ANTHROPOLOGY OF SCIENCE, TECHNOLOGY, AND POLITICAL ECONOMY

Graduate Seminar
SPRING 2010 Syllabus
Professor Donna Goldstein
Associate Professor
Department of Anthropology
University of Colorado Boulder

Class Meetings:
Hale Building 445
THURSDAYS 12:00-2:30

Office and Contact:
Hale Building 455
Telephone: (303) 492-5484
Email: donna.goldstein@colorado.edu

Office Hours
Tuesdays: 2:30-4:00

Course Description: This course in advanced anthropological theory and practice takes the anthropology of science as its focus. During the last 30 years, anthropologists have studied the practice of science: in laboratories and in scientific communities. Anthropologists have attempted to look at the socioeconomic and political contexts within which scientists are made and within which scientific facts and discoveries are produced. Indeed, some anthropologists have noted that in pursuing the Western scientific tradition as a new location for anthropological inquiry, the “exotic” peoples in “exotic” locations that had previously enjoyed the attention of anthropologists have now been produced as consumers of scientific knowledge rather than as producers of scientific knowledge, thus unintentionally reproducing a hierarchy of knowledge.

This seminar is necessarily interdisciplinary, although we will attempt to focus on some of the key theoretical texts and ethnographic products that have emerged within the fields of knowledge that intersect with the Anthropology of Science—Sociology of Science, Science and Technology Studies, Philosophy of Science, etc. The field is vast in many ways and we are going to attempt to read in varied directions within it.

Prior to the first class meeting, we will come to a preliminary agreement as to which texts, articles, and ethnographies seem central to our shared interests and then proceed. We are going to assume no prior knowledge.

Class Culture: I hope the organization of this class will encourage it to be a safe atmosphere where ideas are exchanged and differing perspectives are respected. I am hoping that the combination of a highly motivated group of participants will help to make this class not only intellectually stimulating, but also a pleasant place to be. I ask that participants be courteous and respectful to others. In other words, I would like to stimulate intellectual exchange and the ability to discuss and disagree with one another and to understand that we can do this in a friendly, civilized, and respectful manner.

Readings, Class Participation, and Class Discussion: We will meet as a class for 2.5 hours of seminar per week. Therefore, all students are expected to have completed the assigned readings prior to each class and be prepared to engage in class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. Regular attendance is expected of all students.

Evaluation of Seminar Participants: There will be three forms of evaluation of your work for this seminar:
1) your leading of class discussion (1-2 per semester) and 5 reaction papers are required (40%);
Consistent effort and improvement will be weighted heavily in grading.

1) Guidelines for leading class discussion: Students are expected to give 1-2 informal 10-15 minute long presentations on one or more of the week’s readings over the course of the semester. Participants should organize their presentations on the assumption that everyone has already done the readings in question. It is ok to summarize the readings and then bring up other issues of interest that help us think through the readings.

   The bulk of the presentation should focus on addressing the key issues raised in the readings, the apparent agendas (theoretical and otherwise of its author(s)), critiques of the reading (i.e., strengths, weaknesses, whether or not the argument, data, or analysis is convincing), and what significance the selection(s) has in the grand scheme of anthropological (or some other interesting disciplinary discourse) theory. Close your presentation by suggesting some aspects of the readings that you feel are interesting areas for further class discussion, particularly those aspects which you may not have had time to address during your presentation. Do a practice run of your presentation beforehand in order to make sure that you do not exceed the time limit of 30 minutes. Together with your 5 critical reaction papers, this constitutes 40% of your grade for the course.

2) Class Culture and Class Participation: There are a number of interesting ways in which we can think about this particular experience together. First, I would suggest that we think of this class as not only a seminar on a set of themes, but also a kind of intellectual workshop. While I will certainly take responsibility as director of this endeavor, the quality of the discussion will depend on how deeply and seriously you take the readings.

   We will conduct the course as a weekly seminar. Therefore, all students are expected to have completed the assigned required readings prior to each class and be prepared to engage in class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. Regular attendance is expected of all students. (20%)

3) Final Paper and Annotated Bibliography: One 10-page final paper with bibliography and footnotes plus one annotated bibliography with 10 citations (including 3-5 from the class) having to do with some aspect of the course (Science and Technology, Anthropology of Science, Sociology of Knowledge, etc.) is due. Your paper represents an opportunity for you to critically respond to course readings and discussions and to explore one topic/problem related to these topics in depth. You may choose your own topic, but the paper should focus on either a section of readings, or include at least one or two of the semester’s main readings in the discussion. Usually, better papers take on a smaller topic and focus on one theme or idea in-depth. You will be expected to make your annotated bibliography and final paper available to everyone in the class. (40%)

Note 1: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices
Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at
http://www.colorado.edu/disabilityservices

Note 2: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, {{insert your procedures here}}

See full details at http://www.colorado.edu/policies/fac_relig.html

Note 3: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See polices at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Note 4: The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

Note 5: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

Books Under Consideration: We will read from these books (either the entire book, or excerpts or summary articles by the authors) during the semester.


**Articles**


**Semester Schedule**

**Week 1: January 14 : SYLLABUS, INTRODUCTIONS, ORGANIZATION**

Determine if you are in the right class for you.

Sign in to A and B groupings.

Sign in for presentations and snacks.

Explanation: A and B groupings. If you would like, we can institute a system of Thursday lunch in order to make it a more pleasant environment. If the class agrees to this organization, I would
like to organize A and B groupings so that presentation responsibilities do not coincide with hosting. A and B groupings alternate with leading class discussions and with food preparation.

Please be ready to discuss in class the first day:

Week 2: January 21: ANTHROPOLOGY DISCOVERS SCIENCE AND LABORATORY LIFE
Reviews

(A Group Leads, B Group Brings Food)

Week 3: January 28: FRAMING DIRECTIONS
and

(B Group Leads, A Group Brings Food)

Week 4: February 4: FRAMING DIRECTIONS

(A Group Leads, B Group Brings Food)

Week 5: February 11: BIOMEDICINE AND BIOPOWER
<table>
<thead>
<tr>
<th>Week 6: February 18: BIOMEDICINE AND BIOPower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pp. 155 TO 259</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7: February 25: ETHNICITY INC.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 8: March 4: INTELLECTUAL PROPERTY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 9: March 11: THE POLITICS OF LIFE THROUGH ETHNOGRAPHY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 10: March 18: ETHNOGRAPHY CONTINUED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 11: March 25: NO CLASSES. SPRING BREAK</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 12: April 1: ETHNOGRAPHY CONTINUED/MEDICAL RESEARCH I</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 13: April 8: MEDICAL RESEARCH II</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 14: April 15: ANTHROPOLOGY DISCOVERS WALL STREET</th>
</tr>
</thead>
</table>
Week 15: April 22: WORK ON PAPERS

(A Group Leads, B Group Brings Food)

Week 16: April 29: WORKSHOP PAPERS

(B Group Leads, A Group Brings Food)

PAPERS AND ANNOTATED BIBLIOGRAPHY ARE DUE APRIL 30TH
10 pages maximum.