ASA-SKAT

Science, Knowledge, and Technology
From the Section Chair

Jennifer Croissant
Women's Studies
University of Arizona

In the past week as I have been preparing to write this newsletter contribution, the awards committees for the Hacker-Mullins Student Paper (led by Renee Anspach) and the Merton Professional Award (led by Chris Henke) have been hard at work reviewing submissions, while Kelly Moore our Chair-Elect and Section Program Chair has been troubleshooting the Section sessions for the upcoming ASAs in Montreal. Elsewhere, membership committee Chair Jason Owen-Smith (Michigan) has been working on renewing old acquaintances who may have let their membership lapse, bringing us to the admirable position of having a stable membership over 400 *before* the annual meetings! Earlier in the spring, Andrew Lakoff as Chair of our nominations committee finalized what turned out to be a very exciting slate of candidates for Section offices. And of course the newsletter editor, Todd Paddock has been hard at work collecting and formatting information. Needless to say, I am quite privileged to be working with such a hard-working set of Section Council members. Plus, we have a number of other section members who are serving as at-large members of the awards committees. Since 'many hands make for light work' I think I can honestly say that Section Chair is a surprisingly easy and straightforward job. That is, unless I am forgetting to do something.

All these hardworking contributors notwithstanding, I would like to suggest that there are still some important opportunities for general members to contribute to the section. We are in need of someone to either assist Ricky Leung (rleung@ssc.wisc.edu), or perhaps entirely take over management of the section web-pages. Andrea Hoplight Tapia has decided to move on to new projects, after a heroic effort with Todd Paddock in transitioning to a fully electronic newsletter. This means that we need a new co-editor for the newsletter. Michael Lynch, immediate past Section Chair, has some ideas for enhancing the content of the site (mel27@cornell.edu), but needs some help generating materials and implementing his ideas. We would like to hear more from the members, especially graduate students, about works in progress in the newsletter. Members should also consider generating position pieces for discussion through the newsletter. Early in the fall we will need new candidates to stand for election to replace our out-going Council members, and we will need to start planning the 2007 Section sessions while at the 2006 meetings. The Section seems to be very stable right now–but we may be poised for some significant growth and visibility should we generate the enthusiasm for some new collective projects: perhaps a

book arising from Section sessions (royalties from which might line Section coffers)? Spiffifying the website? A new teaching workshop?

Speaking of the 2006 meetings, the Section has a wonderful set of sessions in store, reviewed elsewhere in this newsletter. There is also a bevy of SKAT-related general sessions on the program. Our "section day" is Monday, with our overflow sessions appearing on the program on Sunday. The section reception is Sunday evening 6:30- 8:15, while the business meeting is Monday afternoon, sharing a session with the Roundtables. I know many of us find it a challenge to stick around for the last day of the meetings, but it's not like Montreal is a terrible place to spend a late summer evening after the meetings are over. *Please* schedule your travel so you can contribute to the Business Meeting and last section sessions on Monday. Your colleagues will be grateful for the audience, and Section Council very grateful for your feedback at the business meeting.

If there is something that you would like to bring to Council's attention, or the broader attention of the Section membership, please contact me as soon as possible (before August 1 is ideal), so that we can either work on things, or have these items on the agenda for the Council and Business meetings.

Happy Summer! Hope to see you in Montreal!

SKAT News

Assist with the SKAT Website
SKAB Webmaster Ricky Leung needs someone to assist him or to take over management of the SKAT website. Please contact him at rleung@ssc.wisc.edu.

Become Co-Editor of the SKAT Newsletter
ASA-SKAT newsletter co-editor Andrea H. Tapia has retired. (Andrea, thank you for your hard work and leadership!) I need someone to help me guide the direction of the newsletter, decide on articles, find authors to write them, solicit and locate material, and assemble, edit, format, and proofread. Because the newsletter is a Word document, no web-design skill is required. If you have any questions or wish to express interest, please contact Todd Paddock at tpaddock@winona.edu.

New Books

For additional books, see "Announcements" under http://www.4sonline.org/profession/profession.htm

Scott Frickel and Kelly Moore (eds.). 2005. *The New Political Sociology of Science: Institutions, Networks, and Power.* **Madison, WI: University of Wisconsin Press.**
http://www.wisc.edu/wisconsinpress/books/3618.htm
In the twenty-first century, the production and use of scientific knowledge is more regulated, commercialized, and participatory than at any other time. The stakes in understanding these changes are high for scientist and nonscientist alike: they challenge traditional ideas of intellectual work and property and have the potential to remake legal and professional boundaries and transform the practice of research. A critical examination of the structures of power and inequality these changes hinge upon, this book explores the implications for human health, democratic society, and the environment.

A.M. Mannion. 2006. *Carbon and Its Domestication.* **Dordrecht: Springer.**
http://www.springer.com/west/home/environment?SGWID=4-198-22-81055821-0
Carbon is chemically versatile and is thus the body and soul of biological, geological, ecological and economic systems. Its appropriation by humans through diversion of its biogeochemical cycle has been a mainstay of development. This domestication is characterized by a number of thresholds: control of fire, development of agriculture, expansion of Europe, fossil-fuel use and biotechnology. All have exacted an environmental toll, not least being climatic change and biodiversity loss. Carbon management now and in the future is a 'hot' political issue.

There is no existing book that focuses on the pivotal role of carbon in the environment and society and the ways in which carbon has been domesticated in time and space to generate wealth and political advantage. Students of environmental science, geography, biology and general science will find this work invaluable as a cross-disciplinary text.

Karen M. O'Neill. 2006. *Rivers by Design: State Power and the Origins of U.S. Flood Control.* **Durham, NC: Duke University Press.**
http://www.dukeupress.edu/books.php3?isbn=3773-8
Rivers by Design traces the emergence of the mammoth U.S. flood management system, which is overseen by the federal government but implemented in conjunction with state governments and local contractors and levee districts. In this river control system, the expert authority of Army engineers is conditioned by the politics of congressional appropriations, by the demands of local governments seeking protection, and by the dynamics of the rivers themselves, which confound the experts' predictions.

Roli Varma. 2006. *Harbingers of Global Change: India's Techno-Immigrants.* **Maryland: Lexington Books.**
http://www.lexingtonbooks.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0739114581
Harbingers of Global Change enriches a revealing case study of a little-understood group of immigrants with the contemplation of broader social dynamics, including assimilation, acculturation, and the persistence of racial and ethnic prejudice. Varma offers more than a much needed addition to the emergent literature on the plight of international immigration-professionals. "Harbingers" provides a visionary look at where global society is headed in the twenty-first century, an epoch in which all human beings may become foreigners in the virtual techno-marketplace.

Brand, R. 2005. *Synchronizing Science and Technology with Human Behaviour*. **London: Earthscan. ISBN: 1844072479 (PB); 1844072517 (HC).**

http://shop.earthscan.co.uk/ProductDetails/mcs/productID/618

Sustainable development has tended to occur on two diverging paths: one technology-focused, the other favoring behavioral solutions. This new, practical text links these two paths in a 'co-evolutionary' framework, enabling more sustainable policies and projects to be developed.

Believing that technical and social realms are much more connected than most people concerned with sustainability tend to admit, the author has developed an innovative and integrated strategy that encourages people to 'co-design' technologies that make socially-desired behaviors more attractive.

Having explained the nature of the problem, the author outlines key concepts and shared characteristics of co-evolutionary projects and anticipates possible criticisms. Through detailed analysis and diverse case studies, the reader is presented with a clear picture of a more holistic approach to planning sustainable infrastructures, which will be invaluable for students and professionals alike.

For further information please do not hesitate to contact me at r.brand@qub.ac.uk.

ASA MEETING 2006

The following Sessions and Workshop at the ASA Annual Meeting are relevant to SKAT Members.

Regular Session, Sociology of Technology: Remediated Socialities
Fri, Aug 11, 4:30-6:10pm
Palais des congrès de Montréal
Session Organizer: Lucy Suchman (Lancaster University)
Presider: Lucy Suchman (Lancaster University)
- "Cybercafes and CyberGames: Virtual and Non-Virtual Spaces for Identity Construction, Social Development and Interaction" Victor R. Thompson (Stanford University)
- "Grande Wi-Fi: Social Interaction in Wireless Coffee Shops" Neeti Gupta (Massachusetts Institute of Technology) and Keith N. Hampton (University of Pennsylvania)
- "PowerPoint Demonstrations: Colin Powell, WTC Architects, and New Technologies of Persuasion" David Stark (Columbia University) and Verena Paravel (Columbia University)
- Discussant: Trevor Pinch (Cornell University)

Regular Session, Sociology of Science
Saturday, August 12, 10:30am-12:10pm
Palais des congrès de Montréal
Session Organizer: Monica J. Casper (Vanderbilt University)
Presider: Jennifer Ruth Fosket (McGill University)
- "Personhood and the Balance of Risk and Benefit: Use of Foster Children in Clinical Trials" Marc Chun (Council for Aid to Education) and Elizabeth McEneaney (California State University-Long Beach)
- "Negotiating Human-Animal Relationships in Transposing Technical Mediations: A Situational Analysis of Endeavors to Clone Animals of Endangered Species" Carrie E. Friese (University of California-San Francisco)
- "Mendel's Generation: Molecular Sex at the Origin of Genomics" Steve R. Garlick (City University of New York-Graduate Center)
- "Nutritionalization: Co-production of Nutrition Science and Agrofood Politics in the Developing Countries" Aya Hirata (University of Wisconsin)
- "The Total Observation Collage: Weather Forecasting and the Search for Ground Truth" Phaedra Daipha (University of Chicago)
- Discussant: Jennifer Ruth Fosket (McGill University)

Regular Session, Sociology of Knowledge
Contemporary Knowledge: Theory and Practice
Sat, Aug 12, 8:30-10:10am
Palais des congrès de Montréal
Session Organizer: Charles Camic (University of Wisconsin, Madison)
Presider: Charles Camic (University of Wisconsin, Madison)
- "Method and Measurement in the Sociology of Knowledge" Harvey Goldman ()
- "Subject and Concept: A Historical Sociology of French Philosophy (1880-1930)" Jean-Louis Fabiani
- "The Moral Epistemology of Moderation: Producing Opinions in the Focus Group Setting" Javier Lezaun
- "Interpretive Flexibility and Trojan Horses: The Proliferation of Public Ideas" Michael Sauder, Tim Hallett, and Ryotaro Uemura

Regular Session, Sociology of Knowledge
Knowledge in Applied Settings
Sat, Aug 12, 2:30-4:10pm
Palais des congrès de Montréal
Session Organizer: Charles Camic (University of Wisconsin, Madison)
Presider: Charles Camic (University of Wisconsin, Madison)

- "Knowledge Production and the Public Interest" David Charles Schalliol (University of Chicago) and Sarah Stewart Makela (University of Chicago)
- "Merchants of Expertise: Think Tanks in the U.S. Field of Power" Thomas Matthew Medvetz (University of California- Berkley)
- "Quantifying Evil: Governmentality and the Origin of Criminal Statistics in the United States, 1900-1930" Saran Ghatak (Keene State College)
- "Producing Official Knowledge on Populations and Individuals in Modern Japan" Jennifer A. Winther (UCLA)
- Discussant: Gil Eyal (Columbia University)

Regular Session. Sociology of Culture
Fields and Practices of Knowledge Production
Fri, Aug 11, 2:30-4:10pm
Palais des congrès de Montréal
Session Organizer: Lynette Spillman (University of Notre Dame)
Presider: Philip Smith (Yale University)
Discussant: Philip Smith (Yale University)

- "Glassblowing Tools: Extending the Body Towards Practical Knowledge and Informing a Social World" Erin O'Connor (New School for Social Research)
- "Cultural Models of Knowledge: A Comparison of Kwakwaka'wakw Clam Digger and Contaminant Ecologists' Ways of Knowing about Clams" Chantelle P. Marlor (Rutgers)
- "Creating and Crossing Boundaries: How Scientists View the Relationship between Religion and Science" Elaine Howard Ecklund (Rice University), Jerry Park (Baylor University)
- "Cultures of Calculation. On the Infrastructure of Risk Management" Herbert Kalthoff (University of Konstanz)
- "Why Space (Between Fields) is Not a Vacuum: The Production of Terrorism Expertise in Liminal Social Space" Lisa Stampnitzky (University of California-Berkeley)

