Title
Thinking from Women’s Lives: Sandra Harding, Standpoint, & Science, the first project in the Women’s Studies Media Initiative, debuts December 3

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In the winter quarter of 2006, Professor Rhonda Hammer approached me with an idea for creating media that would at once enhance the women’s studies classroom and archive visual material about famous and important feminists on the UCLA campus. The first subject would be Sandra Harding, a professor in the UCLA Graduate School of Education and Information Sciences and a pioneer of standpoint epistemology and science studies. Over the last year and a half, both the proposed video and the Women’s Studies Media Initiative, a program designed to train women’s studies graduate students in video production and encourage future projects that would benefit undergraduates in women’s studies courses, have come to fruition.

Under the advisement of Professor Hammer and with the support of Professor Christine Littleton, Chair of Women’s Studies, I created the first video project for the Initiative. “Thinking from Women’s Lives: Sandra Harding, Standpoint, and Science” is an educational video designed for the undergraduate women’s studies classroom and particularly for introductory courses. This video frames standpoint epistemology with broader connections to multiple feminist concepts making it not only a portrayal of Sandra Harding’s work but an informative introduction to the field of women’s studies as well. Featuring interviews with and a lecture by Sandra Harding, this video gives an overview of how Standpoint Theory came about, its history and applications, its relation to science, and how it

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**Thinking from Women’s Lives: Sandra Harding, Standpoint, & Science,**

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by Loran Marsan
is still useful today. Says Professor Hammer of the project, “Thinking from Women’s Lives” is a first-class documentary that manages to not only capture Sandra Harding’s special charisma but also clearly explain some of her ground-breaking theoretical work in a comprehensive and entertaining fashion. Indeed, I believe that this video will be an important pedagogical resource for both graduate and undergraduate students, as well as other members of the academic community.” The video will premiere Monday, December 3, at 3 pm in the YRL presentation room.

The Women’s Studies Media Initiative—created by Professor Hammer and myself with the support of Professor Littleton—will have a two-fold benefit within the student population. Graduate students will gain and utilize video production skills to create educational videos for use in the undergraduate classroom. Multimedia presentations in the form of video will broaden the resources available to undergraduate students in the pursuit of enhancing their education. Graduate students will be able to convey their research experience via multimedia, and undergraduate students will have an audio/visual learning experience that connects materials through dynamic technological means. Though the next project has yet to be determined, this initiative has already interested many women’s studies graduate students, who are now thinking about including video components in their own research in an effort to broaden the meaning and accessibility of feminist research.

“To do research that’s for women is to make women subjects of history and knowledge,” says Professor Harding. Interviewing her was an amazing experience. I was immediately captivated by her charisma and ability to explain not only complex feminist theory and her own work within it but also concepts about the philosophy of science and the field of science studies. It was hard not to simply revere her as “one of the rock stars of feminist theory,” as fellow graduate student Saru Matambanadzo says in the video. In the interviews, she was gracious and open and very concerned that other theorists be credited in the collaborative theoretical venture that became Standpoint Theory. At Harding’s behest, the contributions of others were included, making the finished video more versatile as an educational tool. In keeping with her charge “to do research that’s for women,” Harding fully supported both my video work and the Media Initiative. “Thinking from Women’s Lives” and the Women’s Studies Media Initiative further this crucial feminist goal as well.

Loran Marsan is a doctoral student in Women’s Studies. Her research interests include critical film theory, queer theory, and postcolonial studies, as well as film production.

Sandra Harding is a Professor of Social Sciences and Comparative Education in the UCLA Graduate School of Education and Information Sciences. Her teaching and research interests involve feminist and postcolonial theory, epistemology, research methodology, and the philosophy of science. Over the course of her career, Harding has produced a substantial body of published work including Is Science Multicultural?: Postcolonialisms, Feminisms, and Epistemologies (1998), and Science and Social Inequality: Feminist and Postcolonial Issues (Race and Gender in Science) (2006). Harding was director of the Center for the Study of Women from 1996 to 1999, and she coedited Signs: Journal of Women in Culture and Society with Katherine Norberg, an Associate Professor in the Department of History, from 2000 to 2005.