

**Comparative Studies 597.01
Summer 2005**

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Global Studies of Science and Technology

Purpose of the Course

The purpose of this course is to familiarize students with some of the major issues and theories we encounter when studying technoscience in transnational or global contexts. While scholars have theorized technoscience using a number of approaches (including cultural studies, rhetorical, literary, historical, and philosophical approaches), this course focuses on ethnographic approaches. Ethnographic approaches are useful to our investigation because they "ground" science by embedding it in specific historical, social, cultural, political, economic, and geographic contexts and power relations. The texts we will read are attentive to the material (real) effects of technoscientific projects, and help us interrogate complicated processes of knowledge production, political and social articulation, identification, advocacy, translation, and boundary management. As we engage the ethnographic texts that constitute the course reading, we will collaboratively explore these texts' terms, arguments, methods, and points of resonance.

What I expect of class members:

- * Engaged participation (speaking and listening) in class discussion
- * Employment of critical thinking skills and a willingness to interrogate familiar ideas, terms, and practices. We will develop these skills in reading, writing and discussion.
- * Thoughtful reading and consideration of course texts and authors' arguments
- * Collegial attitude
- * Presence in class (with cellphones, personal videogame & mp3 players turned off, newspapers set aside).

What I do not expect of class members:

- * Certainty before speaking
- * Mastery of texts
- * Competitive attitude
- * Passive consumption of others' contributions
- * Agreement with ideas or positions represented in course texts and discussions

Course Requirements

Participation (includes attendance, weekly in-class writing responses, and participation in class discussion): 25%

For the purpose of this class, participation is defined as the practice of making productive, relevant contributions to class discussion *while also* listening to and respecting the contributions of others. Talking a lot without engaging with the readings will not raise your participation grade; demonstrating your engagement with course texts and issues, with your fellow classmates, and practicing attentive listening to others will result in a strong participation grade.

In order to participate meaningfully in class discussion, you will need to complete the reading(s) for each class *before* coming to class. Expect the readings to challenge you. Many of the essays and books we will read are written for academic audiences, and will use terminology with which you may be unfamiliar. I expect you

to notify me or raise questions in class if there are aspects of the reading that you do not understand. I will evaluate your engagement with the course texts through your participation in discussion and your in-class writing responses.

Because participation is integral to the success of our class, attendance is mandatory. For the purpose of this class, "attendance" means coming to class on time and remaining in class for the duration of the class meeting. You are allowed two unexcused absences (no questions asked). After that, each unexcused absence will result in the deduction of 5 points from your final grade.

WebCT Discussion Posts: 2 Initiating posts & 2 Responding posts: 20% Total

At the start of the quarter, you will sign up for two dates on which you will post your response to the reading(s) assigned for the day to the WebCT discussion boards the night before the class meets. You will also be responsible for responding to a post from another classmate about the same reading(s) after the class. The weeks you post on WebCT, you will be excused from completing the weekly in-class writing response. I may ask you to summarize your initiating and/or responding posts in class as a part of our class discussion.

Group facilitation of discussion: Facilitation: 15% & Self-Evaluation: 5% = 20%

Once during the quarter, you will work with a small group to facilitate discussion about the readings assigned for the day. Your group will be responsible for presenting a brief oral synthesis of the assigned text(s). You will also be responsible for developing discussion questions to pose to the class, or for developing a collaborative learning activity for the class. Your group will be evaluated based upon the following criteria: your preparedness; evidence of your collaboration; the significance of your discussion to the course; the evaluation of your presentation by your peers; and a (brief) self-evaluation.

Critical paper, 5 – 6 pages (final): Proposal: 10% & Paper: 25% = 35%

In lieu of a final exam, I am asking you to write a short critical paper. Your paper can be an analysis of a theme, a concept or a key term that you trace across a few course texts; or your paper might pose and respond to a question you ask of a few texts (or of the course). You will turn in a proposal two weeks before the paper is due, so that I can evaluate your plan for the paper before you begin writing.

Accommodations

If you need accommodations based on the impact of an impairment or disability, please contact me privately as soon as possible. I will be happy to work with the office of Disability Services to coordinate accommodations for students with documented disabilities. If you want to contact the office of Disability Services, you can visit 150 Pomerene Hall or call 292-3307.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own, and/or the undocumented, unacknowledged use of quoted or paraphrased work by another person. In accordance with university policy, all cases of suspected plagiarism will be reported to the Committee on Academic Misconduct.

Course Texts (available at SBX; texts with an asterisk* are also available via 2-hour closed reserve at the Main Library. You might also check the OhioLINK catalog and the Columbus Metropolitan Library catalog for copies of these texts).

*Biagioli, Mario, ed. *The Science Studies Reader*. New York: Routledge, 1999.

Dumit, Joseph. *Picturing Personhood: Brain Scans and Biomedical Identity*. Princeton, NJ: Princeton UP, 2004.

- *Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*. Berkeley: University of California Press, 1996.
- *Hayden, Carl. *When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico*. Princeton, NJ: Princeton UP, 2003.
- *Lock, Margaret. *Twice Dead: Organ Transplants and the Reinvention of Death*. Berkeley: University of California Press, 2001.
- *Petryna, Adriana. *Life Exposed: Biological Citizens after Chernobyl*. Princeton, NJ: Princeton UP, 2002.

Course Outline

6.20 M: Introductions

Situating Scientific Knowledges and Practices

6.22 W: Shapin, "The House of Experiment in Seventeenth-Century England" *The Science Studies Reader* (SSR)

6.27 M: Callon, "Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St. Brieuc Bay" (SSR)

Star & Griesemer, "Institutional Ecology, 'Translation,' and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39" (SSR)

6.29 W: Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective" (SSR)

7.4 M: Holiday - No class

Scientists in the Making

7.6 W: Group 1 Facilitates
Traweek, "Pilgrim's Progress: Male Tales Told during a Life in Physics" (SSR)

Gusterson, Chapter 3

7.11 M: Gusterson, Chapters 4 - 6

Becoming Bio-Citizens

7.13 W: Group 2 Facilitates
Petryna, Chapter 1

Rabinow, "Artificiality and Enlightenment: From Sociobiology to Biosociality" (SSR); 407 - 413 only

7.18 M: Petryna, Chapters 4 - 5

7.20 W: Group 3 Facilitates
Petryna, Chapter 6

- 7.25 M: Choy, "Articulated Knowledges: Environmental Forms after Universality's Demise" (PDF available on WebCT)
- Articulation, Translation and Expertise*
- 7.27 W: Hayden, Introduction & Chapter 1
- When Nature Goes Public*
- 8.1 M: Group 4 Facilitates
Hayden, Chapters 3 - 4
- 8.3 W: Group 5 Facilitates
Hayden, Chapters 6 - 8
- Technoscientific Imaging & Identity Practices*
- 8.8 M: Group 6 Facilitates
Dumit, Chapters 1 - 4
- 8.10 W: Group 7 Facilitates
Dumit, Chapters 5 - 6
- 8.12 F: Final paper proposal due in my mailbox, Hagerty Hall 451, by 4 p.m.
- Complicating the Life/Death Divide*
- 8.15 M: Group 8 Facilitates
Lock, Pages 1 - 102
- 8.17 W: Lock, Pages 103 - 207
- 8.22 M: Lock, Pages 208 - 287

Final: Critical paper due Wednesday, 8.24.05, in my mailbox (Hagerty Hall 451), by 4 p.m. *Papers will not be accepted via email or WebCT.*