Section on Medical Sociology
Science and Technology of Medical Practice
Sun, Aug 13, 2:30-4:10pm
Palais des congrès de Montréal
Session Organizer: Stefan Timmermans (UCLA)
Presider: Stefan Timmermans (UCLA)

- "Informational Resources for Cancer Survivors: Which Institutions Count?" Mark Pachucki (Harvard University)
- "Reading, Writing And Ranking Science: An Examination Of The Legitimacy Of Science In Medical Work" JuLeigh Petty (Northwestern University)
- "Telepsychiatry and Social Context: Meaning and Perspective in the Delivery of Mental Health Car." Karen Albright (University of California, Berkeley)

- "The Home as Hospital: the Consequences of High-Tech Home Care for Patients and their Families" Cameron Macdonald (University of Wisconsin-Madison)

Section on Medical Sociology
Sociology of Bioethics
Sun, Aug 13, 4:30-6:10pm
Palais des congrès de Montréal
Presider: Joanna Kempner
Discussants: Elizabeth M. Armstrong and Charles Bosk
- "Sociological Model of Illness and Bioethics: Addressing Issues of Inequality and Infectious Disease" Mark Tausig and Michael Selgelid (University of Sydney), Janardan Subedi (Miami University), Sree Subedi (Miami University-Hamilton)
- "The Ethics of Naming and Classifying" Joseph Davis (University of Virginia)
- "Changing the Subject: Science, Subjectivity, and Ethics in Toxicogenomics" Sara Shostak (Columbia University)
- "'Do unto Others': How Online Support Groups Construct the Ethics of Disclosing HIV+ Status" David Rier (Bar Ilan University)

Section on Environment and Technology
Open Session
Fri, Aug 11, 10:30am-12:10pm
Palais des congrès de Montréal
Session Organizer: Stella M. Capek (Hendrix College)
Presider: Stella M. Capek (Hendrix College)
- "The Practice of Environmentalism: Creating Ecological Habitus" Randolph Brent Haluza-DeLay (The King's University College)
- "Mobilizing American Environmentalism: The Role of Rachel Carson's Silent Spring" Craig R. Humphrey (Pennsylvania State University) and Tammy Lewis (Muhlenberg College)
- "The Potential for an Environmental Justice Movement in British Columbia" Joanna L Robinson (University of British Columbia) and David B. Tindall (University of British Columbia)
- "TV, Commoditization, and Environmental Degradation: A Critical Assessment of the Utilization of Television to Promote an Environmental Ethic" Lindsay Erin Young (Drexel University) and Robert Brulle (Drexel University)

Section on Environment and Technology.
Society and Nature: Theoretical Approaches
Fri, Aug 11, 2:30-4:10pm
Palais des congrès de Montréal
Session Organizer: Stella M. Capek (Hendrix College)
Presider: Riley E. Dunlap (Oklahoma State University)
Discussant: Riley E. Dunlap (Oklahoma State University)
- "Critical Human Ecology: Historical Materialism and Natural Laws" Richard F. York (University of Oregon) and Philip Michael Mancus (University of Oregon)
- "Decentering Environmental Sociology: Lessons from Post-Humanist Science and Technology Studies" Lisa Asplen (University of Illinois at Urbana-Champaign)
- "Bourdieu and the Environment: Toward an Integrated Model for Environmental Sociology" Bryan Snyder (University of Nebraska-Lincoln)

"Anthropocentrism and Environmental Sociology: Re-evaluating the HEP-NEP Dichotomy" Mark Christopher John Stoddart (University of British Columbia)

Section on Science, Knowledge and Technology: Sessions and Events
Note: SKAT Section Sessions and Events are held on both Sunday, August 13 and Monday, August 14

Law and Science (co-sponsored by ASA Section on Sociology of Law)
Sunday, August 13, 12:30-2 pm
Palais des congrès de Montréal
Session Organizers: Susan S. Silbey (Mass. Institute of Technology) and Christopher R. Henke (Colgate University)
Presider: Susan S. Silbey (Mass. Institute of Technology)
- "Academic Science versus Commercial Science: Disobedience and Accommodation in the Face of Intellectual Property Rights" Fiona E. Murray (MIT Sloan)
- "Civility and Sentiment: The Circulation of Morality in Capital Sentencing Trials" Sarah Beth Kaufman (New York University)
- "Experience and Expertise in IRB Decision-Making" Laura Stark (Princeton University)
- "Technical Difficulties: Youth, Sex, and the Discourse of the Dangerous Internet" Alyssa Richman (Temple University)

From Scopes to Dover: Methodology and Politics in the Study of Disputes about "Science" in Public Life
Sunday, August 13, 4:30-6:10pm.
Palais des congrès de Montréal
Session Organizer: Jennifer L. Croissant (University of Arizona)
Presider: Jennifer L. Croissant (University of Arizona)
- "In the Name of Science: A Sociological Approach to Anti-Scientific Attitudes" Gordon William Gauchat (University of Connecticut)
- "…Keep Close to God, and He'll Help You Through It: Religion, Evolution Denial, and the Role of Higher Education" Matthew E. Brashears (University of Arizona)
- "Contemplating Compassion: The Politics of Contemplative Practice and the Rise of Mindfulness Meditation in the U.S." Kaelyn Elizabeth Stiles (University of Wisconsin)
- "Climates of Risk Across Media Publics" John Sonnett (University of Arizona)

Section on Science, Knowledge, and Technology Reception
Sunday, August 13, 6:30-8:15pm

Session Title: Gender, Race, and Science (co-sponsored with the Section on Sex and Gender)
**Monday, August 14, 8:30-10:10am**
Palais des congrès de Montréal
Session Organizer: Alondra Nelson (Yale University)
Presider: Alondra Nelson (Yale University)
- "The Mystery of Maleness and the Default Sex: Fetal Sex Development, Sexism, and the Media" Molly Dingel (Mayo College of Medicine)
- "Technologies of the Hormonal Self: Emerging Constructions of Menopause" Katherine Thomson (Univ. of California-San Francisco)
- "'Cracking the Code of Life': Gendering the Human Genome Project" Jessie Daniels (Hunter College)
- "Why Behavior Genetics Can't Kick its Race Problem" Aaron L. Panofsky (New York University)
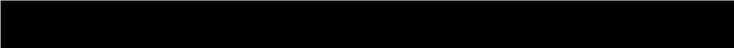
SKAT Roundtables
Mon, August 14, 10:30-11:30am
Palais des congrès de Montréal
Table 01. The Political Implications of Knowledge Claims Unit
Table 02. Contexts of Technology Production and Use Unit
Table 03. Theorizing Knowledge Production Unit
Table 04. States, Policies, and Science
Table 05. Stratification and Collaboration in Science

Section on Science, Knowledge, and Technology: Business Meetings (40 minutes)
Monday, August 14, 11:30-12:10 p.m.

Session Title: Author Meets Critics Session
Monday, August 14, 2:30-4:10 pm
Palais des congrès de Montréal
The Gold Standard: the Challenge of Evidence-Based Medicine and Standardization in Health Care, by Stefan
Timmermans and Marc Berg (Temple University Press, 2003).
Session Organizer: Kelly Moore (University of Cincinnati)
Presider: Kelly Moore (University of Cincinnati)
Panelists:
- Renee R. Anspach (University of Michigan)
- Sydney A. Halpern (Vanderbilt University)
- Maren Elise Klawiter (Georgia Institute of Technology)

Economy and Science (co-sponsored with the Section on Economic Sociology)
Monday, August 14, 4:30-6:10 pm
Palais des congrès de Montréal
Session Organizers: Alexandru Preda (University of Edinburgh) and Daniel Lee Kleinman (University of
Wisconsin-Madison)
Presider: Daniel Lee Kleinman (University of Wisconsin-Madison)
- "Economic Theory and Reality: A Sociological Perspective on Induction and Inference in a Deductive
  Science" Yuval Peretz Yonay (University of Haifa) and Daniel Breslau (Virginia Tech)
- "The Material Sociology of Arbitrage" Donald Angus MacKenzie (University of Edinburgh)
- "Managing the Economic Discounting Controversy in Global Climate Change Policy Deliberations"
  Stephen C. Zehr (University of Southern Indiana)
- "Technosciences, Economic Markets and Dialogical Democracy" Michel Callon (Ecole des mines de Paris)
- "University-Industry: A Theory of Gendered Relationships" Laurel Smith-Doerr (Boston University) and
  Jennifer L. Croissant (University of Arizona)

**Academic Workshop. Integrating the Sociology of Science and Science Studies into General Education
Reform**
Mon, Aug 14, 2:30-4:10pm
Palais des congrès de Montréal
Session Organizer: Christy Hammer (University of Southern Maine)
Leader: Christy Hammer (University of Southern Maine)
Panelists:
- Val Dusek (University of New Hampshire)

- Anne Frances Eisenberg (SUNY- Geneseo)
- John Ellington Godard (California State University Northridge)
- Christopher R. Henke (Colgate University)

The Future of Environmental Sociology and the Environmental Sociology of the Future
2-5pm, August 12, 2006
Holiday Inn Select, Montréal
The Environment and Technology Section will be holding is second annual Session In-Exile during the upcoming conference of the American Sociological Association in Montréal.

Formally created in 1976, this year marks the 30th anniversary of the founding of the Environment and Technology Section within the American Sociological Association. In keeping with this important occasion, the theme for this year's Session In-Exile will be "The Future of Environmental Sociology and the Environmental Sociology of the Future." Panelists will cast a anticipatory and contemplative eye forward to glimpse the outlines of the field at the time of its Golden Anniversary two decades from now in 2026. Questions that we will ponder will include:

- What will be the key research questions of the day?
- How prominent will the field be?
- What will be the relationship of environmental sociology to the larger discipline and to the social sciences more generally?
- What role will environmental sociologists play in the emergence of a transdisciplinary environmental science?
- And more…

Introduction by Maurie Cohen (New Jersey Institute of Technology)
Panelists:
- Penelope Canan (University of Central Florida)
- Michael Carolan (Colorado State University)
- Peter Dickens (University of Cambridge)
- William Freudenburg (University of California, Santa Barbara)
- Steve Kroll-Smith (University of North Carolina, Greensboro)
- Jean-Guy Vaillancourt (Université de Montréal)
Rappateur: Riley Dunlap (Oklahoma State University)

The format for this event encourages a wide-ranging discussion among the audience following formal presentations by the invited panelists.
This Session In-Exile will be held from 2:00-5:00pm in the Dahlia Room of the Holiday Inn Select (located directly across the street from the Palais de Congress). Please be advised that this event is not sanctioned by the ASA and information about it will not appear in the official conference program. Attendance is free of charge and does not require ASA conference registration.

Book Review

Berube, David M. (2006) *Nano-Hype: The Truth Behind the Nanotechnology Buzz*. Amherst, NJ: Prometheus Books. ISBN 1-59102-351-3. $28.00.

Review by Mary C. Ingram, SKAT Book Review Editor
Research Fellow
Center for Nanotechnology in Society
University of California, Santa Barbara

What is nanotechnology?
An army of self-assembling nanobots? Gray goo? Hundreds of millions of dollars in government investments? A revolutionary set of technologies? Or just part of ongoing research in fields like materials science and chemistry? The buzz around nanotechnology is so vast that the casual observer would be hard pressed to separate fact from fiction from hyperbole. David M. Berube takes up this challenge in *Nano-Hype: The Truth Behind the Nanotechnology Buzz*.

Berube's *Nano-Hype* is a thorough collection of key claimsmaking activities comprising the nanotechnology movement. Berube includes most of the (often controversial) famous names: Richard Feynman, whose 1959 speech to Caltech, "There's Plenty of Room at the Bottom," is credited as the first call for research at the nanoscale, Eric Drexler, whose book, *Engines of Creation*, is most widely known for its advocacy of nanoscale molecular self-assemblers, Richard Smalley, who publicly rejected Drexler's self-assemblers, Bill Joy, whose *Wired* article called for a moratorium on nanoscale research that might lead to the global issue of "gray goo," Mihail Roco, whose numerous influential pro-nano reports, speeches, and funding initiatives have a high success rate with the US government, and President Bill Clinton who gave the first pro-nano policy speech to Caltech, among many others. Berube also includes the sometimes-overlooked actors, from individual Senators to congressional committees and federal funding agencies to university-government-industry collaborations. By far, the strongest contribution that *Nano-Hype* makes is the inclusiveness of the actors and actions that comprise this emerging movement around nanoscale science and engineering. Having said that, there are also some major concerns that this book raises for its readers.

