Workshop
Thinking about Identity in the STEM Classroom
Some Challenges from (and to) Feminist, Queer and Disability Studies

by Dr. Amy E. Slaton
Drexel University
Time: 2:00 - 4:00 PM, Tuesday, February 12
Location: Boettcher Room, The Library

Food will be provided
RSVP: https://danielsfund.mines.edu/slaton2

Abstract
For this session, I hope to tap into the generous, inclusive sensibility that many STEM, humanities, ethics and other instructors bring to their teaching and at the same time into the frustrations many of us have had with conventional “diversity” programming. Certainly programming offered at the institutional level can often feel remote from the day-to-day relationships of university classrooms and labs, as it traffics in idealized, even “feel good” visions of tolerance rather than the address of deep, systemic inequities and lived trauma. Scholars in the fields of Feminist, Queer and Disabilities Studies have been among the most careful and constructive critics of such diversity programming. One of their aims has been to signal the essentializing effects of inclusive pedagogy (as it commonly reduces people to easily known and singular identities, as “women” or “disabled people,” say). Another has been to ask hard questions about where discrimination actually resides (asking whether an ideology of welcome in the academy can ever actually subvert structural inequities in STEM). While much of this work is explicitly theoretical, it is nonetheless deeply political, and can bring many transformative practices to our STEM teaching.