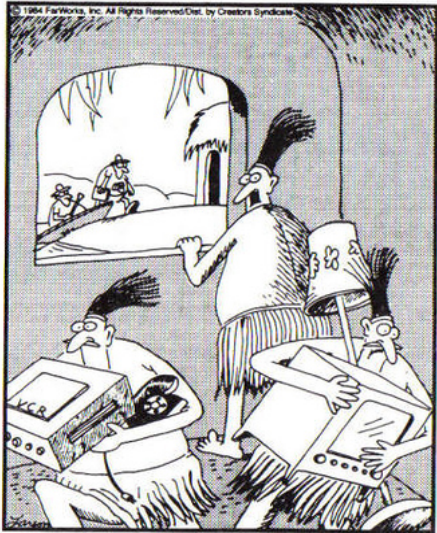


**THE FAR SIDE®** By GARY LARSON



"Anthropologists! Anthropologists!"

**POSTCOLONIAL FEMINIST SCENCE STUDIES**

**FALL 2015**

**HAMPSHIRE CSI 0286**

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MW 2-3pm, Bartlett Hall 11C

UMass Amherst (& by appointment)

**UMASS Womensst 397P**

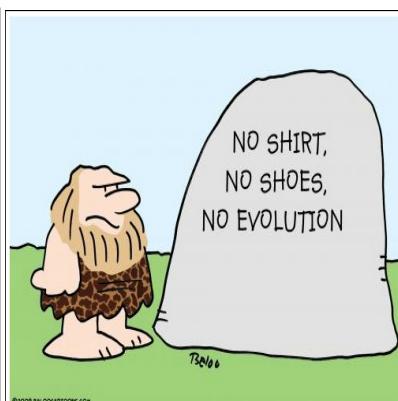
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**I. Course Overview**

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).



**The Birth of Science**

## 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.

## INTERDISCIPLINARY STUDIES

	ROOM
CHEMISTRY FOR GEOLOGISTS	127
MATH FOR ARCHEOLOGISTS	214
PHYSICS FOR PSYCHOLOGISTS	206
BIOLOGY FOR MATHEMATICIANS	319
GEOLOGY FOR ENTOMOLOGISTS	114
BOTANY FOR ASTRONOMERS	
ANATOMY FOR PHYSICISTS	
PSYCHOLOGY FOR LABORATORIANS	
ANTHROPOLOGY FOR CHEMISTS	
TOPOLOGY FOR PALEONTOLOGISTS	
NUCLEAR PHYSICS	



### **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)

### **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 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.

## Class Schedule

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

- Janine Clayton and Francis Collins, “NIH to Balance Sex in Cell and Animal Studies,” *Nature*, Vol 509, 15 May 2014: 282-283.
- Lior Pachter, “The perfect human is a Puerto Rican,” <https://liorpachter.wordpress.com/2014/12/02/the-perfect-human-is-puerto-rican/>
- Carl Zimmer, "Monogamy and Human Evolution," AUG. 2, 2013. *New York Times*. [http://www.nytimes.com/2013/08/02/science/monogamys-boost-to-human-evolution.html?\\_r=0](http://www.nytimes.com/2013/08/02/science/monogamys-boost-to-human-evolution.html?_r=0)
- The Smartest Dog in the World, October 5, 2014. 60 Minutes: <http://www.cbsnews.com/news/the-smartest-dog-in-the-world/>
- Christopher Ingraham, “Americans are as likely to believe in Bigfoot as in the big bang theory,” Washington Post, October 24, 2014: <http://www.washingtonpost.com/news/wonkblog/wp/2014/10/24/study-democrats-are-more-likely-than-republicans-to-believe-in-fortune-telling-astrology-and-ghosts/>
- Jeffrey Perkel, “Gene Patents Decision: Everyone Wins,” *The Scientist* June 18, 2013: <http://www.the-scientist.com/?articles.view/articleNo/36076/title/Gene-Patents-Decision--Everybody-Wins/>

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

Harding, Sandra

2006 Introduction: Science and Social Inequality: Controversial Issues. *In Science and Social Inequality: Feminist and Postcolonial Issues*. Pp. 1-13. Urbana: University of Illinois Press.

Haraway, Donna J.

1994 A Game of Cat's Cradle: Science Studies, Feminist Theory, Cultural Studies. *Configurations* 2(1):59-71.

Narayan, Uma

2004 The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist. *In The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. S. Harding, ed. Pp. 213-224. New York: Routledge.

Anderson, Warwick

2002 Postcolonial Technoscience. *Social Studies of Science* 32(5-6):643-658.

Parry, Bronwyn, and Cathy Gere

2006 Contested Bodies: Property Models and the Commodification of Human Biological Artefacts. *Science as culture* 15(2):139-158.

### Week 3: September 23 - NO CLASS

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

**Assignment:** Read Sandra Harding, *Science and Social Inequality*, See guide on Moodle.

**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 – RACIALSEXUAL FORMATIONS**

Markowitz, Sally

2001 Pelvic Politics: Sexual Dimorphism and Racial Difference. *Signs* 26(2):389-414.

Schiebinger, Londa L.

2004 The Private Lives of Plants. *In Nature's Body: Gender in the Making of Modern Science*. Pp. 11-39. New Brunswick, N.J.: Rutgers University Press.

Somerville, Siobhan B.

1998 Scientific Racism and the Invention of the Homosexual Body. *In Sexology in Culture: Labelling Bodies and Desires*. L. Bland and L.L. Doan, eds. Pp. 60-76.

Cambridge, UK: Polity Press.