The early chapters of *Nano-Hype* are excellent for mapping out the essential nanotechnology claimsmakers, some of whom are listed above. These would be quite useful as a reference guide for those who want a quick who's who in the social world of nano. For those who want other specific kinds of information, Berube includes chapters devoted to the major federal funding initiatives, NSF centers, emerging actors from private industry, and issues related to ethics and public concerns. This is both a current and comprehensive text.

Though Berube creates a truly exhaustive list of major claimsmakers and their activities, he often does so without also building a context for these networks. Readers are left wondering how actors and agencies fit together, if at all. Readers who already come to the book with an understanding of how some of the networks fit will be able to fill in the blanks.

A related concern is that arguments are often supported by quotes from actors not previously introduced to readers. Again, if readers do not already recognize the actors, then readers have no idea if the quote is coming from a science journalist's editorial, a Nobel Laureate, or some other expert. Quotes used without context appear to have similar "weights," whether an NSF director or a political commentator writing for a popular magazine is espousing them. While one of the strengths of *Nano-Hype* is that it includes a multitude of different voices, these voices are often not organized in a meaningful way.

I do not usually find myself reviewing an author's stylistic choices. But the notational system in *Nano-Hype* is too difficult to ignore. Berube includes thousands of quotes from a multitude of actors. As I've remarked already, this is the true strength of the book. However, a significant percentage of quotes are used

without any contextual reference whatsoever to who said them, to whom, when, and where. Though one can easily flip to the back of the book and look this information up in the notes section, this does get tedious very quickly because of the sheer number of times that this occurs. Furthermore, when one does look up a note, one is usually only given the reference. Unless one already recognizes the source, one has no idea if the person quoted is a science advisor to the President or a science fiction author.

To conclude, let me reiterate that this book does have important strengths. The inclusiveness of references is the most salient one. This book would be an excellent companion piece as part of an overall bibliography about the social world of nano. For those who might use it as a teaching resource, I would suggest pairing it with some of the recent social science articles* on nano for a more complete theoretical picture and historical context.

* for example:

Fisher, Erik and Roop L. Mahajan (2006) "Contradictory intent? US federal legislation on integrating societal concerns into nanotechnology research and development." *Science and Public Policy*, 33, 1: 5-16.

McCray, W. Patrick (2005) "Will small be beautiful? Making policies for our nanotech future." *History and Technology* 21, 2: 177-203.

Mody, Cyrus (2004) "Small but determined: Technological determinism in nanoscience." *Hyle* 10, 2: 101-130.

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Would you like to see your book reviewed here in the SKAT newsletter? Do you know of a book that should be reviewed here? Or would you like to review a book?
If you can answer yes to any of these questions, please email Mary Ingram, SKAT Book Review Editor, at mci0@umail.ucsb.edu.

Spotlight On Program
STS at Stellenbosch University

By Professor Johann Mouton, Program Director
Center for Research on Science and Technology
Stellenbosch University
South Africa

A first for Africa?
In 1998 the Department of Sociology and Social Anthropology at Stellenbosch University in South Africa introduced what is probably still the only graduate program in science and technology studies on the African continent. This program, which is offered at a Masters and Doctoral level, aims to introduce students in various fields and organizations to the domain of science and technology policy studies as well as sociology of science. The program director is Professor Johann Mouton who also heads up the Center for Research on Science and Technology at the same university (cf. www.sun.ac.za/crest).

But the program is not only a teaching and research program. It is also, and even more importantly, an attempt to establish the "discipline" (or "transdiscipline") of STS amongst scholars, policy-makers and practitioners in South Africa and the broader African continent. Although still a rather small program in numbers, the M. Phil. and D. Phil programs at Stellenbosch is slowly creating a scholarly community who share an interest in science policy matters, bibliometrics and broad sociology of science topics.

From the outset, we targeted R & D directors at South African universities, policy analysts and professionals working in the national Department of Science and Technology and related government institutions (the National Research Foundation, the National Advisory Council on Innovation), as well as anyone who works in the field.

Program objectives and curriculum
More specifically, we aim to cover the following broad domains of STS in the program:
- The social study of science and technology
- An in-depth understanding of the role and impact of modern science and technology on society
- An overview of international tendencies in the field of science and technology policy and research management
- An overview of the South African science system
- An introduction to current debates in the sociology of science, including the knowledge society, new modes of knowledge production and the globalization of knowledge
- Introductory and more advanced overviews of the field of bibliometrics
- Introductory and more advanced discussions of research management in public R&D.

Structure of the program
The MPhil in Science and Technology Studies is based on eight modules of one week each and a research thesis OR twelve modules of one week each and a research project. Admission requirements are:
- A bachelor's degree/four year advanced diploma in any discipline
- Students may be required to complete a written assignment to be able to determine the level of background of the student with regard to the field.

The D. Phil in STS is dissertation-based and follows on any recognized Masters program in STS.

The modules that students are allowed to choose from are:
- Introduction to the sociology of science

- International trends in science policy
- The South African science and technology system
- Research management
- The management of technology in society
- Innovation management
- Science and its publics
- Themes in the history and philosophy of science
- Introduction to bibliometrics
- Science indicators and advanced scientometrics.

Our students

Since the first intake in 1998, more than 30 students have enrolled for either the Masters or Doctoral programs. Our students are mostly from South Africa, but we have also had students from Lesotho and Mozambique. They tend to work in science policy and research management positions, but many come from other fields: science and mathematics teachers, higher education academics, government departments, non-government organizations and so on.

To illustrate the diversity of topics covered by our students, we have included four brief vignettes of our recent graduates.

Mlungisi Cele
The utility of industry-university partnership: a case study of the University of Cape Town (UCT) and SASOL (M. Phil. 2003)
In South Africa few systematic studies have been done on university-industry partnerships. This research investigated the evolution of the University of Cape Town (UCT) and SASOL partnership involving heterogeneous catalysis. As part of this investigation, Mlungisi analyzed the driving force and sought to determine the motivations and benefits that UCT and SASOL have since accrued as a result of their partnership. His study showed that this example of a university-industry partnership demonstrates the significant role of an individual academic, who steered transformation in terms of research activities and culture in the Chemical Engineering Department. The legacy of the individual academic's strong personality and commitment to research is evident and continues to stimulate high levels of research interest and teamwork among staff members which is characteristic of this department. A strong link is maintained between the basic disciplinary "Mode 1" teaching and research on the one hand and the multi-disciplinary "Mode 2" applied and strategic research and training on the other.

Tembile Kulati
Research utilization in policymaking: a case study of the Education Policy Unit at the University of the Western Cape (M. Phil, 2005)
The aim of this Masters thesis was to explore the relationship between research and policymaking in South African higher education, using the Education Policy Unit at the University of the Western Cape as a case study. The study begins by examining the various models that explain the nature of policymaking in Western democracies, as well as the main theoretical frameworks--namely the "two communities" theory and the enlightenment model of knowledge utilization--that explain the relationship between the production of knowledge and its utilization in policymaking. It is argued that, although most of these models were developed to analyze the policymaking process within the context of mature democracies, they nonetheless raise important issues for developing countries like South Africa.
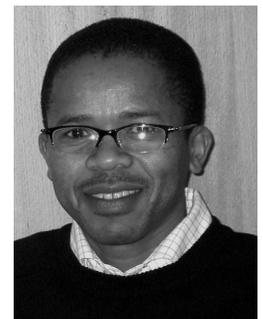
The study proceeds to provide an overview of the process of policy development in South Africa. It is suggested that a better way of understanding the evolution of higher education policy development in South Africa is to see it as having gone through four phases, each of which marks a significant turning point within higher education itself, as well as in the broader political context. The process of the policy development, and in particular the role of (higher education) research within it, is shown as one that is largely driven by political and ideological imperatives.

One of the key issues that emerge in the analysis of the interviews, which form the core source of data collection for this study, is the multifarious understanding of the way in which the research undertaken by the UWC-EPU was to be utilized. The three notions of 'use' that are highlighted are the following:

- Utilization as generation of ideas, and particularly as a contribution to the debates on social reconstruction
- Utilization as input into the policymaking process
- Utilization as contribution to scholarship.

The study shows that there is a mixed assessment of the extent to which the UWC-EPU was able to address these competing--and sometimes contradictory--challenges. In the main, its efforts were hamstrung by a confluence of factors, ranging from its inability to recruit or attract experienced researchers, to the orientation of its research towards critique, something that was a feature of the scholarship emanating from the progressive academic community at the time.

Maseqobela Williams
A comparative analysis of Science and Technology Policies
of three countries and its relevance to Lesotho (MPhil 2005)
The purpose of the study was to investigate and provide an overview of the science and technology systems of three countries, namely South Africa, India and Malaysia. The study sought to describe the process of science and technology policy development; the relationship of science policy with national policies of these countries and the link between the science and technology policies and national goals. It also identified the differences, strengths and weakness of the three systems and shows their relevance to Lesotho.

The comparative analysis depicts the common features, strengths and weaknesses, pertaining to each country. The common features were identified in the areas of; National System of Innovation, Politicization of Science, Indigenous Knowledge Systems and Pubic Understanding of Science. The comparative analysis also provides lessons to be learned for a Least Developing Country (LCD) like Lesotho. This is in view of the current situation where the country is at its infancy stage to establish a stable, well-coordinated science and technology system.

The study recommends pragmatic solutions and strategies that can be copied and be employed, in order to enable science and technology have meaningful contribution towards socio-economic imperatives of Lesotho.

Antoinette van der Merwe
Evaluating the integration of ICTs into teaching and
learning activities at a South African Higher Education
Institution (D Phil 2005)
This study comprised a structured evaluation of the integration of ICTs (Information and Communication Technologies) in teaching and learning activities at the University of Stellenbosch. Although anecdotal evidence exists of the success

of the e-Learning initiatives at the University of Stellenbosch, this study addresses these questions in a more structured approach within the global and local higher education context in order to:

- Improve the e-Learning project (as part of the e-Campus initiative) and other e-Learning initiatives
- Generate knowledge to improve our understanding of how the e-Learning initiatives work and how people change their attitudes and behaviors because of successful interventions
- Evaluate the institutional characteristics of successful integration
- Evaluate the technological environment and, more specifically, the use of WebCT as learning management system; and
- Assess the overall progress of the e-Learning initiatives at the University of Stellenbosch.

This evaluation was done taking the broader global and changing local higher education landscape and, more specifically, the interplay of three of the main global drivers into account. The three drivers discussed are: knowledge as a driver of growth in a networked society, the information and communication technology revolution and new competitors in the higher education marketplace.

Our current students are also engaged in a number of diverse topics including:

- Noncedo Vutula--The development of academic entrepreneurship through the National Innovation competition
- Heindri Bailey--Modeling risk analysis: a study of selected South African industries
- Nelius Boshoff--University research collaboration: the case of medical research in South Africa
- Annatjie Erasmus--Research at South African technikons: conceptions, current practices and critical success factors
- Enver Ravat--A scientometric study of South African journals in psychology between 1983 and 1998.

International collaboration

Establishing and presenting a new program in STS without the benefit of a long tradition and legacy of scholarship necessitated the involvement of a number of international visiting scholars in the program. Well-known international scholars in the field – such as Arie Rip (Twente, the Netherlands), Roland Waast (IRD, Paris), Walter Zimmerli (Germany) and Peter Weingart (Bielefeld, Germany) – have since the first years of the program been involved in teaching on the program. More recently, we have also appointed Robert Tijssen (Leiden, the Netherlands), as visiting professor to teach the annual modules on bibliometrics and scientometrics.

These international scholars have not only brought their much needed expertise and experience to the program, but have also strengthened the international linkages between CREST at Stellenbosch and their own sites of research in Europe.

Arie Rip   Peter Weingart   Robert Tijssen

Concluding observations

Our STS program is now nearly eight years old. It is still a growing program and the field of STS is not yet well established in South Africa. We need to generate more interest in the program also in the rest of Africa. We are constantly looking at innovating the program and are currently looking at introducing modules on

science, technology and development in the near future. We are committed to making this program more relevant and interesting to those who are interested in the broader issues of science within the developing world. In this regard CREST is collaborating in various projects with STS scholars in Europe (Philippe Laredo in Paris, Merle Jacob in Lund and Peter Healey in Oxford) and increasingly the USA (Susan Cozzens at Georgia Tech). We are expanding our network of STS scholars on the African continent to institutions like Nacetem in Nigeria and the IDS in Dar es Salaam.

