I. Course Overview

Science was a central force in the ideologies of colonialism and the successes of colonial expansion. Postcolonial studies suggests that this colonial legacy lives on in postcolonial nations. In what ways does this colonial legacy shape postcolonial conceptions of the state and its citizens and subject formation? We will explore recent work in postcolonial feminist science studies by examining a range of postcolonial sites and a variety of scientific disciplines. Some of the questions we will explore are: postcolonial development, bioprospecting and biopiracy, pharmaceutical testing in postcolonial contexts, colonial sexual science and the history of sexuality, surrogacy, the rise of genomic sovereignty in postcolonial nations, gmos and industrialized agriculture, and climate change. Throughout the course, students will engage with postcolonial feminist critiques of scientific epistemologies (theories of knowledge) and the universalizing metaphysics (theories of existence/reality/nature) they engender.

(Note: This class is a joint Hampshire/UMass teaching collaboration by Banu Subramaniam, Angie Willey, and Jennifer Hamilton. The joint class will meet in Bartlett Hall 206, UMass from 4 - 6:30pm every Wednesday).
II. Course Readings

There is one book for the course, Sandra Harding’s *Science and Social Inequality: Feminist and Postcolonial Issues*, University of Illinois Press, 2006. All other course readings are on Moodle.

III. Course Requirements

This class is a reading intensive class. The class is organized as a seminar where we will discuss the topics and readings each week. It is essential that you complete and reflect upon the reading assignments before coming to class, and be prepared to contribute to the discussion. It is critical that you participate in the emerging conversation and analysis. Every class will focus on the readings assigned for that class as stated in the syllabus.

Your attendance and participation are required for the entire session of each class meeting. The format of the class will be primarily a group discussion focused on the themes of the class readings.

**ATTENDANCE:** Your attendance & participation is required for the entire session of each class. Since this class meets only once a week, each class constitutes 10% of the course. If you have more than one absence, it will affect your final grade. For any class you miss (excused or not), a 2 page annotated summary (instructions on Moodle) for each assigned reading for the week is due the following week.

- **Weekly Summaries and Reflections:** Each week you will post a brief summary (around 250 words) and reactions to the weekly readings on Moodle. Conclude your summary by proposing one question or quote (include page number) from the readings for class discussion. Your post is due by midnight on the Monday before class. We encourage you to read all the posts by class time on Wednesday.

- **Analytic Essay on Harding:** We will spend time early in the semester reading Sandra Harding’s *Science and Social Inequality* as a foundational text for the course. A 5-page essay on the key themes of the book is due Sept 30.

- **Three Critical Reaction Papers:** Each paper is based on a critical review of one reading (instructions posted on Moodle). Papers should be 1-3 pages long. For each paper you can choose one of the following, to be submitted by noon the Tuesday before the class for which that reading is assigned:

  - **Paper I** – Haraway, Markowitz, McWhorter, or Somerville
  - **Paper II** – Stoler, McClintock, Anderson, or TallBear
  - **Paper III** – Ahuja, Chakrabarty, Kohn, or Irni

- **Attendance and Class Participation:** This is a discussion-based class. Your participation is required. It is vital that you do careful reading of the material, complete the assignments on time, and come to class with questions, opinions, and analyses (agreements and disagreements) -- in other words to be prepared to participate in an intellectual debate. We will do several class exercises throughout the semester.
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

Accommodation Policy Statement

The University of Massachusetts Amherst 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

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. We will gladly honor your request to address you by the name and gender pronouns you prefer. Please advise us of your name’s proper pronunciation, and any name or pronoun preferences not reflected in Spire or on the Hub early in the semester so that we may make appropriate changes to our records.

Summary of Grading:

Weekly Summaries and Reflections (10 entries, 2% each) 20%
Analytic Paper on Harding book 20%
Three critical reviews (15% each) 45%
Attendance and Participation 15%

(Note: UMass students will receive a letter grade and Hampshire Students a narrative evaluation)
Class Schedule

Week 1: September 9 – INTRODUCTIONS (to the course and each other)


Week 2: September 16 - DEFINE FIELDS - POSCOLONIALISM/STS/WGSS

Harding, Sandra


Haraway, Donna J.


Narayan, Uma


Anderson, Warwick


Parry, Bronwyn, and Cathy Gere


Week 3: September 23 - NO CLASS

Today is Yom Kippur and a holiday at Hampshire College. We will observe the holiday.

**Week 4: September 30 – Science and Social Inequality contd.**  
Discussion of Sandra Harding, *Science and Social Inequality*.  
Assignment #1 (on Sandra Harding, *Science and Social Inequality* due)

**Week 5: October 7 – RACIALESEXUAL FORMATIONS**

Markowitz, Sally  

Schiebinger, Londa L.  

Somerville, Siobhan B.  

McWhorter, Ladelle  

Willey, Angela, et al.  

**Week 6: October 14 - COLONIAL SEXUAL SCIENCE**

Stoler, Ann Laura  

McClintock, Anne  

Carter, Julian B.  

**Week 7: October 21 – CRYOPOLITICS/THE INDIAN IN THE FREEZER**

Kowal, Emma, and Joanna Radin  

Anderson, Warwick  
Benjamin, Ruha  

Bieder, Robert E  

Hamilton, Jennifer A.  


Week 8: October 28 - NON-ANIMAL LIFE

Kosek, Jake  

Lowe, Celia  

Hayden, Cori  

Schiebinger, Londa L.  

Tsing, et al.  

Week 9: November 4 – NON-HUMAN ANIMALS

Ahuja, Neel  

Squier, Susan Merrill  

Van Dooren, Thom  

Davis, Janet M.

Week 10: November 11 - NO CLASS [Veteran's Day - UMass Holiday] - assignment

Week 11: November 18 - NON RATIONAL/EXTRA RATIONAL LIFE

Bharadwaj, Aditya

Roberts, Elizabeth

Verran, Helen

Battaglia, Debbora

Chakrabarty, Dipesh

Week 12: November 25 - NO CLASS (Thanksgiving break)

Week 13: December 2 - NEW MATERIALISMS AND OLD COSMOLOGIES: RETHINKING KNOWLEDGE AND METAPHYSICS

Selection from Eduardo Kohn, *How Forests Think*.


Week 14: December 9 – CONCLUSION & WRAPPING UP: We will conclude by exploring science fiction as a resource for postcolonial feminist science studies. Readings TBA