discuss process of self-evaluation with students
4. Have students conduct self-evaluation practice in class
5. Have students learn in class
6. During midpoint of class, conduct self-evaluation and meet with instructor for evaluation
7. Instructor gives individual feedback to each student without grading
8. Instructor brings back themes from the evaluation and link them back to course content
9. Leave it alone, don't touch it, let it ferment for two weeks
10. Students redo the self-evaluations where they reflect on their original interpretation and where they have thrived or struggled. Students share portfolio of work to instructor as material to consider.
11. Instructor gives individual feedback to students pulling up portfolio artifact assessments.
12. Grade is based on growth, applied labor, and

CHOOSE YOUR OWN ADVENTURE {19}

All semester! • Serves the whole class
Recipe created by Kate Sheppard

Ingredients

- Rolla, MO or online
- Keeping students engaged in online learning
- [Insert an STS concept/theory]
- How we are flocking: Playing
- Much of this is student's own choice
- Course Map (syllabus) Enthusiasm and a little bit of suspending reality

Cooking Directions

1. Get your course map and choose at least 3 paths (of 10)
2. Choose the time/subject matter that interests you the most and begin.
3. Complete assignments (quests) and compete against your fellow students
4. Try to stay on top of the leader board!

ANIMATING THE ARCHIVE {20}

[insert #] minutes 1 week • Serves the class
Recipe created by Anita Chan

Ingredients

- Urbana-Champaign
- Library Archives
- STS concept/theory:
Collaboration/Interdependence/Collective Retrospection
- [Flocking} Archive Visit
- Selecting/analyzing a document
- Alumni contact

Cooking Directions

1. Visit the archive as a class
(read “slow archives” in advance)
 2. Assign each student a “box”
(preselected by archivists on cases covered during the class)
 3. Ask each
 4. [Insert a direction]
-

NA GAME TO ENACT A FEEDBACK LOOP {23}

[120] minutes • Serves [6]

Recipe created by [Rachel
Douglas-Jones]

Ingredients

- A large classroom, with space to move around
- A Norbert Weiner sci-fi story
- The concept: feedback loop
- Artifacts of a cybernetic control room, based on historical descriptions
- A flock agreement of inverting systems theory claims as the future

Cooking Directions

1. sing the readings, agree on a setup that will produce a feedback loop
 2. [give roles to each of the team members]
 3. [stir with a strong dose of weiner's ambivalence]
 4. [produce an intensification]
-

WHEELS ON THE BUS [24]

10 minutes • Serves 4-20

Recipe created by Raquel V

Ingredients

- [Place] London
- [Artifact] Bus
- [STS Concept] Infrastructural invisibility
- [Flocking] Small groups
- [Script Rewritten] Accessibility
- [Additional Ingredients] Video of wheelchair users boarding a stationary and empty bus
- [Special Ingredient] Artifacts that speak

Cooking Directions

1. **Appetizer:** Be attentive to the video. What are you observing? Who is present, who is absent? What is the event being recorded?
2. Share your appetizer with one other group. What was theirs? Did they complement one another, or did they cater to different palates?
3. **Main dish:** From your appetizers, attempt to create a new dish. What is the new interpretation of the situation?
4. **Dessert:** Raquel brings the main ingredient for dessert. How does that match with your previous servings?

[COFFEE TALK] {25}

[30] minutes • Serves [insert #]

Recipe created by [Matt W]

Ingredients

- [cafe]
- [drink of choice]
- [Actor Network Theory]
- [conducted over cafe-provided wifi in intentionally distributed global locations]
- [Insert a script rewritten]
- [Colonial supply chain maps; coffee roaster; television history; barista training guide; special ingredient: “Artifacts that speak”]

Cooking Directions

1. [Person 1 - describes what makes their coffee great, asks next person how their locale contributed to it]
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-

[GIVE YOUR RECIPE A NAME] [26]

[insert #] minutes • Serves [insert #]

Recipe created by Jim Malazita

Ingredients

- Studio
- CAD Software
- Feminist New Materialisms
- Relay-style assignment passing
- How do softwares produce modes of thought?

Cooking Directions

1. [Insert a direction]
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-

[PHILOSOPHY OF SCIENCE PLAY ACTING] [27]

60 minutes • Serves 25+/-

Recipe created by Shannon Conley

Ingredients

- Classroom or Zoom
- Philosophy of Science Readings
- Philosophy of Science
- Teams roleplay a philosopher of science
- Inverses “sage of the stage”
- Modified intimate debate format
 - See how to intimate debate:
<https://sciencecases.lib.buffalo.edu/pdfs/Intimate%20Debate%20Technique-Pot-XXXVI-4.pdf>

Cooking Directions

1. Assign each team a philosopher of science
2. Have them become the “experts” on that thinker
3. The teams split and “debate” with another team who is a different philosopher
4. Now they play act as if they were that philosopher of science arguing passionately for their position
5. Now the team must take on the opposite position and pretend to be a different philosopher of science and debate against
—— another team.