But much more needs to be done to ensure that STS becomes an established and flourishing domain of scholarship in Africa. We would, therefore, like to invite anyone who is interested in this endeavor to contact us at jm6@sun.ac.za.

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Spotlight On Teaching

Teaching Introductory Science Studies

By Trevor Pinch
Professor of Sociology and Professor and Chair of Science and Technology Studies
Cornell University

I have been teaching introductory science studies at Cornell since 1994. The course is called "What is Science?" and is a 200-level course. It is taken by some of our majors in Science and Technology Studies and Biology and Society but most students are engineers and scientists who are making up a distribution requirement for their majors. They used to take courses about Shakespeare, etc but they have switched to this course because they have heard it is fun and informative and actually somewhat relevant to their experiences as scientists and engineers. A smaller number of sociologists and humanists also take the course. This means that for most students this may be their first and only encounter with S&TS.

It is important to be clear why such students should take such a course. The rationale I offer is that for science and engineering students this is one of the few moments during their undergraduate careers where they can reflect upon the practice of doing science and engineering; for humanists and social scientists the course offers them an opportunity not only to learn about the relationship between science and society but also to actually learn a little of the substantive content of science. By teaching from case studies about science, students always pick up a little of the technical content. There are no prerequisites.

"What is Science?" was developed in 1994 as part of a suite of S&TS courses funded under an NEH Leadership grant. I was in the relatively luxurious position of having a TA, Pablo Boczkowski, that first year even though we only had a handful of students. The course was taught as lecture course with a section for discussion and Pablo played a key role in developing the material for sections. The course has grown dramatically since. Through lack of Teaching Assistants we are currently forced to cap enrollment at 125 students but we could teach many more. The course is extremely popular and students are always on a wait list to get in.

Over the years I have experimented with material and format. The biggest problem with this level of course is that there is no suitable introductory book. Nearly all articles and books are pitched at too theoretical a level for these sorts of students. What works well are case studies. Early on, as an experiment, I used The Golem: What You Should Know About Science by Harry Collins and myself (Cambridge: Canto, 2nd edition 1998). This is a book of case studies from science mainly carried out by leading S&TS researchers with a few simple sociology of science messages framed in an introduction and conclusion. I was reluctant to assign a book I had co-written, but there were no other books of modern case studies available. I found the students loved the Golem – the case studies are sufficiently detailed but easy enough to understand for students at this level to dig in. Harry Collins and I subsequently wrote two more Golem books, one on technology, *The Golem at Large: What You Should Know About Technology*, (Cambridge: Canto 1998) and one on medicine *Dr Golem: How to Think About Medicine*, (Chicago University Press, 2005). The three books provide a gamut of easily accessible case studies drawing on the research of some of the best science and technology scholars. This reading is supplemented by short articles I have put together each year in a course reader. The latest syllabus can be found at the S&TS Department web site http://www.sts.cornell.edu/courses.php

The biggest mistake you can make with a course like this to throw countless facts at the students about the growth of science, its impact, etc. This doesn't work. What works is to give the students a number of what I call key "course concepts" and show how these concepts work in all sorts of different contexts and historical periods. At one moment we may be talking about how the black box of DNA typing was opened during the OJ Simpson trial and the next about how the black box of the telescope was opened when Galileo's observation came under attack by the Church. We might then segue into a discussion of how Galileo depended on patronage and how he established a network for distribution of his telescopes to help ensure his observations

triumphed. I mix up examples from science, technology and medicine – showing, for instance, similarities and differences between experiments, demonstrations, tests, and clinically controlled trials. I also make sure to use plenty of non-science examples. I talk about cooking a lot and how it is similar or different to science. I often find myself having to introduce basic sociological ideas through simple examples, such as comparing the weakly institutionalized norm of cheerfulness with the strongly institutionalized norm of honesty to illustrate what Merton meant by a norm. I use Garfinkel breaching experiments to introduce the power of studying science through controversies when scientists "self breach." Some of the key course concepts I introduce are metaphors, theory ladenness of observations, similarity and difference relationships, interpretative flexibility, boundary work, tacit knowledge, black boxes, inscription devices, norms, counter norms, trust, credibility, and expertise. The discussion sections try and reinforce the importance of these key ideas–to demonstrate tacit knowledge, for example, students in section have to try to write an algorithm for how to clean their teeth (a task devised by Pablo).

A big science school like Cornell provides resources I use in teaching. One of the most successful new things I have introduced is a form of "Larry King live." I sit a Cornell scientist in front of the class and then interview him or her. The students come with prepared questions as well and the whole thing is videotaped. I choose scientists who are involved in prominent controversies; who have made major discoveries (one year the scientist at the end of my corridor won they Nobel Prize and as well talking to the class about his discovery he provided them with an insiders' view to the ceremony--the TV circus afterwards in a studio with drunk laureates and how each laureate was trying to pocket as many Nobel chocolates as possible!); or scientists or engineers who are friends and who I know will be interesting. Another idea I introduced was to take the class on visits to science facilities. We toured a nanotechnology fabrication facility and went inside the Cornell accelerator (when the beam was down!)–but then the class got too big and we had to abandon the visits.

I show a lot of videos on this course. I mine old Horizon shows about SSK and a BBC Two production about the "Two Cultures"–it is good for students to put a face to the people they study like Donna Haraway, Bruno Latour, Harry Collins, Simon Schaffer, Diane Vaughan, and Brian Wynne. I show films about GMOs, The Patriot Missile, the Challenger and Columbia disasters, plane crashes and nuclear fuel crashes, the Breast Implant controversy, and the HIV as cause of AIDS priority dispute between Robert Gallo and Institute Pasteur. I use video in my own research and I show these to the students. A video of a ferret being operated upon brings home dramatically many lessons about skill in surgery.

As in any big lecture class it helps to involve the students. I play skits I have devised with the students – asking for volunteers to role play as I show the power of refutation versus confirmation using a version of a psychological test of scientists' inference skills I found in an article of Michael Gorman's. We prove mathematical theorems in class and play Harry Collins game "awkward student" to show that S&TS works even for the "hard case" of mathematics. We do the "dude" skit (my own invention which involves using the word "dude" in different contexts) to show the indexical feature of language. I even perform a magic trick to show them the difference between scientific demonstration and magical demonstration. I try to make the ideas personal–last year when I bought an I-pod, the students followed my own adventures with this new technology.

I have learnt over time that assessment by students writing papers is not always the best way – often all one assesses are students who can write versus (the majority) who can't. I have found short answers work well and more recently that multiple-choice answers are extremely effective in assessing students' knowledge and whether they have done the reading. Ultimately by the time the course has finished they should have learned that S&TS can be fun as well as providing them with a body of ideas and examples to deal with their own encounters with technoscience. Students who have taken the course in the past often email me saying how the ideas from the course stay with them in later years. In turning out critically aware citizens in a technological society we can hardly ask for any more.

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Employment and Fellowships

For additional employment and fellowships, see "Positions" under
http://www.4sonline.org/profession/profession.htm

Michigan Technological University: Visiting Assistant Professor (History)
Deadline: 1 May 2007 or until filled
http://www.social.mtu.edu/
The Department of Social Sciences at Michigan Technological University invites applications for a visiting assistant professor for a one-year appointment for the 2006-2007 academic year. Areas of specialization may include American history and/or science and technology studies (STS); we will be especially interested in individuals considering questions of gender and/or race. Preferred qualifications include completion of a doctorate and research interests that align with the Department's graduate programs in industrial archeology, industrial heritage, and environmental policy. (ABDs may apply as visiting lecturers.) An essential qualification is the ability to teach courses in the University's general education curriculum, which is described in detail at http://www.admin.mtu.edu/admin/vpinst/freport.htm. The successful applicant will be expected to offer two classes per semester; possible topics include modern American history, history of American technology, technology and western civilization, history of the automobile, mining history, or other subjects determined through mutual agreement. The Department will begin reviewing applications on May 1 and continue until an appointment is made, hopefully about May 15. Women and candidates from underrepresented groups are strongly encouraged to apply. Salary range, depending upon qualifications: $36,000-$40,000 with fringe benefits. A final decision on hiring and the date of such a decision is subject to budgetary considerations.

Please submit a letter of application addressing qualifications and research interests, a curriculum vita, and two letters of reference to: Bruce E. Seely, Chair of Department of Social Sciences, Michigan Technological University, 1400 Townsend Drive, Houghton, MI 49931-1295. Questions or queries should be addressed to the same address or to bseely@mtu.edu; Phone 906-487-2113; Fax 906-487-2468.

Drexel University: Non-tenure-track Instructors in History of science, medicine, technology; world history
Review of applications: Begins 25 May
Drexel University's Department of History & Politics invites applications for two full-time, non-tenure-track Instructors in history to begin Fall, 2006. Initial one-year contracts with possibility of renewal. Ph.D. and teaching experience preferred. Some teaching would be in world history and the ability to teach additional courses in Asian or African history is highly desirable. The successful candidates may have the opportunity to teach in and to expand Drexel's graduate program in Science, Technology and Society (STS).

Drexel University is a private, urban university with over 10,000 full-time undergraduates and is well-known for its cooperative education program. The Department of History & Politics is within the College of Arts & Sciences and offers BA and BS degrees in History and Politics as well as an MS in Science, Technology, and Society.

Review of applications will begin May 25. Your application should include letter of application, c.v., and evidence of teaching effectiveness. Please arrange for three letters of recommendation to be sent to: Donald F. Stevens, Department Head, History & Politics, Drexel University, Philadelphia, PA 19104, stevens@drexel.edu.
Drexel University is an Equal Opportunity/Affirmative Action Employer and encourages applications from qualified women, members of minority groups, disabled individuals, and veterans.

Lecturer in the History of Science
University of Oklahoma
Deadline: 31 May 2006
http://www.ou.edu/cas/hsci/
The University of Oklahoma invites nominations and applications for a one-year visiting assistant professor in the Department of the History of Science. Starting date is 16 August 2006; a reappointment for a second year is possible, depending on the Department's needs and resources.

The successful candidate should be prepared to teach undergraduate survey courses in the history of science from antiquity to the modern period and undergraduate topics courses in the candidate's areas of expertise.

This position carries a four-course workload/academic year, with one course being taught in Fall 2006 and three in Spring 2007. Evidence of excellence in teaching is essential. Desired qualifications for the position include an earned Ph.D. in History, History of Science or related disciplines, which should be completed before the beginning of fall semester 2006, but an A.B.D. candidate will be seriously considered. Send letter of application, curriculum vitae, official graduate transcript(s), a statement of teaching philosophy, evidence of teaching
ability (such as sample syllabi and student evaluations), and two letters of recommendation by 31 May 2006 to: F. Jamil Ragep, Acting Chair, Department of the History of Science, University of Oklahoma, 601 Elm, Room 625, Norman, OK 73019-3106. Phone: 405.325.2213, Fax: 405.325.2363, Web: http://www.ou.edu/cas/hsci/

Postdoctoral Position and PhD Fellowship, Public Understanding of Science
Gothenburg University, Sweden
Deadline: 31 May 2006
We invite applications for two positions in Public Learning and Understanding of Science (PLUS) to be associated with the new Chair and a joint Center for PLUS to be launched later on this year. The Chair, the Center and the advertised positions will all be hosted by the Section of Science and Technology Studies (STS) at GU. Research goals include producing new insights into how people outside of school learn about and engage with science in different arenas, studying how the interaction with science can influence personal and public decisions, and linking public science practices to broader societal discussions on welfare, expertise and democracy. Applications from the natural sciences, social sciences, medicine, humanities and engineering are welcome to join a team working to better understand and further stimulate public cultures of science.

Primary responsibility is to conduct a research project on PLUS. In addition, the researcher shall assist the Hasselblad Professor with the running of the new Center, as well as fulfill certain teaching obligations. Requires a Ph.D., preferably addressing science communication practices and the study of science in public. Experiences with interdisciplinary projects and the Swedish university system are highly desirable.

