Opportunity for Students with Interests in Science and/or Women’s & Gender Studies

Call for Student Participation: Ashby Dialogues on Feminist Theory and Science

The Ashby Dialogues: Feminist Theory and Science respond to the 2014–15 celebration of the anniversaries of Galileo and Shakespeare by asking historical, theoretical, and practical questions about the relationships between gender and science.

Theoretical physicist and feminist philosopher Karen Barad of the University of California Santa Cruz opens our series with a public lecture on Thursday, October 30, at 3:30 pm in the Organ Recital Hall of UNCG’s Music, Theatre and Dance building.

Five dialogues among 12 to 15 faculty and students will follow: one dialogue with Dr. Barad directly following her lecture (5:00–6:30), and four dialogues during the spring semester, 2015. Spring Dialogues will be about ninety minutes in length, each taking a reading as its starting point. The topics will include histories of women in science, feminist science studies, and related topics. Students are welcome to suggest a topic or reading.

The faculty participants are Heidi Carlone (Teacher Education and Higher Education); Nadja Cech (Chemistry); Cerise Glenn (WGS [Women’s and Gender Studies] & Communication Studies); Veronica Grossi (WGS & Languages, Literatures & Cultures); Elizabeth L. Keathley (WGS & Music Studies); Hephzibah Roskelly (WGS & English), Beth Walker (WGS); and Amy Williamsen (WGS & Languages, Literatures & Cultures). There are no more vacancies for faculty, but there are several for graduate and undergraduate students.

If you would like to participate, or if you have questions, please send an e-mail to Elizabeth Keathley, elkeathl@uncg.edu with “Ashby Dialogues” in the subject line. To participate, include the following information: Your name; program or major; year in your program; and one or two sentences about why you are interested in participating. If a faculty member recommended the Dialogues to you, please include the name and e-mail address of that faculty member.