DESIGN FICTION [29]

75 minutes • Serves 25

Recipe created by Emily York and
Shannon Conley

Ingredients

To source ingredients for your recipe,
please include at least...

- A Future Place / classroom / lab
- Design Fiction / Making and Doing
- Contingency of tech / tech as forms of life
- Collaborative making & sharing
- Individual written reflection
- Sci fi short story

Cooking Directions

1. Read Bleecker (2009) excerpts and short
Sci fi story, identify
theme/critical
Question
 2. Juxtapose something 3D and something
2D
That raises similar theme/question,
extrapolated into a future
 3. Address: How does this design
fiction imagine technology as a form
of life?
 4. Present to peers to have
conversation
-

PLAY WITH WORDS [30]

30 minutes • Serves 20

Recipe created by Courtney Forberg

Ingredients

- Future workspace
- Text from primary source
- Whiteboard or digital whiteboard program
- Juicy Words
- Conversing about juiciness - what makes a word “Juicy”?
- Making text analysis fun

Cooking Directions

1. Read primary source.
 2. Get excited by a word or phrase.
 3. Write it down on whiteboard to preserve the juice.
 4. Compete for juiciest word/quote!
-

GAME DESIGNING: PLAY [31]

60 minutes • Serves 4

Recipe created by Danica Tran

Ingredients

- Game Design Room
- Computers
- Reskinning/Redefining
- Online/In-Person to Collaborate
- Game Consoles

Cooking Directions

1. Create a new game idea, or redefine a game
 2. Discuss and decide what the game is about (competition, learning, collaborating, etc.)
 3. [Insert a direction]
 4. [Insert a direction]
-

DECOLONIZING SCI-FI MYTHOSES [32]

30 minutes • Serves 20

Recipe created by Nolan Harrington

Ingredients

- Classroom
- Sci-Fi Media
- Decolonialism
- Watching movie together, discussing elements
- Picking different media to engage with
- Science Fiction Literature, Movies, TV, Games

Cooking Directions

1. Take a piece of science fiction media
2. Break down that media into elements of geography, culture, race, religion
3. Critically analyze how these elements may reflect histories of colonialism and the 'other'.
4. Present your findings to the class. How might your piece of science fiction media have elements of bias or colonial thinking.

DESIGN FICTION WORKSHOP [33]

Simmer for 25 minutes • Serves 20

Recipe created by Max Etko

Ingredients

- Place: The Future
- Artifact: “Artistic” Depiction
- Theory: Artifacts have Politics (Langdon Winner)
- Flocking: Group conceptualization, sharing
- Written description of Design

Cooking Directions

1. Conceptualize a design surrounding a future where your theory or research has taken shape
 2. Begin to design, draw, make a visual representation of this future.
 3. Explain your drivers and stakeholders that lead to what is being represented visually in your own words
-

[BACKSTAGE WITH THE GROCERY CART] [37]

Ingredients

- [grocery store]
- [shopping cart]
- [labor and automating]
- [independently traveling to a grocery store]
- [grocery shopping as embodied labor]

Directions

[20] minutes • Serves [any number]

1. [For this assignment you will go to the grocery store and shop, imagining that the grocery cart can speak knowledgeably about the journey that each item has made to arrive at this cart.]
2. [Walk slowly through the grocery store so you cover all aisles]
3. [Keep imagining the grocery cart is giving you a tour. Pause to take pictures & notes.]
4. [Script re-written: normally the list is written before you leave the house! Here we're taking the notes from the cart! Normally you walk fast through the store, here you're walking slowly.]
5. [Come to class ready to share: how did this activity make you feel? What did the grocery cart reveal to you? What secrets would it share? What questions arose?]

[STS THEORY STUDIO] [38]

180 minutes • Serves 12

Recipe created by Ali Kenner

Ingredients

[classroom]
[Arrival]
[trading zones / experimental
systems]
[‘while you were out’ notes +
post-it notes]
[Insert a script rewritten]
[music, whiteboard, food, markers,
string

Cooking Directions

1. [Insert a direction]
 2. [Insert a direction]
 3. [Insert a direction]
 4. [Insert a direction]
-