The successful applicant should pursue a Ph.D. project analyzing patterns of public engagement with science in arenas such as science centers, the Internet, social movements or patient organizations. Research should aim to relate public science practices to broader discussions of science, democracy and citizenship in contemporary knowledge societies. The applicant must have a B.A. or M.A. degree with a disciplinary orientation towards STS, in accordance with guidelines set out at http://www.sts.gu.se/phd.
For further information please contact Head of STS Section, Professor Hans Glimell, + 46 31 773 1314, hans.glimell@sts.gu.se, or the Hasselblad Professor, Ilan Chabay, + 46 31 773 1321 or + 1 3018027729, ilan.chabay@sts.gu.se. Contact persons for employees' organizations: SACO, Inger Wilgotson Lundh +46 31 773 1987; OFR/S, Eva Sjögren +46 31 773 1169; SEKO, Lennart Olsson +46 31 773 1173. Applications, including documents specified above and bearing the reference number, should be sent to: Gothenburg University, Faculty of Social Science, Box 720, SE-405 30 Gothenburg , Sweden. Applications should be received no later than May 31, 2006 (the paper documents should bear the post cache with a date previous or coincident with the deadline).

Post-Doctoral Position, Pennsylvania State University
Integrating Ethics into Graduate Training in the Environmental Sciences
Review of Applications: Begins 1 June 2006
http://rockethics.psu.edu/postdoc.htm
A postdoctoral position is available immediately at Penn State for research funded by the NSF to integrate ethics into graduate training in the Environmental Sciences. Program areas will include environmental and natural resource economics, environmental sociology, geosciences, and meteorology. Ethical issues related to climate science and policy analysis will be a major theme. For a full list of duties and application information see http://rockethics.psu.edu/postdoc.htm.

This position is for two years, renewable after one year, beginning in the Fall 2006. Consideration of applications will begin June 1 and will continue until a suitable applicant is found. The position will be filled as a Research Associate and will be eligible for employee benefits.

Penn State is committed to Affirmative Action, Equal Opportunity, and the diversity of its workforce.

Assistant Professor/Lecturer, Department of Science, Technology, and Society
University of Virginia
Deadline: Open until filled
We seek to hire a non-tenure track, General Faculty member with research and teaching experience in science, technology and society studies and/or technology policy, for one year, beginning Fall, 2006. STS is an interdisciplinary unit that provides undergraduate courses for engineering students and undertakes research focused on science, technology, society, ethics, and policy. The teaching load will be two courses in the fall semester and three in the spring semester. All undergraduate courses have STS, communications, and ethics components. A Ph.D. in STS or a related field is preferred. Please submit a letter of application, CV, three letters of reference, and teaching evaluations as soon as possible to: Professor Deborah G. Johnson, Chair, Department of STS, SEAS, University of Virginia, P.O. Box 400744, Charlottesville, VA 22904-4744. We will begin reviewing applications immediately; the position will remain open until filled.

University of Texas Medical Branch, Assistant Professor, Ph.D.
History and Primary Interest in Medical Humanities
http://www.utmb.edu
The Institute for the Medical Humanities (IMH) at the University of Texas Medical Branch at Galveston invites applications for a tenure-track Assistant Professor faculty position. The successful candidate will join a multidisciplinary faculty who engage in research and teaching of medical students, trainees, and graduate students in the biomedical sciences. Candidates should have a Ph.D. in history and a primary interest in medical humanities; a research interest in history of medicine and health care, the history and philosophy of sickness, intellectual and cultural history related to health care, medicine, and science, or health and science policy; an ability to teach students preparing for careers in the health professions, the biomedical sciences, or the medical humanities; and a willingness to seek external grant funding. Submit a letter of interest with curriculum vitae and the names and contact information of three references to: Director, Institute for the Medical Humanities, University of Texas Medical Branch, 301 University Blvd., Galveston, TX 77555-1311. Applications will be accepted until the position is filled. UTMB is an equal opportunity/affirmative action institution that proudly values diversity. Candidates from all backgrounds are encouraged to apply.

Postdoctoral Fellow, Ethics and Environmental Science
Penn State University, State College, Pennsylvania
Deadline: 1 June 2006 or until filled
http://rockethics.psu.edu/postdoc.htm

A postdoctoral position is available immediately at Penn State for research funded by the NSF to integrate ethics into graduate training in the Environmental Sciences. Program areas will include environmental and natural resource economics, environmental sociology, geosciences, and meteorology. Ethical issues related to climate science and policy analysis will be a major theme. For a full list of duties and application information see http://rockethics.psu.edu/postdoc.htm.

This position is for two years, renewable after one year, beginning in the Fall 2006. Consideration of applications will begin June 1 and will continue until a suitable applicant is found. The position will be filled as a Research Associate and will be eligible for employee benefits.

Max Planck Institute for the History of Science: Two-year Research Scholar Position (Extension Possible)
Deadline: 19 June 2006
http://www.mpiwg-berlin.mpg.de/en/forschung/projects/NWGSchaefer
The Max Planck Institute for the History of Science, Berlin (Junior Research Group; Dagmar Schäfer) seeks an outstanding junior scholar for a two-year position as a Research Fellow in conjunction with the research project, "From Invention to Innovation: Cultural Traditions of Technical Development in China from the 15th to 19th century." The position will begin no later than October 2006 and an extension is possible.

The project encompasses both the history of technology and human sciences. Candidates should hold a doctorate in Chinese studies, the history of science/technology, or related fields at the time the position begins and show evidence of scholarly promise in the form of publications or other achievements. Apart from your own research project, we expect you to show interest in accepting supervising responsibilities for one of the three subject areas. Details concerning the project and the Institute may be found at http://www.mpiwg-berlin.mpg.de/en/forschung/projects/NWGSchaefer. Please specify your area of interest and explain your choice to us in your application.

The colloquium language is English; it is expected that candidates will be able to present their own work and discuss that of others fluently in that language. The candidate should have proficient skills in Modern Chinese language. He/She should be able to discuss classical Chinese confidently (Japanese, French, German reading ability are conducive). Applications may be submitted in German or English. The position is primarily devoted to research, with no teaching duties. It is ranked at the 13 TVÖD level in the German system, which roughly corresponds to that of Lecturer in Britain, Assistant Professor in North America, and Maître de conférences in France. Salary is set by both the position's rank and individual factors.

Scholars of all nationalities are welcome to apply; applications from women are especially welcomed. The Max Planck Society is committed to employing more handicapped individuals and especially encourages them to apply.

Candidates are requested to submit a curriculum vita (including list of publications), a research proposal related to the project (750 words maximum), and names and addresses (preferably including email) of three referees who may be contacted if the candidate is among the finalists for the position.

Publishing Opportunities

For additional publishing opportunities, see "Calls for Papers and Proposals" under
http://www.4sonline.org/profession/profession.htm

Integration of Human Factors in Networked Computing: A Special Issue of the Computers in Human Behavior Journal
Deadline: 26 May 2006
The proposed special issue aims to provide a comprehensive synopsis of state-of-the-art research in the area of integrating human factors into network computing, covering both application development and empirical studies in areas such as virtual reality, multi-sensory based computing, ubiquitous communications, personalization and adaptation according to user needs. This special issue solicits innovative papers on the use of computational intelligence techniques and tools for the adaptive management of multimedia communication networks of the future.

All papers will be peer reviewed. Authors are expected to follow the formatting guidelines of the journal which can be found at
http://www.elsevier.com/wps/find/journaldescription.cws_home/759/authorinstructions. Please note that for this Special Issue, all submissions should be e-mailed to the guest editors. Submission of a paper implies that it has not been published previously, that it is not under consideration for publication elsewhere, and that if accepted it will not be published elsewhere in the same form, in English or in any other language, without the written consent of the publisher.

Mail submission to Dr. George Ghinea, George.Ghinea@brunel.ac.uk or Dr. Sherry Y. Chen, Sherry.Chen@brunel.ac.uk.

Knowledge Economy: The Commodification of Knowledge and Information in the Academic System
Deadline: 15 July 2006
http://faculty.salisbury.edu/~gagiberson/cfpindex.htm
We are seeking proposals for papers to be included in an edited collection investigating the various ways the academic economy drives the purposes, processes, and outcomes valued from Academics, individually and collectively. We suggest that our behavior as academics is governed not only by our dedication to our individual disciplines and our specific specialties but also is influenced and often determined by varying professional, intellectual, social, and political factors. These factors differ by the size, prominence, and mission of our individual institutions, our tenure status, as well as the expectations of our colleagues, students, administrators, and local communities. The competing and often contradictory demands placed upon us are often at odds with the traditional notions of liberal education that persist as traditional performative façade, an idealization of the academy existing primarily in the lore, rituals, and mission statements of most colleges and universities but not always in the products faculty are expected to produce. As Jean François Lyotard observed in The Postmodern Condition, "The question (overt or implied) now asked by the professionalist student, the State, or institutions of higher education is no longer 'Is it true?' but 'What use is it?'" (51) Indeed, the "value" of higher education has taken on new meaning, which often contradicts its traditional goals: critical and intellectual development, and civic engagement

Members of all disciplines are invited to share thoughts, observations, and experiences in each of the three traditional areas of academic work: teaching, scholarship, and service. We also encourage submissions that address the implications of the meta economy—the interaction of these three areas on individual and systemic behavior. Historically, these three areas of the academic "job" are thought of as responsibilities defined in job descriptions and position postings. However, teaching, scholarship, and service have become commodities—outcomes that enable academics to advance their careers and achieve prominence among peers

and administrators, who bestow the ultimate commodity for individual faculty members, tenure and promotion. As commodities, these become not the production of individual scholars and teachers, but units of value to be held, traded, and bargained with by universities, corporations, publishers, and degree holders to promote, trade, and sell.

We seek 500 word proposals for an edited collection by July 15, 2006. Questions and submissions to: knowledge_economy@hotmail.com, Tom Giberson, Oakland University, Michigan, US, 248.370.2625.

Call for Contributors: The Encyclopedia of the History of Invention and Technology
Deadline: 30 July 2006
I am seeking contributors for an encyclopedia on the social history of technology and invention. The encyclopedia, to be published by Facts On File, will be a history reference focusing on the cultural, social, and economic impact of each invention. The encyclopedia will include articles on such topics as household technologies, medical devices, musical instruments, communications technologies, transportation, military technologies, and electronic inventions.

It is essential to stress that this encyclopedia will be a work of history, not a technical or scientific reference. Articles will not explain, how the technology actually works (except, perhaps, very briefly and in a non-technical manner to demonstrate the originality or ingenuity behind the technology); rather, articles will examine each invention's origins, development, and use, its influence in shaping society and civilization, and how it transformed history. The encyclopedia is intended for general audiences, and thus I am not looking for specialized articles. Each article will be between 1,500-3,000 words in length.

If you would like to contribute to this encyclopedia, please send me a statement of interest, a brief c.v./resume or biography describing your qualifications, and a small writing sample. Each entry will be signed with the author's name, and I will be able to pay a small honorarium for each article you write. David J. Staley, Ph.D., Editor, The Encyclopedia of the History of Invention and Technology, Director of the Harvey Goldberg Program for Excellence in Teaching, Department of History, The Ohio State University, 207 Dulles Hall, 230 W. 17th Ave., Columbus, Ohio 43210, 614-292-5344, staley.3@osu.edu.

Authors for Encyclopedia Entries
http://www.h-net.org/announce/show.cgi?ID=151079
Deadline: 1 August 2006
Urgently Needed: Authors for the few remaining in the Encyclopedia of the Age of the Industrial Revolution: A Global History. There are several as-yet unwritten entries (2500, 1500 or 500 words) on various topics related to the Industrial Revolution; if you are interested, please contact Dr. C. Rider at rider.econ@verizon.net, ASAP. Include areas of expertise to enable match-up with topic. Small financial payment is available. Must be able to complete entry by August 1, 2006. Christine Rider, St. John's University, Queens, NY 11439, 718-990-7383.

Call for Papers: History of Meteorology 3
Deadline: 1 September 2006
http://www.meteohistory.org
Papers on the history of meteorology, climatology, and related sciences are now being accepted for consideration in History of Meteorology 3 (2006). Articles should be based on original research and present a novel thesis. They must be engaging, clearly written, and fully documented, following the style guide below. All manuscripts will be subject to peer review. Authors are reminded that international and interdisciplinary perspectives are encouraged and articles should engage social, cultural, technological, and/or intellectual themes and contexts. Because this is an electronic journal, it is possible to publish color illustrations and experiment with alternative media such as audio and video files and databases. Prospective authors must follow the style guidelines published in volume 2. Session conveners are invited to propose special sections or issues of the journal.

<u>History of Meteorology</u> has a stable URL at and has been assigned ISSN 1555-5763 by the U.S. Library of Congress. It is currently being indexed by two leading services: Isis Current Bibliography of the History of Science (from which citations are posted online on the RLG History of Science and Technology database) and Meteorological and Geoastrophysical Abstracts.

