This course will address the nexus between science, technology, medicine and social change. It will begin by asking what kind of world making (or social change) presumably ushers in science; and what kind of world is presumably made, unmade, or non-made by the appearance of science. After this ‘foundational’ move, the course will take stock of the current preoccupation with the non-human in Science and Technology Studies (STS). It will examine why and how the annulled non-human has presumably come back to haunt science studies under the so-called ‘ontological turn’, and explore the consequences of this for science studies in particular and for ethnographic enquiry and practice in general. It will then attempt to set up a possible conversation between science studies, broadly conceived, and science studies (including medicine) as a discursive practice in South Asia, by using the Contributions to Indian Sociology (CIS) as an archive and index. Here the course will consider what appears to be three possible strands in science studies as a practice in South Asia: the transmutation of scientific disciplines, objects, technologies and agents when they are introduced into South Asia; the transmutation of ‘indigenous knowledge’ in conversation with science in the crucible of colonialism and thereafter; and finally, the possible methodological and discursive move to enlarge the South Asian canvas to include Europe as a necessary object to understand science/indigenous knowledge in South Asia. Part purpose of the last move is to dwell on why STS appears to be a marginal practice in South Asian Sociology and Anthropology, and the cognate but none too surprising phenomenon of the virtual absence of Anglo-Europeans from this genre.

Grading
This will be a seminar course where every class will bear witness to a close reading of about 50-80 pages of text. It will be presented as an 800 to 1000-word written essay by a respondent, followed by 600-word written response by a discussant. These written responses should be sent as an email attachment by Monday to my email ID (harish_naraindas@yahoo.com), and to the whole class through a group email ID that will be set up; and a hard copy of the same will be deposited in my mailbox (in the CSSS office) the day before the presentation. The respondent's main responsibility is to layout the argument in detail and subsequently to raise critical questions. The discussants' primary responsibility is to raise critical questions of the text. All the others have to appear in class with 2 (written) questions (more are welcome) of the text. These presentations and questions will constitute 50% (2 credits) of the cumulative grade. The students have to turn in and present at least 8 such written presentations during the course of the semester for these 2 credits (50%). This is mandatory.

The other 50% (2 credits) will be given to an end-term paper, either based on a small piece of primary research (highly recommended) to be determined in consultation with me, or a term paper on a mutually acceptable topic. I hope to meet students on a one-on-one basis
about 3 weeks into the course to discuss their term paper. This term paper needs to be handed in latest by 30 April 2016. Submissions beyond that date will not be accepted unless it is with prior permission and for demonstrably good reasons. In any case, no term paper will be accepted beyond 6 May. The submission of the term paper, as specified above, is also mandatory. The term paper alone, without at least 8 written in person class presentations, will not be accepted.

Appended below is a reading list. While I would like to see most of these readings covered, I invite students to bring their concerns and interests to bear upon the course. I would be more than happy to change some of the readings to reflect these concerns. Hence, a lot depends on the passion that students bring to bear upon the course.

I. Foundational Constitutions: Modern, Non-Modern, A-Modern


II. Objects, Agents, Non-humans: the causes and consequences of the ontological turn:

Phalkey, Jahnavi and Chattapadhyay, Sumandro (2015). The Aakash Tablet and
Technological Imaginaries of Mass Education in Contemporary India. *History and Technology*, 31(4):452-481


**Debates:**


**Additional Readings**


**III. STS as a (marginal?) discursive practice in South Asia: The CIS as archive and index.**

*Transmutations I: The metamorphosis of science in South Asia*


**Transmutations II: The metamorphoses of indigenous knowledge**


**Redrawing the Canvas: Europe as an object for science/knowledge in South Asia**


**Additional Readings**