McWhorter, Ladelle

2004 Sex, Race, and Biopower: A Foucauldian Genealogy. *Hypatia* 19(3):38-62.

Willey, Angela, et al.

2015 The Mating Life of Geeks: Love, Neuroscience, and the New Autistic Subject. *Signs* 40(2):369-391.

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

Stoler, Ann Laura

1995 Colonial Studies and the History of Sexuality. *In Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*. Pp. 1-19.

Durham: Duke University Press.

McClintock, Anne

1995 The Lay of the Land: Genealogies of Imperialism. *In Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. Pp. 22-74. New York: Routledge.

[McClintock, Introduction and postscript also recommended]

Carter, Julian B.

2007 'Barbarians Are Not Nervous'. *In The Heart of Whiteness: Normal Sexuality and Race in America, 1880-1940*. Pp. 42-74. Durham, NC: Duke University Press.

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

Kowal, Emma, and Joanna Radin

n.d. Cryopolitics. <http://www.multispecies-salon.org/cryopolitics/>.

Anderson, Warwick

2000 The Possession of Kuru: Medical Science and Biocolonial Exchange. *Comparative Studies in Society and History* 42(4):713-744.

Benjamin, Ruha

2009 A Lab of Their Own: Genomic Sovereignty as Postcolonial Science Policy. *Policy and Society* 28(4):341-355.

Bieder, Robert E

2000 The Representations of Indian Bodies in Nineteenth-Century American Anthropology. *In* Repatriation Reader: Who Owns American Indian Remains. D.A. Mihesuah, ed. Pp. 19-36: University of Nebraska Press.

Hamilton, Jennifer A.

2009 Of Caucasoids and Kin: Kennewick Man, Race, and Genetic Indigeneity in *Bonnichsen v. United States*. *In* Indigeneity in the Courtroom: Law, Culture, and the Production of Difference in North American Courts. 1st edition. Pp. 71-88. New York: Routledge.

Kimberly TallBear. 2007. "Narratives of Race and Indigeneity in the Genographic Project." *The Journal of Law, Medicine & Ethics* 35(3): 412-424.

### **Week 8: October 28 - NON-ANIMAL LIFE**

Kosek, Jake

2010 Ecologies of Empire: On the New Uses of the Honeybee. *Cultural Anthropology* 25(4):650-678.

Lowe, Celia

2010 Viral Clouds: Becoming H5n1 in Indonesia. *Cultural Anthropology* 25(4):625-649.

Hayden, Cori

2005 Bioprospecting's Representational Dilemma. *Science as culture* 14(2):185-200.

Schiebinger, Londa L.

2004a Exotic Abortifacients. *In* Plants and Empire: Colonial Bioprospecting in the Atlantic World. Pp. 105-149. Cambridge, Mass.: Harvard University Press.

Tsing, et al.

2009 A New Form of Collaboration in Cultural Anthropology: Matsutake Worlds. *American ethnologist* 36(2):380-403. (Only read section by Tsing, 380-383).

### **Week 9: November 4 – NON-HUMAN ANIMALS**

Ahuja, Neel

2009 Postcolonial Critique in a Multispecies World. *PMLA* 124(2):556–63.

Squier, Susan Merrill

2011 Poultry Science, Chicken Culture : A Partial Alphabet. New Brunswick, N.J.: Rutgers University Press. [Introduction, Biology, Culture, Gender]

Van Dooren, Thom

2014 Flight Ways: Life and Loss at the Edge of Extinction: Columbia University Press. [Introduction, Fledgling Albatross, Mourning Crows]

Davis, Janet M.

2013 Cockfight Nationalism: Blood Sport and the Moral Politics of American Empire and Nation Building. *American Quarterly* 65(3):549-574.

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

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

Bharadwaj, Aditya

2006 Sacred Conceptions: Clinical Theodicies, Uncertain Science, and Technologies of Procreation in India. *Culture, Medicine and Psychiatry* 30:451-465.

Roberts, Elizabeth

2006 God's Laboratory: Religious Rationalities and Modernity in Ecuadorian in Vitro Fertilization. *Culture, Medicine and Psychiatry* 30:507-536.

Verran, Helen

2002 A Postcolonial Moment in Science Studies: Alternative Firing Regimes of Environmental Scientists and Aboriginal Landowners. *Social Studies of Science* 32(5-6):729-762.

Battaglia, Debora

2007 Where Do We Find Our Monsters? *In Anthropology and Science: Epistemologies in Practice*. J. Edwards, P. Harvey, and P. Wade, eds. Oxford and New York: Berg.

Chakrabarty, Dipesh

2012 Postcolonial Studies and the Challenge of Climate Change. *New Literary History* 43(1):1-18.

**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*.

Irni, Sari. "The Politics of Materiality: Affective Encounters in a Transdisciplinary Debate."

*European Journal of Women's Studies* 20, no. 4 (November 1, 2013): 347-60.

Deboleena Roy, and Banu Subramaniam. "Matter in the Shadows: Feminist New Materialism and the Practices of Colonialism." In *Mattering: Feminism, Science and Materialism*, edited by Victoria Pitts-Taylor, 2015.

Kim TallBear. "Beyond the Life/Not Life Binary: A Feminist-Indigenous Reading of Cryopreservation, Interspecies Thinking and the New Materialisms." In Joanna Radin and Emma Kowal, eds., *Cryopolitics*. Cambridge: MIT Press, forthcoming. 2015.

Angela Willey. "A World of Materialisms: Postcolonial Feminist Science Studies and the New Natural," unpublished.

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