The deadline for submissions for volume three is 1 September 2006, but earlier notice is appreciated. Queries or manuscripts should be directed to the editor, James R. Fleming, STS Program, Colby College, 5881 Mayflower Hill, Waterville, ME 04901, 207-859-5881, jfleming@colby.edu.

Call for Papers for a special Fall 2007 issue of <u>Science Studies</u>
"Socio-technical Dynamics in the Free/Libre Open Source Software (FLOSS) Social World."
Guest Editors Yuwei Lin (University of Manchester) and Lars Risan (University of Oslo).
Deadline: 29 October 2006.

The development of Free/Libre Open Source Software not only intrigues computer scientists to review processes and methods in software engineering, but also stimulates social scientists to look into what have become a mythical phenomenon of our digital era. Questions around how distributed groups of individuals work together in an on-line environment, seemingly without formal ties, to produce high-quality software that acquire cross-sector acceptance continue to puzzle social scientists. Over the past years, anthropologists, economist, historians, lawyers, philosophers, and sociologists have tried to provide various explanations to the phenomenon of on-line social networking, on-line collaboration and on-line knowledge creation and sharing (i.e. common-based peer production). However, the existing body of literature on FLOSS faces a bottleneck, namely that of lacking a STS-inspired empirical investigation of the multiplicity of FLOSS-practices. Here, we try to raise some provocative questions: What kind of questions do FLOSS-practices and networks pose to STS? And does STS really possess theoretical tools that are good enough to analyze the FLOSS development? Might it be that the materiality – and the immateriality – of code needs theoretical and methodological contributions from other fields in social sciences such as politics and economics (such as network effects, lock in and abstract objects)? But then, that challenge is also bidirectional: How does the theoretical vocabularies and the empirical methods of STS add something new to the more economical understandings of FLOSS?

This special issue aims to meet these theoretical and methodological challenges in both FLOSS and STS studies. It does so by encouraging research based on qualitative research methodologies and methods. Such a qualitative inquiry challenges the universally vocal and normative way of depicting FLOSS culture and practices (e.g. a homogeneous gift-giving and volunteering culture). The special issue will take a practice-based view to exploring multiple cultures and practices in developing, localizing, appropriating, commodifying, customizing FLOSS. The issue would also like to address the diversity in FLOSS communities through asking how seemingly global FLOSS culture is translated (un)successfully into different contexts and locales.

We believe that this issue will demystify several stereotypes and misunderstandings about FLOSS and shed light on many emerging and changing cultural and socio-technical practices in our digital society and knowledge driven economies. Thinking reciprocally, we would also like to allow peculiar im/materialities of FLOSS practices challenge the way STS has traditionally dealt with socio-technical networks.

<u>Instructions to authors</u>
Manuscripts in English in any area relevant to the special issue should be submitted electronically to the guest editor Yuwei Lin yuwei@ylin.org and Lars Risan lars.risan@tik.uio.no. You will normally receive an acknowledgement within a few days. Please provide email addresses for all authors.

Papers not exceeding 10,000 words including notes, references and abstract, are accepted in electronic format, with Open Document Text (.odt) or OpenOffice.org 1.0 Text Document (.sxw) being the preferred formats (other formats are acceptable by prior arrangement). Files should not be security protected, and should be anonymized. The editors reserve the right to make the style of presentation uniform prior to publication,

whilst making every effort not to alter the content of an article. Paper submission will be acknowledged via email. Subsequent enquiries concerning paper progress should be made to the guest editors.

For details of preparation of the manuscript, see the <u>Science Studies</u> Journal website http://www.sciencestudies.fi/?q=authors/#preparationofmanuscripts and http://www.sciencestudies.fi/authors.

<u>Important dates</u>
- October 29, 2006: Full paper submissions to guest editors.
- January 15, 2007: Guest editors and authors complete manuscripts and round-robin referee each other's articles.
- February 7, 2007: Guest editors submit a complete set of articles to <u>Science Studies</u> for review. <u>Science Studies</u> may return articles for revision if needed before sending to outside referees.
- April 25: Deadline for referee reports to be sent back to <u>Science Studies</u>. Reports and decisions sent to authors and guest editors.
- August 22: Final Copy Due
- September-October 2007: Layout and proofreading.
- November 2007: Issue goes to press.

Call for papers, for book on Advances in Medical Sociology
Deadline: 15 November 2006
A volume of Advances in Medical Sociology to be edited by Susan Chambré, Melinda Goldner, and Robin Root entitled, "Patients, Consumers and Civil Society: US and International Perspectives" is seeking one page descriptions of articles that focus on health consumerism and the development of myriad health-related organizations (health charities, self-help groups, advocacy organizations, and health social movements). The volume will bring together articles that explore the following themes: 1) changes in relations between patients/consumers in various health care systems; 2) the role of health organizations in various cultural and political contexts; and 3) theoretical and policy implications of the rise of health consumerism and health organizations both locally and globally. Direct inquiries or email a one page description <u>by November 15, 2006</u> to smchambre@aol.com and to AdvMedSoc.Consumer@gmail.com.

<u>Learning Inquiry</u>: A new journal from Springer
Editors: Jason Nolan and Jeremy Hunsinger
<u>Learning Inquiry</u> is a refereed scholarly journal, devoted to establishing the area of "learning" as a focus for transdisciplinary study. The journal is a forum centered on learning that remains open to varied objects of inquiry, including machine, human, plant and animal learning as well as the processes of learning in business, government, and the professions, both in formal and informal environments. This journal is of importance to those interested in learning, understanding its contexts, and anticipating its future. The journal will also present special issues that identify the central areas of learning inquiry to provide focus for future research. <u>Learning Inquiry</u> strikes a balance between presenting innovative research and documenting current knowledge to foster a scholarly dialogue on learning that is independent of domain and methodological restrictions.

<u>Learning Inquiry</u> is currently accepting manuscripts through our fully web-enabled online manuscript submission and review system. Manuscripts should be submitted at http://submit.learning-inquiry.info. Manuscripts should be written for an audience that is general in scope, and submissions can include essays, research articles, forums, and review articles that document the state of knowledge and recent developments in the field. Visit http://springer.com/journal/11519 for further information and to sign up for information alerts about upcoming issues of <u>Learning Inquiry</u>.

Call for Monographs and Edited Collections: Studies in the Social History of Medicine
David Cantor has been appointed series editor for "Studies in the Social History of Medicine" published by Routledge for the Society for the Social History of Medicine (SSHM). He replaces Anne Borsay, who has held the position since 2001. The series has two editors, Joseph Melling, who remains responsible for monographs, and Dr. Cantor who is responsible for edited collections. For further information about the series and about the Society for the Social History of Medicine see http://www.sshm.org.

Dr. Cantor works as a historian for the National Cancer Institute and the National Library of Medicine in Bethesda, Maryland. His recent publications include the edited volume Reinventing Hippocrates (Ashgate, 2002). He is also the editor of a special cancer issue of the Bulletin of the History of Medicine (Spring 2007, forthcoming).

- Proposals for edited collections should be sent to Dr. Cantor via the SSHM website or cantord@mail.nih.gov. Proposals for monographs should go to Dr. Melling via the SSHM website or J.L.Melling@exeter.ac.uk. Professor Borsay will see through to publication those volumes with which she is already involved. David Cantor, Division of Cancer Prevention, National Cancer Institute, Executive Plaza North, Suite 2025, 6130 Executive Boulevard, Bethesda, MD 20892-7309, cantord@mail.nih.gov.

Book Reviewers Needed, Science and Public Policy
Science and Public Policy is currently seeking book reviewers for the following publications from MIT Press:
- Making Silicon Valley: Innovation and the Growth of High Tech, 1930-1970. 2005. By Christophe Lécuyer.
- Making Parents: The Ontological Choreography of Reproductive Technologies. 2005. By Charis Thompson.
- Sky in a Bottle. 2005. By Peter Pesic.
- The Access Principle: The Case for Open Access to Research and Scholarship. 2005. By John Willinsky.
- Personal, Portable, Pedestrian: Mobile Phones in Japanese Life. 2005. Edited by Mizuko Ito, Daisuke Okabe, and Misa Matsuda.

If you are interested in reviewing one of these books please contact Amanda Williams at williaam@ucalgary.ca as soon as possible. Many thanks, Amanda Williams and Cooper Langford, Book Review Editors (North America), Science and Public Policy, williaam@ucalgary.ca and chlangfo@ucalgary.ca.

Calls for Papers

For additional listings, see "Calls for Papers and Proposals" under
http://www.4sonline.org/profession/profession.htm

Seeking Paper for Proposed Panel
"The Connections Between Outdoor Recreation and Environmentalism"
2007 Annual Meeting of the American Society for Environmental History
Baton Rouge, Louisiana
1-3 March 2007
We are looking for a third for a proposed panel on the connections between outdoor recreation and environmentalism for the 2007 ASEH Conference in Baton Rouge. Specifically, we are interested in how technology and consumerism have shaped environmental views and policies. At the moment we have two papers, one on rock climbing in Yosemite and its influence on the environmental movement, and a second on outdoor films and identity. If interested please drop an email to Chris Johnson at cbjones111@yahoo.com and/or Mike Childers at childer6@unlv.nevada.edu.

Seeking Papers for Proposed Panel
"Horses in the Socio-Environmental Historical Context"
2007 Annual Meeting of the American Society for Environmental History
Baton Rouge, Louisiana
1-3 March 2007
We would like to put together a panel for the American Society for Environmental History 2007 (Baton Rouge, March 1-3, 2007). The conference theme for 2007 is "Living on the Edge: Human Desires and Environmental Realities." Our panel is themed around the trope of "horses in the socio-environmental historical context." We welcome interdisciplinary perspectives and disparate geographic areas. Please contact Dr. Sandra Swart, History Department, University of Stellenbosch, Matieland X1 7602, South Africa, sss@sun.ac.za, Phone: +27 (021) 8082390, Fax: +27 (021) 808 2389.

International Conference on Technology Management
4-5 December 2006
Kuala Lumpur, Malaysia
Deadline: 1 June 2006
http://www.kuittho.edu.my/ictm2006
Kolej Universiti Teknologi Tun Hussien Onn is proudly organizing the International Conference on Technology Management (ICTM2006), to be held at IOI Resort, Putrajaya, Kuala Lumpur on 4-5 December 2006.

The theme of the conference is "Creating Competitive Advantage through Management of Technology." ICTM2006 offers an opportunity for researchers and practitioners around the world to exchange, ideas, views, knowledge and experience in the technology management.

As such, we are cordially inviting you and you fellow researchers to participate in ICTM2006 by submitting an abstract of not more than 300 words as per instruction in the flyer.

The important dates of ICTM2006 are as follows:
Submission of abstract : Before 1st June 2006
Notice of Acceptance : By 1st August 2006
Submission of full paper : Before 7th October 2006
Registration : Before 7th October 2006

Or you can just send your abstract to animz@kuittho.edu.my or najibr@kuittho.edu.my

Call for Papers for the 2006-2007 Academic Year
The Newberry Library Seminar on Technology, Politics, and Culture
Chicago, Illinois
Deadline: 1 June 2006

Co-sponsored by the University of Illinois at Chicago, Roosevelt University, and Northwestern University's School of Communications, this seminar provides a forum for "works-in-progress" that explore the relationship between technology, politics, and culture, broadly defined. It takes place on Fridays from 3:30-5:00pm at the Newberry Library in Chicago.

The seminar is open to graduate students, faculty members, independent scholars, and professionals in related fields, such as engineering and urban planning. To maximize the time for discussion, papers are circulated electronically in advance. Priority is given to individuals who are at a stage of their research at which they can best profit from discussion, and to individuals who need a venue to present their work. Papers dealing with pre-1900 and non-U.S. topics are particularly welcome. We hope to have the schedule established for 2006-07 by 1 July 2006, but may have open slots for proposals that are submitted after that date.

To apply, please send a one-page proposal, a brief c.v., and a statement on the relationship of the proposed paper to your other work. Send materials to Aaron Shapiro, Assistant Director, Dr. William M. Scholl Center for Family & Community History, The Newberry Library, 60 W. Walton Street, Chicago, IL, 60610; e-mail shapiroa@newberry.org; phone 312.255.3681; fax 312.255.3696.

