ANTH 280K: Social Studies of Science & Technology
Thresholds #1-3

Answer the following question with reference to the readings discussed in class during Part Three. Your answer should be between 5-7 pages, and does not need to include a bibliography. It should include in text citations, following this example: (Author Year: Page). Failure to meet these criteria will result in a reduced grade.

#1: How does the social study of science and technology change the way you think about science and technology as knowledge production practices? In your answer choose two of the Guiding Questions to frame your analysis. You should include reference to at least 3 readings from the *Science Studies Reader* and 3 examples from the other books we've read. (You may need to read one or more additional chapters from the books we've read to develop your examples.)

When you are engaging with a reading from the *Science Studies Reader*, you should: 1) clearly summarize the idea that the author is forwarding. You may do this through quotation and paraphrase. 2) Then explain how it applies to a specific example drawn from the other readings.
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#2: How do the conduct and content of science reinforce one another? (I'm thinking about this in several ways: 1) how does scientific knowledge production and dissemination through papers, conferences, etc., shape what scientists do and think of as science? 2) how do "scientific" pursuits shape what scientists think and do as scientists? 3) how does scientific knowledge shape how non-scientists interact with science and scientists? 4) how does all of this stuff shape what is at stake in science? Which is all to say, 5) *how do scientific ontologies and epistemologies interact through everyday practice*?)

In your answer choose two of the Guiding Questions (but not #4) to frame your analysis. You should include reference to at least 6 readings total, and at least 5 should be from Part Two (i.e. 1 reading can be drawn from Part One, but you can include more from Part One as long as 5 other readings are from Part Two).
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#3: How do science studies scholars talk about the thingness of things? How do people make things? How do things make people? Why does this matter? Choose a couple different kinds of things (living/non-living, animal/planet, process/object, etc.) discussed by people you have read and use them to discuss how things change how scholars talk about them – and how they talk about science, technology, ontology, and epistemology.

In your answer choose two of the Guiding Questions to frame your analysis. You should include reference to at least 6 readings total, and at least 4 should be from Part Three (i.e. 2 readings can be drawn from Parts One & Two, but you can include more from Parts One & Two as long as 4 other readings are from Part Three).
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When you are engaging with a reading, you should: 1) clearly summarize the idea that the author is forwarding. You may do this through quotation and paraphrase. 2) Then explain how it applies to a specific example drawn from the other readings.

Excellent examples clearly state the theoretical idea, thoroughly explain the example, and directly relate the theory to the example. *Good* examples may or may not clearly state the theoretical idea, but are on the right track. They may also not fully develop the relationship to an empirical example from the readings. Or they may do one part well and the other part insufficiently. *Poor* examples either misunderstand the theory and its application or may present the theory and example both insufficiently.

The Guiding Questions

1. How do we take context into account in scientific knowledge production? 1a. Can we look past historical ethical lapses? 1b. What is happening today that we have ethical blind spots for?

2. Who counts as an expert? Who counts as a scientist? 2a. What kind of evidence is valid? And what kind of evidence is valid for what kinds of claims? 2b. How can knowledge production be democratized, and what sorts of models do we have for doing so? 2c. How can we integrate feminist points of view into scientific knowledge production?

3. How does media shape scientific knowledge production and dissemination? 3a. How has social media shaped science-based social movements?

4. How does science scale from little to big? In other words, how do scientific findings about small populations or individual events come to speak to broader conditions and cases?

5. What kinds of risk are acceptable for scientific knowledge production? 5a. Who is exposed to what kinds of risks?

6. What is the gap between scientific knowledge in theory and practice? Why is there a gap? How does scientific knowledge evolve from theory to practice? What directly and indirectly affects that process? What is the difference between how we teach science and how we apply science?

7. How does science uphold institutional disparities in race, gender, sex, etc.? How do scientific findings uphold ideological conceptions of individuals and populations?

8. Who controls scientific knowledge distribution? Who has access to knowledge? How does privilege intersect with scientific knowledge production?

9. How are science and technology social enterprises? How do profit and scientific knowledge production influence one another? Is the capitalist basis of science net positive? Do we have models of non-capitalist science?