

TECHNOSCIENTIFIC INJUSTICES

ORGANIZERS

[Kean Birch](#), Faculty of Environmental and Urban Change

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THREE YEAR STRUCTURE

Our plan is to structure the Cluster around three thematically linked topics, one for each year, all relating to technoscientific injustices.

Year 1: an examination of the configuring of technoscientific capitalism, specifically as this relates to the social, political, and economic implications of innovation-finance logics that drive the development of technoscience of economic exploitation; for example, the digital technologies underpinning Big Tech's dominance and their configuration by specific forms of extraction (e.g. of our data, of our attention, etc.). A core question to consider is how STS fits within this framework, and what role it has and how it is sidelined in these arenas. This will be led by Kean Birch (Year 1).

Year 2: the identification and exploration of the politics of Indigenous science, settler colonialisms, and technoscience across settler nations (e.g. Australia, Canada, USA, Palestine, and Aotearoa/New Zealand). While a growing body of research has helped to underscore the many roles technoscience plays in longstanding entanglements between citizenship, knowledge claims, land, and nationhood, much of this scholarship seems to define the social roles of science and scientists in implicitly settler terms. We will consider how STS might interrogate its own assumptions about settler science and Indigenous knowledge. This will be led by Denielle Elliott (Year 2).

Year 3: engagement with decolonization, of society, of university, and of STS itself. Many struggles and movements, ranging from Indigenous movements at Standing Rock to student movements in South Africa are calling for decolonization. These decolonial struggles are emerging as pivotal acts in the wider struggle to end imperialism, capitalism and white supremacy. The surge of Black Lives Matter has also intensified these calls for decolonization in Europe and the Global North. But what is "decolonization?" These examples inquire into the colonial and enslaving scientific knowledge productions and STS as a field, ethos, and practice. What do such struggles imply about the possibilities for the world's remaking? This will be led by Anna Agathangelou (Year 3).

Core readings for the Cluster include the following books:

Birch, K. and Muniesa, F. (eds) (2020) *Assetization: Turning Things into Assets in Technoscientific Capitalism*. Cambridge MA: MIT Press.

Özden, Schilling, T. and D. Elliott. (forthcoming / in process) *Unsettling Technoscience: Theorizing Indigenous and Settler Science, Technology and Society*. Toronto: UTP.

Mavhunga, C. (2018) *The Mobile Workshop: The Tsetse Fly and African Knowledge Production*. Cambridge MA: MIT Press.

POTENTIAL PARTICIPANTS

Anyone interested in analysing how inequity and injustice are built into science and technology, as well as how science and technology reinforce inequity and injustice. There is no particular technoscientific focus in the Cluster, we are agnostic on that front.