If you are interested in presenting a paper and have questions, please contact seminar coordinator Jim Schwoch (Northwestern University) at j-schwoch@northwestern.edu or 847.491.7361.

The Newberry Library is unable to provide funds for travel or lodging, but can assist in locating discounted accommodations.

If you would liked to be placed on the mailing list to receive announcements of upcoming presentations, or if you would like further information about Newberry Library seminars, phone Ginger Shulick at the Dr. Wm. M. Scholl Center for Family & Community History at the Newberry Library at 312.255.3524 or send an e-mail to scholl@newberry.org.

Inventing America: The Interplay of Technology and Democracy in Shaping American Identity
3-4 November 2006
Charlottesville, Virginia
Deadline: 9 June 2006

As part of its year-long commemoration of the 300th anniversary of Benjamin Franklin's birth, the Smithsonian's Lemelson Center for the Study of Invention and Innovation invites scholars to submit papers for a conference to be held at the University of Virginia from 3-4 November 2006. This conference is being co-sponsored by the UVa Department of Science, Technology, and Society and the Robert H. Smith International Center for Jefferson Studies at Monticello.

Throughout our nation's history, Americans have enthusiastically embraced new technology, and have been willing to experiment with new political ideas and practices. While we acknowledge that invention in both technology and politics has shaped American identity, we seldom look at how they interact. This program will examine how Franklin and his contemporaries saw technology as integral to the creation of a new form of government, a democratic republic, as well as how Americans since Franklin's time have wrestled with the interplay of technology and democracy. Among the themes that the conference will address are:

- How did the Founding Fathers such as Franklin, Jefferson, Hamilton and Washington see technology as integral to the creation of a new political culture in America? How has their vision of technology and democracy continued to shape American identity?
- How have individuals and groups used technological innovation to foster democracy at different times in American history? Where have technology and democracy been in tension?

- How do communications technologies-such as voting machines, text messaging, or weblogs-affect the practices of democracy?
- What is the role of technology in the spread of democratic values and institutions around the world?

Proposals should be no more than 500 words and accompanied by a short CV. The deadline for submissions is 9 June 2006. Proposals will be reviewed by a committee comprised of representatives from the sponsoring organizations. To encourage participation from a variety of disciplines, the Lemelson Center will help to defray the costs of travel. To submit a proposal or for more information, contact Maggie Dennis, Lemelson Center historian, 202-633-3441, dennism@si.edu.

The Smithsonian's Lemelson Center documents, interprets, and disseminates information about invention and innovation to encourage inventive creativity in young people, and to foster an appreciation for the central role that invention and innovation play in the history of the United States. Please visit us on the web at http://www.invention.smithsonian.org.

The UVa Department of Science, Technology, and Society seek to advance understanding of the social and ethical dimensions of science and technology. Working with other groups at UVa, the STS Department is developing a major teaching and research initiative into the interaction of technology and democracy. For more information, see http://www.tcc.virginia.edu.

The Robert H. Smith International Center for Jefferson Studies promotes the ongoing study of Thomas Jefferson internationally by building a network of scholars, teachers, and resources; by helping to define new areas of investigation; and by applying new technologies to Jefferson scholarship. The Center can be contacted at http://www.monticello.org.

Cultural Impact of Radio and Technology
Mid-Atlantic Popular and American Culture Association Annual Conference
Baltimore, 27-29 October, 2006
Deadline: 15 June 2006
We seek proposals, panels, roundtables, and workshops for sessions on the cultural impact of radio, telephony, recording, amplification, and related "smaller technologies" such as headphones, tuning dials, and sliders. Some possible themes include, but are not limited to literary and artistic uses and representations of radio and sound technology, histories of sound technologies, relationships or conflicts between sound and visual culture, regulation, sound pedagogy, writing for sound and radio and/or sound technology and everyday life.
Email or mail proposals to Kittst@stjohns.edu or Thomas Kitts, St. John's University, 8000 Utopia Parkway, Queens, NY 11439.

American Society for Environmental History
2007 Annual Meeting Announcement and Call for Papers
"Living on the Edge: Human Desires and Environmental Realities"
Baton Rouge, LA
28 February-3 March, 2007
Deadline: 1 July 2006
http://www.h-net.org/~environ/ASEH/conferences.html
The program committee for the American Society for Environmental History invites panel, paper, and poster proposals for its March 2007 meeting in Baton Rouge, Louisiana. Proposals may address any area of environmental history, but in keeping with the conference's theme, the committee specifically solicits submissions examining perceptions of risk and social responses to environmental disasters and the idea of living on the edge: edges of danger, edges of continents, edges of poverty, and the space between history and other disciplines. After the enormous destruction along the Gulf Coast resulting from Hurricanes Katrina and Rita in 2005, it seems all the more essential to consider the deep complexities of dealing with environmental hazards, and the varying roles of science, government, politics, and community.

The committee supports approaches ranging from the transnational to the personal, from policy to politics, and we encourage proposals by anthropologists, ecologists, economists, geographers, and sociologists. Panels that integrate disparate geographic areas or disciplinary approaches will be particularly favored. By seeking interdisciplinary conversations about environmental disasters and their implications, we hope to cast new light on this subject. However, the committee /strongly/ recommends proposals for complete panels. Individual papers are welcome, but they are more difficult to accommodate. To maximize the number of papers yet maintain opportunities for creative exchanges among panelists and the audience, the committee also requests that panel proposals be limited either to three papers and a discussant or four papers and no comment. Participants are limited to presenting only one formal paper, but they may also engage in roundtable, chairing, or commenting duties. To submit a proposal, go to http://www.h-net.org/~environ/ASEH/conferences.html and type or paste in the standard information.

This conference theme offers a wide range of opportunities for many of you to showcase your research. The ASEH is an exciting organization that seeks interdisciplinary perspectives and promotes multidisciplinary discussions on the environment and its past. There will be several days of conference papers, field trips, and professional networking in a truly fascinating setting. As a special feature, there will be an entire day devoted to touring New Orleans and viewing the impacts of Hurricane Katrina. You will need to be registered to sign up, limit 100 participants--so register and sign up early!

Should you have questions, please contact any member of the program committee: David Louter, Chair, National Park Service (David_Louter@nps.gov); Betsy Mendelsohn, University of Maryland (bmendel@umd.edu) Craig Colten, Louisiana State University (ccolten@lsu.edu); Laura Watt, Sonoma State University (lawatt@california.com).

The American Society for Environmental History (ASEH), founded in 1977, seeks to promote scholarship and teaching in environmental history, to support the professional needs of its members, and to connect its undertakings with larger communities. The ASEH aspires to advance a greater understanding of the history of human interaction with the rest of the natural world, to foster dialogue between humanistic scholarship, environmental science, and other disciplines, and to support global environmental history efforts that benefit the public as well as the general scholarly community. It promotes these activities through publication of the peer-reviewed journal /Environmental History/, annual conferences, scholarly awards, on-line discussions, conversation with other professional societies, and public outreach.

Trials & Tribulations: Negotiating Research Methods in Cyberspace
10-11 November 2006
Deadline: 1 July 2006
dixons@alcor.concordia.ca and kelly@gamecode.ca
Technological innovations such as the Internet, cell phones, MP3 players and video game consoles have changed the ways in which people work, play, interact, communicate and define who they are. As use of these technologies increases, so have the methodological opportunities for researchers who study the ways in which people, both children and adults, use and experience digital culture. Academic interest surrounding these emerging technologies varies as widely as the disciplines themselves.

Gender, Identity, and Technology in the West Panel, Western History Association
11-14 October
St. Louis, Missouri
Deadline: 21 July 2006
Seeking 1-2 panelists for 2006 Western History Association conference. The theme of our panel is Gender, Identity, and Technology in the West, 1850-1905. Please respond no later than July 21, 2006 to Mark S. Anderson, 234 UCB, Hellems, Room 204, Department of History, University of Colorado, Boulder, CO 80309, marks_anderson@yahoo.com.
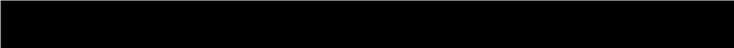
New Asian Dynamics in Science, Technology and Innovation
Copenhagen 27-29 September 2006
Deadline: 11 September 2006

The fastest growing centres for science and technology are located in Asia, where spectacular developments have taken place during the past ten years. China and India get the biggest headlines. Their potential in science and technology is repeated daily in international media. But in addition to Japan and South Korea, Singapore and Taiwan are further ahead. A few other countries, notably Malaysia, seem to be moving towards the starting-blocks. Many informed observers are convinced that Europe must start intensifying co-operation with the growing R&D communities in Asia to secure and further develop the competence we will need to remain competitive. Others argue that that we must protect ourselves and not give away our edge assets in science and science-based technology.

Proposals for papers can be made via http://asiandynamics.niasconferences.dk or via mail to Jørgen Delman, director, NIAS – Nordic Institute of Asia Studies: jorgen.delman@nias.ku.dk.

Africa's Indigenous Science and Knowledge Systems
Keffi, Nigeria
24-27 October 2006

The Department of History, Nasarawa State University, Keffi, Nigeria in conjunction with the Global Africa Foundation, New Britain, USA announce its second international conference on Africa's indigenous science and knowledge systems. The focus areas include:

- Conceptual issues related to science and indigenous knowledge systems
- Ethical issues surrounding Intellectual Property Rights, Compensation for resource persons and experts; Principles for knowledge management.
- Indigenous knowledge systems and the curriculum
- Case studies from the Disciplines
  - The interconnections between science and religion in a specific area
  - Indigenous mathematical systems in particular ethnic, linguistic or cultural regions across the continent.
  - The Medical, Therapeutic value of Traditional Health Care; The scientific basis of traditional remedies; Constraints and Challenges in Traditional Health Care; Indigenous Practitioners; HIV/AIDS and the way forward
  - Mental care and traditional methodologies
- Triumphs and constraints in indigenous technologies with respect to cloth making, beer and other beverages, soap and cosmetics, metallurgy, building materials and etc
- Comparative Regional Studies and lessons to be learnt from South East Asia, South Asia, China, Japan, and other regions.

The conference is slated for October 24th -27th, 2006. Venue of the conference is Nasarawa State University, Keffi, Nigeria. Keffi is about 45 minutes drive from Abuja, the national capital of Nigeria. Registration for foreign participants is $100 and participants from Africa is N5000. All correspondence should be directed to Adoyi Onoja, Secretary Local Organizing Committee. E-mail address is conferenceoctober@yahoo.com, Department of History, Nasarawa State University, P.M.B. 1022, Keffi, Nigeria, yemiakinwumi@yahoo.com.

Conferences, Workshops, and Meetings

For additional listings, see "Events" under http://www.4sonline.org/profession/profession.htm

Workshop: Engaging Science and Society in the Ethics of Genome Research: Analysis, Reflections and Perspectives
21-23 September, 2006
Deadline: 15 June, 2006
http://www.univie.ac.at/virusss/workshops
The dynamic development of genome research raises fundamental ethical and social questions concerning its implications for our societies, a fact which equally applies to other emerging technosciences such as nanotechnology or "converging technologies." Over the past decades, methods have been developed to reflexively engage with the implications of new technoscientific knowledge for social order. Ethical reflection and public engagement with the social dimensions of technoscientific development are two traditions dealing with these issues. Though both may be argued to share common goals, their relation to each other is unclear and often controversial as is reflected in the debate around "empirical ethics."

Workshop on Using Human Resource Data from Science Resources Statistics
National Science Foundation
20 October 2006
Deadline: 16 June 2006
http://aysps.gsu.edu/nsfworkshop/index.htm
This October 20th workshop at the National Science Foundation (NSF) brings together users and potential users of the human resource data administered by Science Resources Statistics (SRS), NSF. The goals of the workshop are threefold: (1) exchange information among users concerning creative uses of the data and research outcomes; (2) broaden the base of users by familiarizing potential users with the data, ways in which the data is currently being used, and potential for other uses; (3) provide feedback to SRS regarding the data and possible ways to enhance both the data and its use. Current users of one of the SRS-restricted use data sets are invited to submit abstracts of a research paper, or the completed paper; potential users are asked to submit a two page narrative. For further information e-mail Paula Stephan, the workshop coordinator, at pstephan@gsu.edu.

