This course is intended as an advanced level survey of science and technology studies. Science and technology studies is a vast scholarly area. There is no way to even scan its breadth and richness in one semester. For the purposes of this course, I have selected pieces of scholarship that are either prominent in the area or representative of a particular approach. When you have completed the course, you should have a reasonable sense of the kind of work done in the field. For those of you interested in doing additional reading, you will find a list of possible readings for each week of the course plus a list of readings for areas that we won’t have time to cover in the course. These lists amount to places to begin deeper reading, but they are by no means comprehensive.

This course will be organized as a seminar. Each student will take responsibility for initiating discussion for one or more class meetings during the semester and will be required to submit a short response paper prior to all but four class meetings. Students will submit one extended paper (approximately 20 double spaced pages) at the end of the semester. This should take the form of some variety of critical engagement with the literature we explore during the term. I leave it entirely to students as to how they proceed with this assignment. I will, however, be available to discuss paper topics, and I am happy to consider alternative assignments (e.g. two or more shorter papers).

Interested students can glean useful senses of recent developments in the field in reviews of the literature and more general discussions found in:


**Requirements**

Initiating class discussion once (10% of course grade) (This requirement is negotiable. We might collectively decide to simply have whoever has something to say start discussion or decide that I should initiate discussion every week.)

Weekly comment papers--2 double-spaced typed pages (30% of course grade)

1 essay--15-20 double spaced typed pages (60% of course grade)

**Class Discussion**: This is a seminar course. I will not lecture during the semester; I will, however, moderate discussion and contribute my interpretations and views of the texts we read. Where necessary and appropriate, I will, of course, provide background or context for readings. Generally, however, my sense is that graduate students learn more from talking through arguments–looking for virtues as well as difficulties in texts–than by being lectured at. Each week, students should come to class prepared to make at least one comment about the reading. With luck, this will be an observation that will promote vigorous debate. Unless we decide otherwise collectively, at the beginning of the semester, each student will sign up for one (or more) session(s) for which s/he agrees to get the discussion going.

**Readings**: The books listed on the course schedule and marked with an asterisk are available for purchase at Rainbow Bookstore Cooperative (426 W. Gilman, 257-6050). Virtually all of the required books are on reserve at Helen C. White. I will place the shorter readings on electronic reserve.

**Comment Papers**: These papers are opportunities to probe course reading. Each paper should show that you are seriously grappling with the material; however, how you proceed is entirely up
to you. You might compare readings from a given week with a reading or readings from an earlier week. You might consider how an argument made in a course reading could be applied to your own work. You might assess the reading, suggesting strengths and weaknesses in argument and evidence.

You must write **nine** of these papers over the course of the semester. Papers should be submitted to the class list (sts901-1-s09@lists.wisc.edu). In order for class participants to read each others comments prior to class, it would be best if these were submitted by Tuesday evening.

**Longer Essay**—As with the comment papers, how you proceed on this assignment is up to you. An original research paper will be appropriate for some of you. Others might prefer to write a paper that critically engages a sampling of the literature on one of the topics we cover during the semester, and still other students may wish to write a polemical essay on a topic related in some fashion to the course. This should be a serious paper, and you should get started on it early. Abstracts with bibliographies, outlines, and drafts should be submitted prior to the final paper. I expect as students proceed with their papers we will find class time to exchange ideas and discuss each other’s work.

  – Abstracts with bibliographies due: March 4.
  – Outlines due: April 8.
  – Drafts due: April 22.

  – FINAL PAPERS DUE (IN MY BOX): BY 4 P.M. ON MAY 13TH. Late papers will not be accepted without prior permission.

**Schedule**

**January 21: From the Canon—Merton and the Strong Program**

**Required Reading**


**Additional Reading**


**January 28: From the Canon—Laboratory Studies**

**Required Reading**


**Additional Reading**


February 4: From the Canon—Actor Network Theory

Required Reading


Additional Reading


February 11: From the Canon—Social Worlds

Required Reading


Additional Reading


February 18: From the Canon—Boundary Work

Required Reading


Additional Reading


February 25: At the Edge of the Canon—Feminism, Gender, and Technoscience

Required Reading


Additional Reading


March 4: At the Edge of the Canon—Where Science and Government Meet

Required Reading


Additional Reading


March 11: Outside the Canon—Science and the Public

Required Reading

Dietram Scheufele. “Messages and Heuristics: How Audiences Form Attitudes about Emerging Technologies.” Engaging Science: Thoughts, Deeds, Analysis, and Action


Additional Reading


March 18—Spring Break

**March 25: After the Canon—Toward a New Political Sociology of Science**

**Required Reading**


**Additional Reading**


**April 1: After the Canon—Toward a New Political Sociology of Science**

**Required Reading**


April 8: After the Canon—(Post) Colonial Studies

Required Reading


Additional Reading


April 15: After the Canon: Science, Technology, and Race

Required Reading


Additional Reading


April 22: After the Canon: Foucauldian Approaches

Required Reading


April 29: After the Canon: New Voices

Required Reading


Additional Reading


May 6: Views from the Holtz Center

Professor Linda Hogle, Department of Medical History and Bioethics. Former Director of the Holtz Center for Science and Technology Studies.

Professor Greg Downey, Department of Journalism and Mass Communications and School of Library and Information Studies. Current member of the Holtz Center Steering Committee.

NOTE: Each visitor will provide us with a piece of her/his writing in advance of this meeting.

May 13: Papers Due
Still More Additional Reading Possibilities

Stratification and Discrimination in Science


The Empirical Program of Relativism (The Bath School)


Interests Analysis (The Edinburgh School)


Conflict Approaches


