SKATOLOGY
Newsletter of the ASA Section on Science, Knowledge & Technology
Spring 2013

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Chair's Column

Monica J. Casper

Spring has arrived in the Sonoran Desert, and with it, seasonal allergies. Many of us are stumbling around with stuffy noses, itchy eyes, and scratchy throats. Yesterday, it was so windy that the Catalina Mountains were obscured behind a DeLillo-like cloud of dust and pollen.

Allergies belie the popular perception that the desert is a "go to" destination for people with respiratory difficulties. Between the blooming natives and the imported species (not to mention the dry, hot climate), our nasal passages and lungs don't stand a chance. Tucson, where I live, has double the national incidence of asthma and hay fever.

And so we suffer, and cling ever more tightly to our inhalers and other "drugs for life," to borrow Joe Dumit's words.

Along with seasonal allergies, spring brings standardized testing to the K-12 crowd and finals to the undergraduate crowd. I've been thinking a lot about standardized testing, in part because my daughters have just been tested. As we know in STS from the work of Leigh Star, Martha Lampland, Geoff Bowker, Marc Berg, Stefan Timmermans, Steve Epstein, and other scholars, scientific standards function in the service of efficiency and by proxy, these points of reference operate as standard bearers for solutions. But "standards" also delimit lived experiences, erase differences, and preclude alternative modes of making sense of and operating in the world.

In April, my girls took the AIMS test, Arizona's Instrument to Measure Standards. It is ironic, of course, that Arizona—which scored a C- on Education Week's Quality Counts report (17th edition), a national ranking of states on key education indicators—has the temerity to subject students to testing, a brazen

gesture at assessing "standards." But let's focus on the institutional and political economic functions of the AIMS test: that is, students are tested and ranked in order to assess schools.

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On the surface, this is not such a terrible idea, right? After all, we need to measure how well students are learning and how well schools are performing. Or do we? And if we do, for what neoliberal purposes? Does the AIMS test, or any other standardized test, actually measure what and how students learn? Can it quantify the complex neural pathways and learning patterns that are created at each grade level to pave the way for the next, rather than simply measure a student's ability to reproduce rote facts? Can it measure care and affect, the informal practices of pedagogical innovation deployed by so many (often underpaid) teachers?

My friend David Leonard, who teaches at Washington State University, recently initiated a conversation on Facebook about how parents talk to their kids about standardized tests. He had been struggling over this with his young daughter, trying to teach her that the tests are not a measure of her self worth or of what matters. He noted, "Her test scores are very good. I would like to de-emphasize them because I think it sends the wrong message as to what matters." In response, I noted that my partner and I tell our daughters that the AIMS test is designed to measure the school, not them personally—and this helps to take the pressure off.

But still, both David's and my own children worry about standardized tests. They anxiously wonder if they're "smart enough." This is particularly concerning as my oldest daughter, who is 11 and will next year enter middle school, is at the precarious age when girls begin to question their academic ability, especially in math and science. Although we didn't have even a hint of the standardized testing industry we have now, I worried too at her age. And later, I suffered through the SAT, the GRE, and even the LSAT (the latter while eight and a half months pregnant), and I did okay. Not great, but well enough.

I've never been a great test-taker, which will surprise none of you who know that I perceive and interpret the world in terms of stories and images, not numbers and facts. And yet as I write to you now, I seem to have secured some professional success in the world, average test scores notwithstanding.

At the college level, we are having similar conversations about assessment, learning outcomes, and the role of testing in measuring programs' successes. Admittedly, I cringe every time I hear the word "assessment," in no small part because I'm acutely aware (having worked in higher education administration for several years now),

that assessment is intimately tied to increasing neoliberalization of the university. Students are consumers, faculty members are interchangeable widgets, and all of us are a means to an end.

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So as I sit and write, Kleenex and inhaler at hand, I also wonder: Is standardized testing at the K-12 levels simply an elementary-level incarnation of university-level neoliberal strategies? Does it represent a failure of imagination, an inability to assess the multiple ways children and young adults learn? And might it be worth talking about standardized testing not as a solution to a problem manufactured by neoliberal strategists and educational "experts," but rather as emblematic of a crisis in education, and maybe within us?

Let's keep asking these questions—as so many activists and parents are already doing in Chicago, Seattle, and other cities. Such questions, of standardization and the neoliberalization of institutions of learning, should not be left only to the Section on Education or our friends in Economic Sociology; there is a role here for SKAT, too. In the meantime, best of luck in allergy (and standardized testing) season.

Addressing the ASA/4S Conflict in 2014

by Steve Epstein, Chair-Elect

SKAT officers were dismayed to learn that the Society for Social Studies of Science (4S) recently scheduled its 2014 annual meeting to begin on August 20 in Buenos Aires--the day after the ASA ends in San Francisco. Compounding the difficulty for ASA participants who would like to attend 4S is that in 2014 the SKAT section day falls on the last day of ASA, August 19.

