Fall 2012 instructor: Robert Rosenberger

HTS8002/PubP8833, “Social and Cultural Perspectives in Science and Technology,” is a required course for the STS Graduate Certificate and is offered once per academic year. It is a survey course covering the central positions and works in the field of Science and Technology Studies, and typically includes class sessions directed by a variety of faculty members from across the campus who each lend their individual expertise to the discussion of concrete topic areas. This Fall semester, I plan to lead class myself for the first seven or eight weeks which will serve as a crash introduction to the central perspectives in STS. This will include a review of Thomas Kuhn’s *Structure of Scientific Revolutions*, as well as works from perspectives such as the Sociology of Scientific Knowledge (SSK), Actor-Network Theory (ANT), the Social Construction of Technology (SCOT), feminist accounts, and postphenomenology, among others. We will read the work of authors such as Bruno Latour, Sheila Jasanoff, Harry Collins, Don Ihde, Donna Haraway, Wiebe Bijker, Langdon Winner, and Sandra Harding, to name just a few. After the basics have been covered during those opening weeks, the course will shift gears to then feature a different guest instructor each week from our faculty. If the sessions go as well as they did in inaugural section of this course last year, then we can expect lively class discussions on a variety of issues and examples in contemporary scientific research and technological development. Included below is the syllabus from last year. This provides some indication of the kinds of readings that will be analyzed in Fall semester 2012, and some—though not all—of these texts will be used again.
Social and Cultural Perspectives on Science and Technology

Fall 2011

Tuesdays 5.00 – 8.00pm, Old CE Room 104

Convener: John Krige

This course provides a general introduction to key debates in the field of science and technology studies. It is multidisciplinary and draws on intellectual resources in the Schools of the Ivan Allen College to explore the multiple modes in which scientific and technological knowledge are constituted, and how they are shaped by, and shape, the social world we live in.

8/23/11 Subjectivity/Objectivity. Leland

Francis Bacon, “Aphorisms Concerning the Interpretation of Nature and the Kingdom of Man,” Novum Organum, (1620), translated and edited by Peter Urbach and John Gibson (Chicago: Open Court). Extracts


Block 1: Foundations of STS

8/30 Paradigms Wood

Thomas Kuhn, The Structure of Scientific Revolutions, 3rd Edition (Chicago)

9/6 The Social Construction of Truth. The Social Construction of Technology Krige/Smith


**Block 2: Philosophy and Politics of Technology**

9/20 Philosophy of Technology. Rosenberger.


9/27 Artifacts and Politics. Macrakis


**Block 3: Structural Inequality, 10/4 Gender and Medicine. Colatrella.**


Margaret Edson, W;t [or Wit]. Faber and Faber, 1993, 1999.


10/11 Feminism, Inequality and Science Bauchspies


Donna Haraway “Situated Knowledges” Feminist Studies 14 3 1988 (pp. 575-599)


Midterm Break: 10/18

10/25 Knowledge, Inequality and Development Cozzens


7. Susan Cozzens, Sonia Gatchair, Kyung-sup Kim, Gonzalo Ordóñez, and Anupit Supnithadnaporn in Handbook of Science and Technology Studies, edited by Edward


11/1 Gender, Colonial Medicine  Hassan


Block 4: Biomedicine and the Body
11/8.  Pollock


Block 5: Political Economy of Science and Technology
11/15  Technology, Innovation and Political Economy. Usselman

Nathan Rosenberg, “Problem’s in the Economist’s Conceptualization of Technological Change,” in his Perspectives on Technology, Chapter 4.


11/22 Values, Interests, and the Commercialization of Academic Research


**Block 6: Cultural Interventions**

**11/29 Design**  
**Di Salvo**


**12/6 Science Fiction as STS**  
**Yaszek**


Istvan Csicery-Ronay, Jr. “Imaginary Science.” The Seven Beauties of Science Fiction.

Donna Haraway, “Cyborg Manifesto.”

William Gibson, Necromancer.

**Evaluation**

Class Participation: 300 words per week, all students, posted on TSquare

Take Away Examination: Two Questions: one overview, obligatory; one specialized, chosen from many. 1500 words each