Second International Conference on e-Social Science
28-30 June 2006
Manchester Metropolitan University
Manchester, England
Registration Deadline: 19 June 2006.
Registration for the 2nd International Conference on e-Social Science is open until 19 June. The conference has seven one-day workshops to choose from as well as parallel paper sessions, three panel sessions and three international keynote speakers. Conference themes include, but are not restricted to, the following:
- Case studies of e-Social Science research methods and applications;
- Enabling new sources and forms of sociological data through e-Social Science;
- Infrastructure and tools for e-Social Science;
- Middleware for data collection, sharing and integration;
- Standards for metadata, ontologies, annotation, curation, etc.;
- Usability issues in the design of research tools and middleware;
- Case studies of (e-)Research and (e-) Social Science research practices;
- The benefits and challenges of large scale collaborative research;

- Interdisciplinary research and e-Social Science;
- International collaborations in e-Social Science;
- Socio-technical issues in the development of e-Research and the Grid;
- Ethical issues and challenges in the collection, integration, sharing and analysis of sociological and other personal data.

There is also an exciting social program with a wine reception in Manchester museum, an informal dinner and a conference dinner in Manchester Town Hall on the Thursday night.

The conference is organized by the UK ESRC National Center for e-Social Science (NCeSS) based at the University of Manchester. The overall goal of NCeSS is to stimulate the uptake and use of emerging e-science technologies within the social sciences.

The registration form and further information can be found at http://www.ncess.ac.uk/.

Rethinking Informed Consent: The Limits of Autonomy
12 June, 2006
http://www.bioethics.uu.se/symposium/2006/index.html
Although of central importance to clinical practice and biomedical research, rules of informed consent have for quite some time been criticized for being too formalistic, being insensitive to the various conditions in which they are applied, setting too strict requirements when risks are small, and underestimating difficulties in communicating information. Moreover, the emphasis put on informed consent reveals how autonomy has increasingly been considered the most important ethical principle at the possible expense of other values and principles.

Doing Digital History: An Introduction for Historians of Science, Technology, and Industry
12-16 June, 2006
http://chnm.gmu.edu/tools/surveys/1358/
The Center for History and New Media's Echo project (http://echo.gmu.edu) invites scholars of the history of science, technology, and industry to our second workshop on the theory and practice of digital history. Participants will explore the ways that digital technologies can facilitate the research, teaching, writing and presentation of history; genres of online history; website infrastructure and design; document digitization; the process of identifying and building online history audiences; and issues of copyright and preservation. The workshop, which is co-sponsored by the American Historical Association and the National History Center, will be held at George Mason University's Arlington campus, conveniently located in metropolitan Washington, DC. Thanks to support from the Alfred P. Sloan Foundation, there will be no registration fee, and a limited number of fellowships are available to defray the costs of travel and lodging for graduate students and young scholars.

E-CAP 2006@NTNU Norway: Computing and Philosophy
22-24 June 2006
http://ntnu.no/events/ecap06
E-CAP is the premier European venue for current research, reflection, and lively discussion of all aspects of the "computational turn" that has emerged over the past several decades, and continues to expand and develop as a result of the multiple interactions between philosophy and computing. The "culture" of E-CAP, like its sister CAP conferences in North America and Asia-Pacific, discourages paper reading--and stresses instead the presentation of ideas and lively discussion, along with informal networking.

Workshop: Science and Medicine in the Multinational Empires of Central and Eastern Europe
23 June 2006
http://www.hps.cam.ac.uk/medicine/empires.html
A one-day workshop organized by Tatjana Buklijas and Emese Lafferton will take place at the Department of History and Philosophy of Science, University of Cambridge. Historians examining the interaction between Western science and imperialism have shown how Western powers employed science and medicine to reinforce their rule and propagate their culture in the countries they colonized. They have, furthermore, highlighted how the colonial economic and social organization affected the health of populations and how, simultaneously, Western medicine itself was profoundly reshaped by encounters with new cultures, diseases and medical practices. These studies have opened important questions that underpin the current debates about science and medicine in the post-colonial and post-Cold war world. Yet they are exclusively based on Western powers with non-European colonies, in particular Britain, and consequently fail to offer explanatory frameworks for the role of science and medicine in the expansion and maintenance of two geographically contiguous empires of Central and Eastern Europe: the Habsburg Empire and Russia. Little historical attention has been given to the ways in which the particular forms of governmentality as well as the multiethnic and multicultural environments of these empires shaped medical and scientific knowledge and practices.

CIPAST Workshop Dresden
26-28 June, 2006
http://www.cipast.org/
A training workshop on how to design and organize public deliberation on Science and Technology. Hosted by the Deutsches Hygiene-Museum Dresden, it is the first of two workshops organized by the CIPAST consortium (Citizen Participation in Science and Technology), which is funded by an EU grant and aims to bring together the various actors involved in participatory methods and procedures concerning scientific and technological issues.

International Conference on Cultural Attitudes Towards Technology and Communication
28 June-1 July, 2006
University of Tartu, Estonia.
http://www.it.murdoch.edu.au/catac
The biennial CATaC conference series continues to provide an international forum for the presentation and discussion of current research on how diverse cultural attitudes shape the implementation and use of information and communication technologies (ICTs).

Workshop: Future Directions in Biology Studies.
Indiana University
26-30 July 2006
We invite you to join us for the 2006 Future Directions in Biology Studies (F-DIBS) graduate training workshop, July 26-30 at Indiana University in Bloomington. F-DIBS is a four-day intensive training workshop for graduate students, advanced undergraduates, post-docs, and young faculty interested in the history, philosophy, and social studies of biology. Contact Jason M. Baker at bakerjm@indiana.edu for more information.

The Future of E: Advanced Educational Technologies for a Future e-Europe
6-9 September, 2006
http://www.netties2006.ro/
The NETTIES Conference serves as a multi-disciplinary forum for the discussion and exchange of information on research, development, and applications on all topics related to information and communication

technologies, with specific reference to telematics, multimedia, telecommunications, distance education and their applications in the everyday life/society.

There have been huge advances in both technology and education that have affected the knowledge society in the European arena. The convergence of these two disciplines has never been faster and this marriage has affected all sectors of education and the economy. Paradigms such as eLearning, mLearning, just-in-time learning, lifelong learning, multicultural learning, student-centered learning, collaborative approaches have emerged, and are being supported by technologies such as new communication tools, virtual reality and advanced networking. This new and rapid development has created both opportunities and areas of serious concern. The conference aims to address some of the technological, social, economical, policy making aspects of this development.

Mediated Bodies
14-16 September, 2006
r.vandevall@lk.unimaas.nl
There is no object of scientific investigation that is as difficult to consider a 'mere' object as the human body. People do not merely 'have' but 'are' their bodies. Accordingly, there is a strong mutual relationship between scientific, especially medical conceptions and practices and the constitution and experience of the body in other cultural domains (i.e. religion, philosophy, are, popular culture etc.) and in every day life The visualization of the body's interior is particularly significant as it renders available what is both very nearby and inaccessible in daily experience. The way the body is dealt with, cared for, used, or sensed changes with how its interiority and boundaries are conceived of and vice versa. Therefore, the early modern body might be very different from that of the 21st century and the body in African medical practice might bear little resemblance to the corporeal object of European or American biomedicine. Bodily realities and experiences are produced as much as they are discovered and expressed in the interplay of mediating discourses and practice. Medical visualization technologies are at the heart of this interplay.

Knowledge and Society
21-22 September, 2006
fd234@cam.ac.uk and **pjnb100@cam.ac.uk**
This conference deals with the complex relationship between knowledge and contemporary society. In particular, we focus on: (a) the role of knowledge and information in society today; (b) issues concerning certainty, uncertainty and risk in contemporary society; and (c) new developments in the sociology of knowledge.

Workshop: Engaging science and society in the ethics of genome research: analysis, reflections and perspectives.
University of Vienna, Austria.
21-23 September 2006
http://www.univie.ac.at/virusss/workshops
The workshop is the concluding event of the ELSA project "Let's talk about GOLD! Analyzing the interactions between genome-research(ers) and the public as a learning process", which aimed at experimenting with a cross-over between two traditions of engaging with the implications of new technoscientific knowledge (i.e., ethical reflections and public engagement): engaging both scientists and members of the public with the ethical dimensions of genome research.

OTHER

For additional listings, see "Web Listings" and "Professional Associations" under
http://www.4sonline.org/profession/profession.htm

PodCast: The World is Flat Podcast Series
www.scu.edu/sts
Listen to high tech business and academic luminaries discuss their unique perspectives on the ideas and issues raised in Thomas Friedman's book, "The World is Flat--Now What? Implications and Future Directions for Education and Workplace Learning." Produced by the Center for Science, Technology, and Society at Santa Clara University, in partnership with the eLearning Forum and Altus Learning Systems. Navigate to www.scu.edu/sts, go to the Podcast Series link, click on the "Executive Podcast Series: The World is Flat, Now What?," then click on the interview of interest.

Institute for the Study of Science, Technology and Innovation (ISSTI)
University of Edinburgh
ISSTI is an interdisciplinary network of researchers which grew out of a program of socio-economic research on technology and now brings together specialist research groups and centres at the University of Edinburgh including the Science Studies Unit and the Research Center for the Social Sciences in the School of Social and Political Sciences, the Japanese European Technology Studies (JETS) and the Entrepreneurship and Innovation group in the Management School and Economics.

An extensive research program has been developed into the 'social shaping of technology' which emphasizes interdisciplinary approaches, encompassing economic and social dimensions, and the close interaction between 'socio-economic' and 'technical' factors, with a growing attention to matters of science and innovation policy. The University of Edinburgh is now a leading center for such research.

Much of this work is in close collaboration with technical specialists and work on Information and Communications Technologies has been complemented by a growing program focused on biotechnology, culminating in the prestigious ESRC Center for Social and Economic Research on Innovation in Genomics (Innogen). See www.innogen.ac.uk for more information on Innogen.

ISSTI publishes a regular newsletter and hosts a substantial program of events and seminars, further details of which--along with information about individual research projects--can be found on our newly designed website: www.issti.ed.ac.uk.
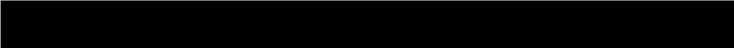
Hodges' Health Career--Care Domains--Model [h2cm]
http://www.p-jones.demon.co.uk/

Originally created in the UK by Brian E Hodges, h2cm can help identify and map ideas, issues, problems AND solutions. The model takes a situated and multi-contextual view across four knowledge domains:
- Interpersonal;
- Sociological;
- Empirical;
- Political.

In addition to Hodges' original notes and informatics content, four unique links pages cover each care (knowledge) domain, e.g. Political (http://www.p-jones.demon.co.uk/linksIV.htm), Sociology (http://www.p-jones.demon.co.uk/links3.htm), and so on.

Science Studies Renews its Website
http://www.sciencestudies.fi/
The new site contains a number of features, including: Full index of journal contents (from 1988); Access to full versions of articles, discussions, book reviews and editorials (from 1998; access to the most recent year limited to subscribers); Searchable keywords (from 2001); A Science Studies search portal; An issue alerting service; A portal for submission of electronic manuscripts; A portal for proposals to do a book review; Added information about the publication and reviewing policy of Science Studies.

If you want to become a subscriber and gain access to our most recent articles, download the PDF form available on the site and either mail or fax it to us. We invite you to join us in making the Science Studies website an important resource to the STS community and hope that you enjoy the new site.

New Website: The Automobile in American Life and Society
http://www.autolife.umd.umich.edu/
The University of Michigan-Dearborn's Science and Technology Studies Program, in collaboration with The Henry Ford, is pleased to announce the launching of a new website and online archive, The Automobile in American Life and Society, at www.autolife.umd.umich.edu. Funded by the National Endowment for the Humanities and the DaimlerChrysler Corporation Fund, the site contains overview essays and case studies on the automobile's relationship to labor, gender, race, design, and the environment, authored by Stephen Meyer, Margaret Walsh, Virginia Scharff, Thomas Sugrue, David Gartman, and Martin Melosi. Each essay is copiously illustrated with archival materials, most from the extensive collections of The Henry Ford, and supplemented with a variety of materials for teachers and students (annotated bibliography, definitions, reading comprehension and discussion questions, writing and research assignments). Also included are more than a dozen oral histories of major automobile designers taken during the 1980s by The Henry Ford, digitized and made available online for the first time.

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Newsletter
Please send announcements and news to either editor. Contribute electronically, by regular post, or fax. Deadlines are:

- Summer edition--May 15
- Fall/Winter Edition--October 15
- Spring edition--February 15

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