SKAT lodged a strong protest with the 4S leadership, emphasizing that this conflict is to the detriment of both organizations. SKAT officers reported the results of a survey conducted with our members that revealed a high rate of 4S membership and past 4S meeting attendance among them. In response, 4S President Trevor Pinch, while noting that the 4S conference dates cannot be changed, expressed his regret about the clash in dates and promised to discuss the issue with the 4S Council to develop procedures to avoid future conflicts. He and President-Elect Gary Downey have also agreed to our request that the Buenos Aires conference organizers do everything possible to schedule presentations by ASA attendees on the last two days of 4S. We will provide further details to SKAT members as the conference nears.

Interview with Ed Hackett

New Editor of *Science, Technology & Human Values*

by Logan D. A. Williams

This interview introduces the new editor of *Science, Technology and Human Values* (*STHV*), Ed Hackett, to SKAT section members. Interested readers might also enjoy the interview of the new *Social Studies of Science* (*SSS*) editor, Sergio Sismondo, published in the Fall 2012 edition of *SKATology*.

What is puzzling or interesting about your role as editor in steering a 30+ year old journal as compared to your previous publishing efforts (i.e. the STS Handbook)?

Ed says, "I have a very broad view of what belongs in Science and Technology Studies (STS). Both the handbook and editing *STHV* gives me a chance to put that perspective into action. While there is this full range and diversity of STS scholarship, I want to get the various parts connected to one another—talking to one another." As he explains in his editorial (*STHV* volume 37 issue 5, published in July 2012) the journal was actually started as a newsletter 41 years ago.

He describes two main differences between editing a journal and a handbook: (1) the puzzle of dealing with "whatever comes over the wire" as opposed to the "structured call" of a handbook; and (2) the excitement of a journal article as a more flexible literary form than a handbook chapter which "has to be comprehensive and defining with a lot of references and citations followed out to primary literature." He enjoyed working with the three editors for the STS handbook—each of whom had divergent interests and broad expertise. Now that he is working with Kathryn Vann at *STHV*, he mentions, "[she] is a wonderful managing editor to work with—her expertise and institutional memory are tremendous assets for the journal and the field."

What is exciting and unique about STHV as an academic journal? What attracted you to the editorship of STHV?

Looking at the history of the journal, Ed reminds us that when it first started, there was "[s]cience policy in one place, bibliometric analyses in another, and constructive perspectives were just starting. The divisions [we have now] were not in existence at the time. What is exciting and unique is that STS is an extremely broad and consequential topic. This gives us tremendous scope in what we publish in *STHV*... other journals tend to be more segmented...Some focus on public policy, some have a Marxist perspective. In contrast, *STHV* can be a meeting place."

He continues, "[t]he actual physical meeting wouldn't be a bad idea; one of my little agenda items is to organize a workshop to take stock of accomplishments and challenges ahead for the field of STS." Ed came to *STHV* because, as he says, "I'm not afraid of words or numbers. I'm not afraid of interna-

Interview with Ed Hackett, cont.

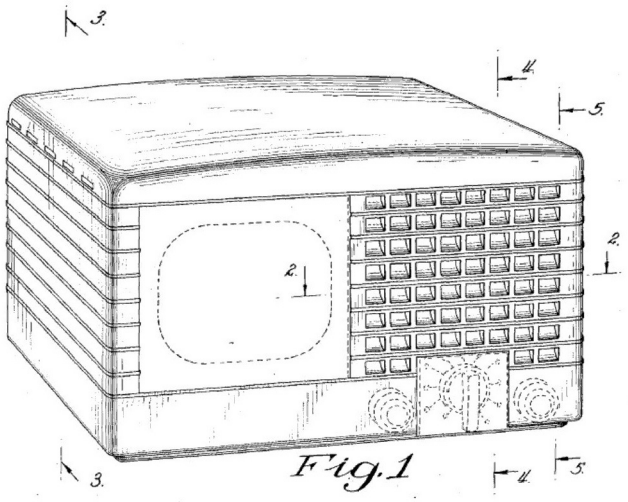
by Logan D. A. Williams

tional work. Work on science, technology and sustainability I would like to encourage. This journal puts the material in one place." As editor, he desires for the journal to be ecumenical; in a more theoretical turn of phrase he asserts, "we like high church, low church and unchurched."

What is your vision for new directions in *STHV*?

As Ed puts it, "In *STHV*, we have a lot of flexibility. I've been encouraging but have not yet seen perspective essays that take a point of view on an issue or part of a field... [Paying] more attention to STHV issues in Africa and South Asia, South America, Latin America is important....There are many contexts where science and technology is being developed that we know very little about.... By studying in these places, we can see much more richly the influence of culture, history, and context of science, [including] the inception, deployment and public understanding; we can study and understand and incorporate our understanding into our theory. This is part of the new vision for directions in *STHV*." In the future, he intends that *STHV* will have a stronger presence at the annual meetings of the Society for Social Studies of Science (for which it is the official journal). At 4S and, through the editorial board, Ed will be attempting to stimulate articles on these areas of the world.

