Overview:
Science and technology increasingly seem to infiltrate our every act both as individuals, groups, and nations making an understanding of science central to a more complete understanding of society. However, discussions of science often get pushed to the sociological margins with a view of science as either outcomes (e.g. science/technology created a catastrophe what do we do now) or societal by-products (e.g. society is racist and, therefore, so is science). This class serves as an introduction to an alternative: Science as a focus of sociological inquiry. We will highlight the similarities and differences between science and other types of work, discourse, and organization. The class begins by tracing social scientific approaches to science from the normative, Mertonian school to more recent varieties of social construction. We will build our theoretical toolkit by reading and discussing theoretical heavyweights, such as Latour, Haraway, and Bourdieu, and familiarize ourselves with classics by Kuhn and Merton. We will use these tools to interrogate aspects of science asking to what degree and how science is gender stratified and more broadly how the practice and organization of science is embedded in power relations, including the relationship between science and the public.

Requirements:
In-Class Participation: In-class participation is essential for this course. By this time in your academic career, you have the skills and knowledge to contribute and should be confident in this fact. Any PowerPoint slides or notes will be made available after class. My hope is that this will facilitate more thoughtful note-taking and more creative engagement in the course. Attendance is required and you should be prepared in at least two ways: Please read the course materials prior to the class and bring the necessary course materials for each class.

Reader Response Essays: Reader response essays are short (1-2 pages, single-spaced) opportunities to engage in that day’s readings. The responses are due on the day that the material is scheduled to be discussed in class. Successful essays will begin by offering a short description of 1 or 2 of the week’s assigned articles or chapters. Next, a successful essay will compare and contrast the article(s) to other
material from the class or from other academic courses. Last, a successful response will conclude with a brief critique or evaluation of the article(s).

Midterm Exam: The midterm exam (no more than 8 pages, double-spaced) will be a take-home exam and will, therefore, focus less on rote memorization and more on your ability to step-back and take a broad view of the material from the first-half of the course.

Final Project: The final project (10-12 pages) will be in the form of a funding proposal elaborating a study that you would like to conduct on a topic that pertains to the sociology of science. The first 2/3 of the proposal will place your ideas within the context of the course material and appropriate external sources in a thorough literature review. The last third will describe in detail your proposed study: Who or what will you study, what methods will you use, what are potential pitfalls and how will you address them and so forth. I will provide a more thorough handout during week 4 or 5.

Grades and Due Dates:
20% In-Class Participation (Including Attendance, Reading Quizzes and In-class Assingments)
25% 4 Reader Response Essays (1-2 pages, single-spaced)...Choose 3 out of 4 of these weeks: 10/7, 10/14, 10/21, or 11/4...Response due 11/18 is required.
20% Midterm Exam (no more than 8 pages, double-spaced)...due 10/29.
5% Final Project Proposal (1-paragraph)...due 11/11.
30% Final Project (10-12 pages, double-spaced)...due 12/8.

Note for graduate students: You will only be required to complete 2 reader responses (10% of your grade), but will be giving an 8-10 minute talk (15% of your grade) about your research for this class (or related research). You are also given the option of writing a paper for the final instead of a proposal and may extend previous work with my permission.

Required Texts:
Available at the UO Bookstore, Amazon.com, etc.:


Articles and Book Chapters:


Kuhn, Thomas. 1962. The Structure of Scientific Revolutions.


----. 2006. “Keywords: Science.” Contexts 5:41-43.


**Course Schedule (Subject to change with appropriate notice in class or through email):**

Readings marked “GS.” are required for 510 students and suggested for ambitious 410 students.

- **September 28, 2010**
  - Introduction

- **September 30, 2010**
  - Definitions
  - Shapin (2006)

- **October 5, 2010**
  - History of Science Wars
  - Sardar (2000)

- **October 7, 2010**
  - History of Science Wars
  - Sardar (2000)
  - Reader Response #1 on Sardar

- **October 12, 2010**
  - Theories and Methods (Normative Approaches)
  - Merton

- **October 14, 2010**
  - Theories and Methods (Entering the Critical Maelstrom)
  - Kuhn
  - Reader Response #2 on Merton or Kuhn

- **October 19, 2010**
  - Theories and Methods
  - (The Critical Maelstrom and a Big Gulp)
  - Haraway (1998)
  - GS: Asdal (2005)

- **October 21, 2010**
  - Theories and Methods (After the Gulp?)
  - Bourdieu
  - and/or Frickel and Gross (2005)
  - Reader Response #3 on Haraway, Latour, or Bourdieu

- **October 26, 2010**
  - Topic: Gendered Work
  - Skim Light (2008)
  - Steinike (2005)
  - GS: England et al. (2007)

- **October 28, 2010**
  - Topic: Gendered Work

**MIDTERM IS DUE 10/29 by 3PM in SOCIOLOGY MAIN OFFICE (736 PLC)**
November 2, 2010  
**Topic: Organization, Authority, and Power**  
Owen-Smith (2001)  
GS: Gieryn (1983)

November 4, 2010  
**Topic: Organization, Authority, and Power**  
Reader Response #4 on Owen-Smith or Greenberg

November 9, 2010  
**Topic: Science and the Public**  
Vaughan (2006)-Focus on theory/first third of article  

November 11, 2010  
**Topic: Science and the Public**  
Saguy and Almeling (2008)  
Kirby (2003)  
**Project Proposal Due**

November 16, 2010  
**Case Study: Meteorology**  
Fine (2007)

November 18, 2010  
**Case Study: Meteorology**  
Fine (2007)  
**Required Reader Response on Fine due today or 11/30**

November 23, 2010  
Thanksgiving: No Class

November 25, 2010  
Thanksgiving: No Class

November 30, 2010  
**Case Study: Meteorology**  
Fine (2007)

December 2, 2010  
**Odds and Ends**  
GS Talks

**FINAL ASSIGNMENT DUE DECEMBER 8, 2010 @ 3PM IN SOCIOLOGY MAIN OFFICE (736 PLC)**

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**Encouraging Inclusive Learning Environments**

The University of Oregon is working to create inclusive learning environments. Please notify me if aspects of the instruction or course design result in barriers to your participation. You are also encouraged to contact [Disability Services](mailto:disabsrv@uoregon.edu) in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

**Academic Misconduct:** The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g.
quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.