

We are re-envisioning the notion of a “panel.” In that spirit, once the panels are established, we will encourage each panel to meet as a working group to creatively imagine how best to engage the workshop community with your domain, contributions, thinking, etc. To that end, you may even imagine a flipped panel in which the time together is dedicated to discussion, you may collaboratively design activities, have a round table, or presentations, or whatever else you dream up. It is up to you, and you will have an opportunity to let us know if there are tools or ways that we can assist with this.

We recognize that many of your interesting projects cut across these topics, and we expect to identify recurring themes throughout this workshop.

Please let us know if you have any questions, concerns, or scheduling conflicts.

Times EST

Overview: Wednesdays June 16, 23, July 7, July 14, 10-2 EST, plus optional happy hours 2-3 PM EST Wednesday June 23 & July 7

## Wednesday, June 16 10-2

**Opening: 10-11**

**11:10-12:15 “Medicine/Care/Disability” Group should feel free to rename their panel (undergrad fellow: Courtney Forberg)**

Name	Affiliation	Email	Preliminary Title (Your proposal)	Notes
Crystal Lee	MIT	<a href="mailto:crystall@mit.edu">crystall@mit.edu</a>	A Guide to Disability, Design, and What To Do From Here™	(first choice, but I don't feel super strongly so happy to do either based on interest )

Ashley Shew	Virginia Tech	shew@vt.edu	Crip it good	I'm not sure if I am filling this out correctly.
Cora Olson	Virginia Tech	cora@vt.edu	Critical STS in Pre-healthcare professions.	Looking forward to this!

**Feminist/Decolonizing STS Group should feel free to rename their panel**

**12:45-2**

Beth Reddy	Colorado School of Mines	reddy@mines.edu	Social, technical, and more: post constructivist and new materialist insights in and against sociotechnical teaching	Also entered this in "interrogating pedagogies", but maybe here instead?
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Lindsay Smith	Arizona State University	lsmit101@asu.edu	Intersecting experiences: design aspirations for intercultural, multi-lingual and interdisciplinary learning.	This seems like the best fit
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sam smiley	Astrodime LLC	sam@astrodime.org	<p>STS in practice: The public understanding of Japanese Knotweed</p> <p>Tags: Public Understanding of Science, Art and Intervention, Backyard ecologies, Invasive Species</p> <p>Note: I could be in different tracks depending how what is emphasized here. My content area is invasive species. I am interested in STS into practice.</p> <p>I incorporated Astrodime this year as a LLC . I do work educating in “backyard ecologies”. I have lots of stories and examples. So public understanding of science from an arts based and decolonial perspective could be the emphasis.</p>	<p>Needs revision but here: Decolonizing through STEAM: arts as social justice in a STEM paradigm</p> <p>The STEAM movement (adding an A into the STEM acronym) is slowly gaining..well, slowly gaining steam in the United States. The acronym was introduced by former president of Rhode Island School of Design John Maeda in 2011. However, adding a letter does not take into account the interdisciplinary nature of the arts. In addition, art itself (as a vehicle of power) has its own histories of colonization and its use in a purely esthetic context runs the danger of amplifying western imperialism. So how can we integrate the arts into STEM in a social justice context? I suggest performance art, and interventionist humor to draw attention to the</p>
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				colonial metaphors with in STEM. I will show concrete examples of qualitative arts based weedy interventions into “invasion biology”.
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Monamie Bhadra Haines	Unaffiliated for the month of June  Nanyang Technological University (ending June 30)  Technical University of Denmark (beginning August 1)	monamie.bhadra@gmail.com	Building Trouble for the Technosolutionist, Heteronormative, Eugenicist State of Singapore	Discuss how teaching STS is a form of activism in Singapore, where examining the politics of technology necessarily requires students to interrogate colonial racial categories and contemporary racism, as well as heteronormativity as a claim to citizenship and socioeconomic mobility.
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Wednesday, June 23 10-2, optional community happy hour 2-3

“STS in STEM I” Group should feel free to rename their panel (undergrad fellow Max Etko)

Part 1 10-11:45

Name	Affiliation	Email	Preliminary Title (Your proposal)	Notes
Eleanor Armstrong*	University Delaware	armstrong.e.s.1@gmail.com	tbc/Teaching STS to Natural Scientists	

Jodi Schneider*	UIUC	jschneider@pobox.com	Knowledge Infrastructures	
Shelby Dietz*	Cornell University	sbd3@cornell.edu	Grappling with gender and sexual orientation in undergraduate biology instruction	Could go on several categories
Sharlissa Moore / Aubrey Wigner	Michigan State University			
Ellan Spero*	MIT and Station1	efs8@mit.edu	Partnership and Integration with Scientists and Engineers	