He will continue to rely on members of the STS community for high quality reviews that take care to understand manuscripts on their own terms, and also provide comments that help authors to enhance and further develop these manuscripts. For example, he recounts when a paper from a scholar in a less economically developed country needed work to meet the standards of the journal, and a member of the community stepped up to work with the paper. This sort of commitment from the community not only makes his job a little easier, but makes him feel gratified about being a part of the field of STS.



Interview with Linda Layne

Program Director at The National Science Foundation

by Elizabeth Sweeney

You are currently serving as the Program Director for two programs of the National Science Foundation: The Science, Technology, and Society Program and the Ethics Education in Science and Engineering. Can you tell us what this position involves? Also, can you tell us more about the second program, Ethics Education in Science and Engineering?

The STS program, like many programs at NSF, is co-directed by a permanent program officer and a rotator. The permanent PO is Fred Kronz, a philosopher of science, who since taking this job has developed a research interest in the philosophy of social science. The STS rotator tends to be a sociologist or anthropologist, and as it happens, several of the recent rotators like myself have held leadership positions in the Society for Social Studies of Science (4S). Together Fred and I process the proposals that STS receives twice a year (Feb 1 and Aug 1). Our program supports basic research using social scientific, historical, and philosophical methods approaches to the interfaces between science, technology, engineering, medicine, and society. We also sometimes fund workshops.

We handle the Dissertation Improvement Grants separately from all other proposals. We tend to get a larger number of these at the Feb 1 date (54 this year plus 11 additional co-reviews). They are reviewed by a panel of STS scholars we invite to come to NSF for this purpose. Three members of the panel are assigned to review each proposal; they share their views with the other panelists and together rank the proposals. If the proposals are co-reviewed with another program, there will be additional reviews as well.

For all other proposals Fred and I ask experts in the relevant areas to submit reviews electronically. We also have panelists review and rank them. We tend to get more of these at the Aug 1 deadline. This February we received 84 proposals. Fred and I figure out how many of the top-ranked projects we can fund (in recent years our award rate has been about 20%) and make these recommendations to our division director for approval. We send informal letters indicating likelihood that a proposal will be funded or declined, but these are not binding. There are many steps and layers of oversight, so it takes months to process an award. Missing IRBs often delay the process.

The EESE program is a cross-directorate program. Each of the directorates contributes money and a program officer. We hold a panel once a year. Proposals are due March 1. These awards fund research on ethics education for scientists (including social scientists) and engineers and are often collaborative. Historically they have been for about $300,000 for three years. Part of the current rationale for this program is the America Competes Act which mandates that we assure that all researchers who

Interview with Linda Layne, cont.

by Elizabeth Sweeney

receive NSF funding are trained in the ethical conduct of research. Because relatively few undergraduates receive federal research funding, the EESE program has concentrated on graduate education. I'd like to see the program broaden its focus now to include undergraduate education, institutional transformation, and social justice.

What does your work as an anthropologist bring to the position – does it offer a different perspective on the various types of grant proposals being submitted? Do you have any specific advice for sociologists regarding how to effectively and productively communicate with the interdisciplinary STS program?

All applicants can request that her/his proposal be co-reviewed by another program. Applicants are only allowed to submit the proposal to one program which will then be the program responsible for it, but if you ask for a co-review or if the program director feels that your proposal has a good fit with another program, s/he can initiate a co-review. STS currently co-reviews with a number of other programs but none as frequently as Cultural Anthropology. I don't know if this is because of my background or if this has always been the case. It would be interesting to see if there were more co-reviews with sociology with my predecessors Kelly Moore, Kelly Joyce, Laurel Smith-Doerr, and Steve Zehr, who are all sociologists. In addition to the Sociology program, which is currently directed by Pat White and Saylor Breckenridge, our division is also home to the Law and Social Sciences Program, which sociologist Marjorie Zatz co-directs.

Another program with which we co-review a particularly high number of proposals is SciSIP (the Science of Science and Innovation Policy), which focuses on the processes through which investments in science and engineering research are transformed into social and economic outcomes.

Whatever your disciplinary background, to be successful with the STS program, you must frame your research questions in a way that will resonate with STS scholars and cite the relevant STS literatures.

While at NSF I will be attending the Social Studies of Science Society's annual meeting and will have a booth in the exhibit area where potential PIs can stop by. One or more of the program officers from sociology attends the ASA meetings to do outreach each year. You can also invite program officers to come to your university to do outreach. Budget permitting, NSF pays for such trips, although the current budget situation makes such trips less frequent than before unless your institution is in an EPSCoR state. Google EPSCoR map to see if yours is. If it is, your own proposals are eligible for co-funding too.

Interview with Linda Layne, cont.

by Elizabeth Sweeney

For those of us interested in applying for funding from NSF, do you have any words of advice about how to improve our proposals? From those proposals you have reviewed thus far, are there any common errors to be on the lookout for?

It is essential to follow the directions and *very* advisable to submit early (a week would be good) in case there is a hitch. There were several sad cases this last round where someone had trouble filing their proposal because of some small innocent mistake and as a result the system rejected it. We don't accept late awards unless there has been a natural disaster, etc.

