Course Description:

Science and religion represent two powerful institutions, their histories intertwined and inextricably interconnected. Patriarchal institutions, often hostile to women and gender, feminists have challenged both with great vigor. This course examines these contestations using a comparative analysis of the United States and India. The founders of the United States imagined secularism as a separation of church and state – religion being relegated to the private, and to non-state actors. In contrast, the founders of India imagined secularism as pluralism – the state actively supporting all religions. Despite these contrasting visions, there are animated challenges to secularism in both countries today. The “religious right” in the U. S. invokes its Judeo Christian origins to insist on the centrality of Christianity. Similarly, religious nationalists in India insist on privileging the dominant religion, Hinduism. The course will examine the complexities of the histories of science and religion, and our gendered visions of tradition and modernity. It will emphasize the defining role of gender, race, class and sexuality in the histories of science and religion in both contexts, and how these categories of difference continue to shape the gendered landscapes of religion and science India and the U. S. The course will include discussion on the new reproductive technologies, debates on evolution and the definitions of life, and our ecological futures.

Readings and Course Material:

There are no texts for this course. All readings are available on SPARK. They are organized by week.

This course is organized as a seminar, and meets once each week. It is imperative that everyone has done the readings, analyzed them and is prepared to discuss them during the weekly class meetings. To use our weekly class discussion times well, I am organizing a discussion board on SPARK. Each of you will sign up to be a discussant once during the semester. For that week, you will post your essay reflecting on the readings by Sunday 5 p. m the week before. Your essay will end with a set of questions that you recommend as key issues for the week’s readings. The rest of the class will post their responses to the readings and your essay by 9 a. m on the day of the class. It is my hope that this will help us have a more engaged and deeper conversation on the materials for the week.
Course Requirements and Grades:

This is a reading intensive seminar organized around weekly discussions. Each week, you should have done the readings assigned and come prepared to discuss the materials. Most of the course is organized around the weekly discussions. Your engaged participation in the discussion counts for about half the course grade. The other half will be organized around a mid-semester analytic essay and a final project.

**Discussant Essay and Presentation (10%)**: Each of you will serve as discussant once during the semester, and help lead the class discussion that week. For the week you have chosen, you will write a 3 page reflection on the week’s reading. You will end with a set of questions that will help organize the discussion the following week. The essay must be posted by 5 p.m on the Sunday before the discussion. Since there will be more than one person each week, you should meet the other individuals to prepare a short summary and discussion of your essays for the start of class.

**Attendance and Class & SPARK Discussion Participation 30%**: Everyone will post weekly reflections on the discussant’s questions each week. Your post is due by 9 a.m on the day of the class. Each post should be at least 200 words. You are allowed two absences in your postings. Attendance and arriving on time is critical for a good class and discussion. More than two class absences will negatively affect your final grade. Please see me if there are any problems.

**Analytic Essay (20%)**: One mid-semester analytic essay is due on October 19. The paper should be 5-7 pages long. It is due at the start of class. Coming late to class or turning it at the end of the class will count as a “late” paper, i.e., please do not miss class to finish your paper.

**Essay Evaluation (10%)**: You will exchange your essay with someone else in your class and evaluate their paper. The paper and your evaluation (about 2 pages) will be due the week after (October 26). Details on the essay and evaluation will be posted on SPARK and discussed in class.

**Final Project (20%)**: There will be one final project. You can do this individually or in groups. The format is also open. If you choose to write an essay, it should be about 10-12 pages long. I encourage you to be creative in the content and format. A final project proposal (title, abstract and outline) is due November 9. Final Project is due November 30. Please think of what you would like to work on early in the semester. You will present your project to the class at the end of the semester.

**Final Project Evaluation (10%)**: Like the analytic essay, you will evaluate someone else’s final paper/project. Your evaluation (about 3-4 pages) will be due the week after classes, Wednesday, December 14. Details on the final project and evaluation will be on SPARK and discussed in class.

**Academic Honesty**:
Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University’s official policy on academic honesty. Following is a summary - you can read it in full at [http://www.umass.edu/dean_students/rights/acad_honest.htm](http://www.umass.edu/dean_students/rights/acad_honest.htm)

**Accommodation Policy Statement**:
The University is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please notify me within the first two weeks of the semester so that we may make appropriate arrangements: [http://www.umass.edu/disability/procedures.pdf](http://www.umass.edu/disability/procedures.pdf)
Weekly Schedule:

September 7 – Science, Rationality and Skepticism
- Introductions & Course Overview

September 14 – A Quick Overview of India and South Asia
  Excerpts - Introduction, Chapter 1 & Chapter 8
- Sanjeev Bhaskar, India: One Man’s Personal Journey Round the Subcontinent, HarperCollins 2007, Excerpts – Chapters 2 & 10

September 21 - Science and its origins
- David Noble, A World Without Women: The Christian Clerical Culture of Western Science,” Chapters 8 & 10

September 28 – Religion, State and Secularism
- Janet Jakobsen and Ann Pellegrini, Secularisms, Introduction
- Dhruv Raina, Images and Contexts: The Historiography of Science and Modernity in India, Oxford University Press 2003. Excerpts from Chapters 1, 8, 9

October 5 – Science, Secularism and Religion
October 12 – Case Study – Evolution

- Amy Harmon, “A Teacher on the Front Line as Faith and Science Clash,” *NYT*, Aug 23, 2008:
- Michelle Goldberg, “The New Monkey Trial,” *Salon*, January 10, 2005,
- Church of the Flying Spaghetti Monster: http://www.venganza.org/

October 19 – Case Study: Ecology and the Environment - Ecological Futures

- William Yardley, “Pastors in Northwest Find Focus in “Green,” *NYT*, Jan 15, 2010:

October 26 – Case Study: Reproductive Politics

- Alex Kuczynski, “Her Body, My Baby,” *NYT*, November 28, 2008:
  http://www.frontlineonnet.com/stories/20110909281809000.htm


Amrita Pande, “Commercial Surrogacy in India; Manufacturing a Perfect Mother-Worker,” Signs v. 35, no. 4, 2010.


**November 2 – Case Study: Reproductive Politics**  
*Guest Speaker: Marlene Gerber Fried, Hampshire College*

- Asian Communities for Reproductive Justice: [http://reproductivejustice.org/what-is-reproductive-justice](http://reproductivejustice.org/what-is-reproductive-justice)
- Response to Dukhanova by Joel Brind and to the study by Jillian Henderson

**November 9 – Alternate Sciences**

- Helen Verran,“Postcolonial Moment in Science Studies,” *Social Studies of Science*, December 2002 vol. 32 no. 5-6 729-762

**November 16 – Friday schedule (no class)**

**November 23 – (TBA)**

**November 30 – Class Presentations**

**December 7 – Class Presentations**