**“STS in STEM II” Group should feel free to rename their panel  
Part 2 12:15-2**

Anna Geltzer	Univ of Notre Dame	ageltzer@nd.edu	Reclaiming space for subjects (very tentative)	There are a couple of things already on here that I would be very interested in taking part in--including talking about how to make STS part of the core for STEM majors. But the thing that I find myself increasingly grappling with in teaching is how to use STS as a way to instill in prospective STEM practitioners a sense of responsibility for their practices.
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Marisa Brandt	Michigan State University	brandtm7@msu.edu	Critical Science Literacy and STEM Education: Opportunities and Pitfalls	
Kari Zacharias*	Concordia University	kari.zacharias@concordia.ca	Mandatory STS: STS courses/content in STEM curriculum	I'm interested in discussing the opportunities and constraints afforded by making STS a core component of STEM degree programs. Happy to talk with the rest of the group about how this discussion might work!
Sean Ferguson	Univ. of Virginia	<a href="mailto:smf6p@virginia.edu">smf6p@virginia.edu</a> or <a href="mailto:ferguson0@gmail.com">ferguson0@gmail.com</a>	Not sure where this would be best located, move me where appropriate. I have a procedure for building large sections of a syllabus with engineering students in an STS course that loosely draws on consensus conferencing, including interrogation of oppressive curricula, shared and negotiated values, and self-reflection on learning. Then later, an interrogation of how the methods I use reproduce asymmetries due to my standpoint and expert portrayal of gathered data.	

Wednesday, July 7 10-2, Community happy hour 2-3

**STS Laboratories and Clinics/Data!: Group should feel free to rename their panel**

**10-11:30**

Name	Affiliation	Email	Preliminary Title (Your proposal)	Notes
Anita Chan	U. of Illinois	asaychan@gmail.com	Community Data Clinic: Methods for Engaging Infrastructures	
Malte Ziewitz & Ranjit Singh	Cornell University	mcz35@cornell.edu	Digital Due Process Clinic: Research, Counternormativity, Engagement	This seemed to be the best fit. However, if possible at all, I'd much prefer any date after July 1 when my tenure file is due. 🙄
Rachel Douglas-Jones	IT University of Copenhagen	rdoj@itu.dk	Critical Labwork in a Computer Science University	Cant' precisely locate original abstract

**12-2**

**"Interrogating STS Pedagogies" Group should feel free to rename their panel (undergrad fellow: Alexa Houck)**

Name	Affiliation	Email	Preliminary Title (Your proposal)	Notes

Kathleen Sheppard	Missouri S&T	sheppardka@mst.edu	Gamification and Wikipedia projects as Critical STS Pedagogy	
Eric Kennedy	York University	ebk@yorku.ca	STS Pedagogy in Positivist Spaces – Weaving the Social Studies of Science into Policy Worlds	
James Malazita and Raquel Velho	Rensselaer Polytechnic Institute	<a href="mailto:malazj@rpi.edu">malazj@rpi.edu</a> / <a href="mailto:velhor@rpi.edu">velhor@rpi.edu</a>	STS as Design: Critical Diffracted Pedagogy in Undergraduate Education	Discussing the successes and tensions of STS@RPI's "Design, Innovation, and Society" major, a studio-based design major taught entirely by STS faculty
Matt Wisnioski	Virginia Tech	mwisnios@vt.edu	Interrogating Normativity	Multiple modes of criticality, and interrogating our own normative assumptions as STS pedagogues
Martin Perez Comisso	Arizona State University	maperez@asu.edu	Images, Artifacts and Scaffolds: Global connections and hierarchies to bound socio-technical pedagogies.	Probably I will be outside the US in that time (Chile timezone)

## Final: Wednesday, July 14 10-2

10-11:45

**“Critical Play”**: Group should feel free to rename their panel

Name	Affiliation	Email	Preliminary Title (Your proposal)	Notes
Hong-An Wu	University of Texas at Dallas	hongan.wu@utdallas.edu	Critically Playing with Tarot Cards	
Michael Klein	James Madison University	kleinmj@jmu.edu	“Robots, Cyborgs and AI, Oh My!”: Technology and Pop Culture	
Nicole Mogul and David Tomblin	University of Maryland College Park	<a href="mailto:dtomblin@umd.edu">dtomblin@umd.edu</a> , <a href="mailto:nmogul@umd.edu">nmogul@umd.edu</a>	STS System Thinking Skills as Superpowers	
Matthew Harsh	Cal Poly	mharsh@calpoly.edu	Making and doing as STS pedagogy (TBD)	
Damien P. Williams	Virginia Tech	damienw7@vt.edu	Teaching Science, Technology, and Society via Science Fiction and Fantasy	

12:15-1:15 Discussion led by Ali Kenner

1:15-2:00 Next Steps with Shannon and Emily