The guidelines for NSF proposals can be daunting if you've never applied to NSF before, but it does get easier with experience. If you do not follow the directions, the proposal will be automatically rejected. I suggest that you find someone who has had NSF funding and ask if you can see their proposal.

The History of Science Society has an excellent page written by Fred Kronz on how to apply to the STS program at NSF. Perhaps ASA would like to post something similar on their page?

All NSF proposals are evaluated for intellectual merit and broader impacts. Both are essential. Be as specific as you can about what you will actually do and how you'll spend the money. We look kindly on proposals that include training (of post docs, graduate, and undergraduate students) and ones that enhance broader participation. NSF has always cared about broader impacts, and the new guidelines elaborate what we are looking for in this regard.

There has been discussion about possible future reductions/cutbacks in NSF funding for STS and the social sciences, especially considering the current sequester. Are there any signs that this could become a reality? How do you, as program director, manage such challenges?

There have indeed been discussions about continuing the cuts imposed by the sequester or reducing or even eliminating funding for the social, behavioral, and economic sciences. The awards NSF makes are financed by taxpayer dollars, and in the last few months some Senators and Congressmen have challenged the value of social scientific research. All of the awards that the Social, Behavioral, and Economic Directorate make are coming under greater scrutiny. Inside Higher Education, Science Insider, The Huffington Post, and the New Yorker have reported on this.

President Obama responded to these proposals in his speech at the National Academies of Sciences on April 29, 2013, marking their 150th anniversary. The American Political Science Society has also responded. The executive director of the American Anthropological Association testified before the House Appropriations Subcommittee on Commerce, Justice, Science, and Related Agencies April 10, in support of the Obama Administration's request for an appropriation of $7.4 billion for the National Science Foundation (NSF). The Presidents of the History of Science Society, the American Society for Environmental History, the American

Interview with Linda Layne, cont.

by Elizabeth Sweeney

Historical Association, the Society for the History of Technology, the Philosophy of Science Association, the International Society for the Psychology of Science and Technology, the Society for Social Studies of Science, and The Society for Literature, Science, and the Arts wrote a joint letter to the Chair of the House Committee on Science, Space, and Technology and some of these organizations posted on their websites a letter members could send to their congressmen and women. I do not know if the ASA has responded.

It is difficult to say what to expect for the next year or so, let alone in the longer term. President Obama recommends a substantial increase for NSF's budget in FY 2014, but it is impossible to say whether that recommendation will be adopted by Congress.

I'm in no better position than anyone else to speculate about whether proposals along these lines might become reality.

At this time, we continue to operate just as we have in the past. For this fiscal year, we still don't have a final budget, but we know two things. First, that we may have a somewhat lower budget for STS than we did last year, but the cuts are not anticipated to be draconian. Second, that we will have an adequate budget to support quite a bit of good STS work. We never have as many resources as we would like, but we still have enough to make a real contribution and difference for the field.

Operating under this level of uncertainty is difficult for everyone involved, including scholars, perhaps junior scholars in particular, but I would like to remind everyone that as of now, we remain in a position to make dozens of new awards this year.

The political uncertainty has created more stress and more work for already overburdened program officers. Prospective PIs can help by highlighting the practical relevance of proposed research, the avoidance of cutesy titles, and an understanding and sensitivity to the current cultural and political contexts. Another way you can help us is by contacting us by email rather than phone if you have a question.

In terms of your specific research in the STS field that concerns gender, technology, and medicine, has the status of this type of work on gender in STS changed in recent years?

I haven't been at NSF long enough to know how this has changed over time. According to Fred, "The number of awards on gender seems to be trending upward over the last three years with regards to the previous three year period. The same goes for race. The numbers are too small for people with disabilities, seniors, working poor, immigrants, ethnic minorities, etc." Personally, I've been disappointed at how few proposals on gender, technology, and medicine we've gotten since I came on board in August.

SKAT Sessions at ASA 2013

Climate Change: Constructing the Unknown Terrain

Monday, August 12 2013, 8:30 to 10:10am

Session Organizer: Sabrina McCormick (George Washington University)

Presider: Sabrina McCormick (George Washington University)

Human Rights and the Warming World: Re-Fashioning Climate Change as a Socio-Legal Object
Jessica Powers Koski (Northwestern University)

Media Framings of Climate Change: A 17 Society Comparison

Jeffrey Broadbent (University of Minnesota)

Unpacking the Meaning of Scientific Consensus: The Case of Climate Change Science and Politics
Joseph Waggle (University of Maryland), Dana R. Fisher (University of Maryland)

SKAT Roundtable Sessions

Monday, August 12 2013 | 10:30 to 11:30am

Session Organizers: Janet K. Shim (Univ of California-San Francisco), Laura Mamo (San Francisco State University), Anne Figert (Loyola University-Chicago)

Table 01. Gender and the STEM Professions I

Table Presider: Gayle A. Sulik (State University of New York-Albany)

Assessing Female Engineering Degree Attainment in India

Connie L. McNeely (George Mason University), E. W. Kuiler, Venkataramana Yanamandra (George Mason University)

Gender Bias in Academia: Understanding Why Women Leave STEM Positions in Academia

Faye Linda Wachs (California State Polytechnic University-Pomona), Erika S DeJonghe (California State Polytechnic University-Pomona), Juliana Fuqua (California State Polytechnic University-Pomona)

SKAT Sessions at ASA 2013, cont.

