Office hours: For graduate students I recommend that you email me first so that we can set up a half hour or hour to talk at leisure.

Course Content and Goals. This course will introduce students to fundamental concepts in STS by contrasting different problem areas and theoretical frameworks. Another goal is to provide students with a preliminary roadmap of points of entry into literatures, so that students will have some entry points for literature reviews.

Work and Grading Policy:
65% There will be 13 weekly writing assignments. These are short essays on the readings that are due at the start of the class. (There is no written assignment for the first class.) You should not repeat the readings but evaluate the concepts, arguments, etc. and compare them with other readings.

30% You will be assigned specific readings for in-class discussion.

20% This will be a discussion-style seminar, so class attendance and participation are important. It is disruptive to arrive late. Students who arrive late regularly will lose a letter grade. Missing a class for reasons other than conferences and illness will result in a half grade deduction.

Grade modifiers are now in effect. Grades will be +/−, with the following scale: 94-100 A, 90-93.99 A−, 87-89.99 B+, 84-86.99 B, 80-83.99 B−, 78-79.99 C+, 74-77.99 C, 70-73.99 C−, 68-69.99 D+, 64-67.99 D, 60-63.99 D−. Note that a borderline grade (e.g., 89.99) is rounded down.

Intellectual honesty policy: Students are free to study with other students and are in fact encouraged to discuss the readings outside class, but they are expected to write up weekly assignments individually. Individual assignments should be substantially different from one another. Students should not copy sources or take ideas from sources without providing a full citation (either footnote or name-and-date); plagiarism is described in the student handbook. The content of all lectures and handouts prepared by the professor are his property and should not be circulated to anyone who is not in the class, either in print or via electronic means. Posting of class notes electronically and plagiarism of assignments will result in an F in the class. By taking this course, you agree to complete the assignments, abide by the intellectual honesty policy, and attend class with the weekly reading and assignment completed before class.
1. Interests and the Sociology of Knowledge


2. Constructivist Science Studies


*Bruno Latour, “Ch. 6: Give Me a Laboratory and I will Raise the World.”* In Karin Knorr-Cetina and Michael Mulkay (eds.), *Science Observed* (Beverly Hills, Ca.: Sage, 1983). Pp. 141-170. (You will need to use the rotation button.)


3. Criticisms and Counterpoints


4. The Field Sociology of Science

5. Neoliberalism, Ideology, and Knowledge
Moore, Kelly, Scott Frickel, Daniel Kleinman, and David Hess. “Science and Neoliberal Globalization.”

6. Asymmetric Convergence and Academic Capitalism


7. The Public Understanding of Science


8. Public Engagement of Science


9. Publics and Counterpublics

Habermas, Jurgen. “From a Culture-Debating to a Culture-Consuming Public.” Pp. 159-175 in The Structural Transformation of the Public Sphere. MIT Press.


10. Knowledge, Technology, and Social Movements


11. Ignorance, Risk, and Undone Science


12. Regulation and Technology


13. Review