Gender Differences in Job Mobility and Earnings of U.S. Scientists and Engineers

Waverly Ding (University of Maryland), Rajshree Agarwal (University of Maryland), Atsushi Ohyama (Hokkaido University)

Table 02. Gender and the STEM Professions II

Table Presider: Mary Donahue Stearns (Volpe National Transportation System)

Graduate Training and the Reproduction of Gender Inequality in Scientific Careers

Timothy L. O'Brien (Indiana University), Kerry Greer (Indiana University)

Implicit Bias in Science: An Experiment to Increase Gender Diversity for Science Awards and Prizes

Anne E. Lincoln (Southern Methodist University)

The Impacts of Marriage on Perceived Academic Career Success: Differences by Gender and Discipline

Zarina Juraqulova (Washington State University), Tori C. Byington (Washington State University), Julie A. Kmec (Washington State University)

Gender, Collaboration Networks, and Academic Entrepreneurship: A Comprehensive Review

Yu Meng

Table 03. Biomedicine, Technoscience, and Markets

Table Presiders: Sara N. Shostak (Brandeis University) and Courtney A. Cuthbertson (University of Illinois at Urbana-Champaign)

Biomedicalization 2.0: Medicine, Information, and Expertise in the Digital Age

Whitney Erin Boesel (University of California-Santa Cruz)

Normalizers and the Cochlear Implant

Kathryn Burrows (State University of New Jersey-Rutgers)

SKAT Sessions at ASA 2013, cont.

Valuing Milk, Care and Technology: Human Milk Banking and Sharing

Krista Mary Smith Sigurdson (University of California-San Francisco)

Places of Knowledge Production: Postcolonial contexts and global networks of South African drug discovery

Anne Pollock (Georgia Institute of Technology)

Table 04. Constructing and Problematizing Expertise

Table Presiders: Jennifer S. Singh (Georgia Institute of Technology) and Cyrus Cawas Maneck Mody (Chemical Heritage Foundation)

Is Digital Diversity Achieved among Online Health Information Consumers?

Gul Seckin

Linking micro and macro in the UK National Health Service healthcare worker influenza immunisation programme

Rachel Hale (University of Nottingham), Robert Dingwall (Nottingham Trent University), and Jonathan Nguyen-Van-Tam (University of Nottingham)

Making One Health experts: The formation, reinforcement, and transformation of epistemic communities

Yu-Ju Chien (University of Minnesota)

Educational Credentials, Employment Contexts, and the Admissibility of Expert Witnesses in Courts

Timothy L. O'Brien (Indiana University)

Table 05. Biomedical Classification, Framing, and Imagining

Table Presider: Stephanie Renee Medley-Rath (Lake Land College) and Anne Figert (Loyola University-Chicago)

SKAT Sessions at ASA 2013, cont.

Gay Affirmative?: LGBT Therapy and the Production of Mental Health

Patrick Ryan Grzanka (Arizona State University), Joseph R Miles (University of Tennessee)

Social Framing of the Diagnostic Classification of Hansen's Disease

Yiling Hung (University of California-Los Angeles)

POP! The First Human Male Pregnancy... An Exercise in Speculative Fantasy

Mary C. Ingram-Waters (Arizona State University)

Table 06. Knowledge Flows

Table Presider: Steve G. Hoffman (State University of New York-Buffalo) and Janet Vertesi (Princeton University)

How social networks affect scientific performance? Evidence from a national survey of Chinese scientists

Wei Hong (Tsinghua University), Yandong Zhao (Chinese Academy of Science and Technology for Development)

Legitimation and cognition: Western knowledge in 19th century China

Xiaoli Tian (University of Hong Kong)

Table 07. The Social Organization of Science

Table Presider: Daniel Ray Morrison (Pepperdine University)

Normative Conflict in Academic Science

David Russell Johnson (Rice University)

Social Organization of Life Science Laboratories

Sotaro Shibayama (The University of Tokyo), Yasunori Baba (University of Tokyo), John P. Walsh (Georgia Institute of Technology)

SKAT Sessions at ASA 2013, cont.

The Trouble With Normativity

David Schleifer (Public Agenda)

Table 08. Making Knowledge, Doing Science

Table Presider: Sharla N. Alegria (University of Massachusetts-Amherst)

The Joy of Science: Diversity in Emotional Expression

Sharon Koppman (University of Arizona)

What Does Peer Review Accomplish in Quantitative Sociology? An Empirical Study

Mikhail Teplitskiy (University of Chicago)

The Culture of Translational Science and the Evolving Self-Identity of the Scientist

Joseph A. Kotarba (Texas State University)

Table 09. Science and Knowledge Production

Table Presider: Kelly Moore (Loyola University-Chicago)

The Entextualization of Bureaucracy

Michael Castelle (University of Chicago)

Understanding Change in Academic Knowledge Production in a Neoliberal Era

Wendy Lyn McGuire (York University), Mathieu Albert (University of Toronto)

Shifting Meanings: Scientific Discovery and Mobilization

Kelly Bergstrand (University of Arizona)

Table 10. Science and the Environment

Table Presider: Matthew Hoffmann (Loyola University-Chicago)

SKAT Sessions at ASA 2013, cont.

Disasters as events in the "longee durée". Lessons from Chile´s seismic history.

Magdalena Gil (Columbia University)

The Science/Policy Gap: Climate Change and Concerted Political Immediacy

Jean Boucher (George Mason University)

Still Living without the Basics: Access to Water and Sanitation in the USA

Stephen Philip Gasteyer (Michigan State University)

State/Environment Relationality: Regimes of Governance and Organic Engines

Patrick Eamonn Carroll (University of California-Davis)

Table 11. Applying STS Theory

Table Presider: Logan Dawn April Williams (Rensselaer Polytechnic Institute)

Sacralizing and De-Sacralizing Buildings. Notes on the Theory of Technology

Michael P.J.R Guggenheim (University of London-Goldsmiths)

War Stories and War Games: Narratives and Player Agency in a Contemporary Context

Sarah Wanenchak (University of Maryland)

Science, Technology, and Inequality

Monday, August 12 2013 | 2:30 to 4:10pm

Session Organizer: Mary Frank Fox (Georgia Institute of Technology) Presider: Mary Frank Fox (Georgia Institute of Technology)

Causes and Consequences of Inequality in the STEM: Diversity and its Discontents

Enobong (Anna) Hannah Branch (University of Massachusetts-Amherst), Sharla N. Alegria (University of Massachusetts-Amherst)

SKAT Sessions at ASA 2013, cont.

Scientific Collaboration and Effects of Status in a Virtual World

Maria Binz-Scharf (City University of New York-City College), Yuval Kalish (Tel Aviv University), Leslie S. Paik (City University of New York-City College)

Predicting Turing Award Winners in Computer Science

Irina Nikiforova (Higher School of Economics)

Transforming German Academia. Gender Equality Programs and Policies in the Turn of the Millennium

Kathrin Zippel (Northeastern University), Myra Marx Ferree (University of Wisconsin-Madison), Karin Zimmermann (Institute for Research on Higher Education, Wittenberg)

SKAT Business Meeting

Monday, August 12 2013 | 11:30 to 12:10pm

Chair: Monica J. Casper (Arizona University)

The "Normative" Turn in Sociology of Science?

Monday, August 12 2013 | 4:30 to 6:10pm

Session Organizer: Aaron L. Panofsky (University of California-Los Angeles) Presider: Aaron L. Panofsky (University of California-Los Angeles) Discussant: Kelly Moore (Loyola University-Chicago)

The New Normal Science? Expertise and the Abortion/Breast Cancer

Debate April N. Huff (University of California-San Diego)

Normativity, Matters of Fact, and News Coverage about Gender and Science

Chandra Mukerji (University of California-San Diego), Monica Hoffman (University of California-San Diego)

The Baby Factory: The Production of Statistical Significance Under Improbable Circumstances

David Peterson (Northwestern University)

SKAT Sessions at ASA 2013, cont.

Science on Trial: The Omnibus Autism Proceedings and the Co-Production of Uncertainty

Claire Laurier Decoteau (University of Illinois-Chicago), Kelly Underman (University of Illinois-Chicago)

SKAT Reception

Monday, August 12 2013 | 6:30 to 8:00pm

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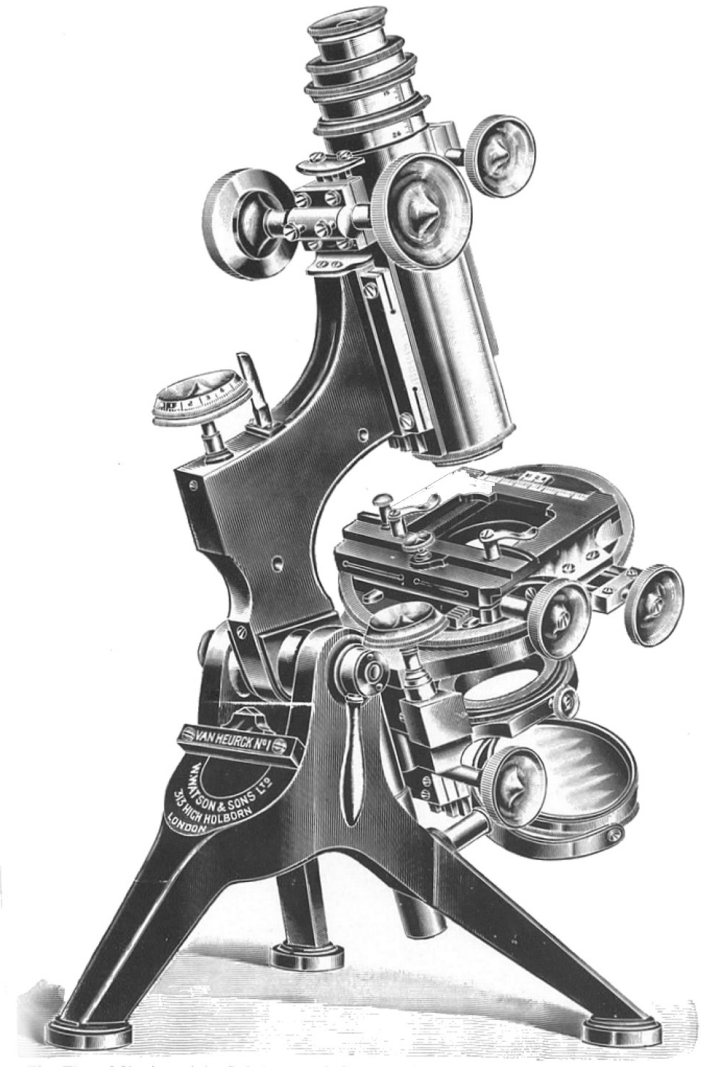
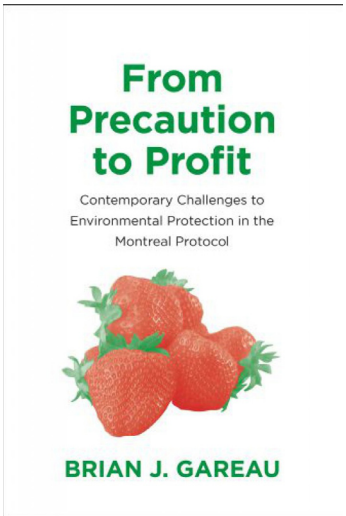
40 W. 56th Street



New Books

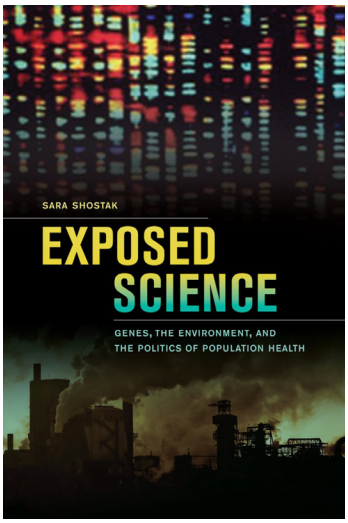
Benjamin, Ruha. 2013. *People's Science: Bodies and Rights on the Stem Cell Frontier*. Stanford: Stanford University Press.

Stem cell research has sparked controversy and heated debate since the first human stem cell line was derived more than 20 years ago. Too frequently these debates devolve to simple judgments—good or bad, life-saving medicine or bioethical nightmare, symbol of human ingenuity or our fall from grace—ignoring the people affected. With this book, Ruha Benjamin moves the terms of debate to focus on the shifting relationship between science and society, on the people who benefit—or don't—from regenerative medicine and what this says about our democratic commitments to an equitable society.



Gareau, Brian J. 2013. *From Precaution to Profit: Contemporary Challenges to Environmental Protection in the Montreal Protocol*. New Haven: Yale University Press.

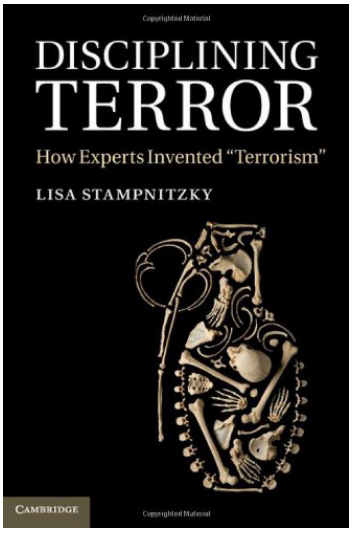
The Montreal Protocol has been cited as the most successful global environmental agreement, responsible for phasing out the use of ozone-depleting substances. But, says Brian Gareau in this provocative and engaging book, the Montreal Protocol has failed—largely because of neoliberal ideals involving economic protectionism but also due to the protection of the legitimacy of certain forms of scientific knowledge. Gareau traces the rise of a new form of disagreement among global powers, members of the scientific community, civil society, and agro-industry groups, leaving them relatively ineffective in their efforts to push for environmental protection.



Shostak, Sara Naomi. 2013. *Exposed Science: Genes, the Environment, and the Politics of Population Health*. Berkeley: University of California Press.

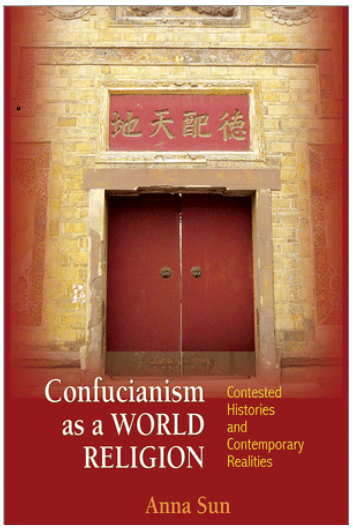
We rely on environmental health scientists to document the presence of chemicals where we live, work, and play and to provide an empirical basis for public policy. In the last decades of the 20th century, environmental health scientists began to shift their focus deep within the human body, and to the molecular level, in order to investigate gene-environment interactions. In Exposed Science, Sara Shostak analyzes the rise of gene-environment interaction in the environmental health sciences and examines its consequences for how we understand and seek to protect population health.

New Books



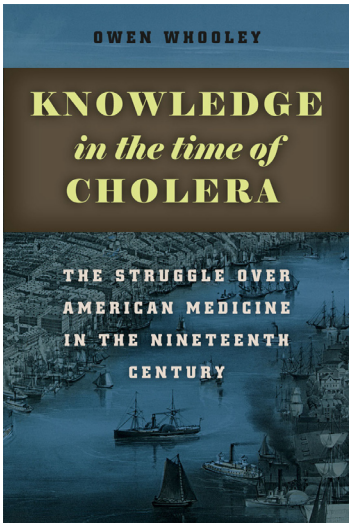
Stampnitzky, Lisa. 2013. *Disciplining Terror: How Experts Invented 'Terrorism'*. Cambridge: Cambridge University Press.

Since 9/11 we have been told that terrorists are pathological evildoers, beyond our comprehension. Before the 1970s, however, hijackings, assassinations, and other acts we now call 'terrorism' were considered the work of rational strategic actors. 'Disciplining Terror' examines how political violence became 'terrorism,' and how this transformation ultimately led to the current 'war on terror.' Drawing upon archival research and interviews with terrorism experts, Lisa Stampnitzky traces the political and academic struggles through which experts made terrorism, and terrorism made experts. She argues that the expert discourse on terrorism operates at the boundary - itself increasingly contested - between science and politics, and between academic expertise and the state.



Sun, Anna. 2013. *Confucianism as a World Religion: Contested Histories and Contemporary Realities*. Princeton: Princeton University Press.

Is Confucianism a religion? If so, why do most Chinese think it isn't? From ancient Confucian temples, to nineteenth-century archives, to the testimony of people interviewed by the author throughout China over a period of more than a decade, this book traces the birth and growth of the idea of Confucianism as a world religion. With historical analysis, extensive research, and thoughtful reflection, Confucianism as a World Religion will engage all those interested in religion and global politics at the beginning of the Chinese century.



Whooley, Owen. 2013. *Knowledge in the Time of Cholera: The Struggle over American Medicine in the Nineteenth Century*. Chicago: University of Chicago Press.

Vomiting. Diarrhea. Dehydration. Death. Confusion. In 1832, the arrival of cholera in the United States created widespread panic throughout the country. These cholera outbreaks raised fundamental questions about medical knowledge and its legitimacy, giving fuel to alternative medical sects that used the confusion of the epidemic to challenge both medical orthodoxy and the authority of the still-new American Medical Association. In Knowledge in the Time of Cholera, Owen Whooley tells us the story of those dark days, centering his narrative on rivalries between medical and homeopathic practitioners and bringing to life the battle to control public understanding of disease, professional power, and democratic governance in nineteenth-century America.

New Articles

Arseneau, J. R., Grzanka, P. R., Miles, J. R., Fassinger, R. E. 2013. "Development and Validation of the Sexual Orientation Beliefs Scale (SOBS)." *Journal of Counseling Psychology* 60.

Berman, Elizabeth Popp, and Laura M. Milanes-Reyes. 2013. "The Politicization of Knowledge Claims: The 'Laffer Curve' in the U.S. Congress." *Qualitative Sociology* 36:53-79.

Flear, M. L. and Pickersgill, Martyn D. 2013. "The European Union's Regulation of Emerging Health Technologies and Citizen Participation: Regulatory or Regulating Publics?" *Medical Law Review* 21:39-70.

French, Martin and Eric Mykhalovskiy. 2013. "Public Health Intelligence and the Detection of Potential Pandemics." *Sociology of Health & Illness* 35:174-187.

Fox, Mary Frank, and Wenbin Xiao. 2013. "Perceived Chances for Promotion Among Women Associate Professors in Computing: Individual, Departmental, and Entrepreneurial Factors." *Journal of Technology Transfer* 38:135-152.

Pickersgill, Martyn D. 2013. "How Personality Became Treatable: The Mutual Constitution of Clinical Knowledge and Mental Health Law." *Social Studies of Science* 43:30-53.

Pickersgill, Martyn D. 2013 "From 'Implications' to 'Dimensions': Science, Medicine and Ethics in Society." *Health Care Analysis* 21:31-42.

New Chapters

Pickersgill, Martyn D. 2013. "Sociotechnical Innovation in Mental Health: Articulating Complexity." Pp. 323-342 in *European Law and New Health Technologies*, edited by M. L. Flear, A. Farrell, T. K. Hervey, and T. Murphy. Oxford: Oxford University Press.

Professional Announcements

Martin French has been appointed to the position of Assistant Professor in the Department of Sociology and Anthropology at Concordia University, in Montreal, Canada.

Martyn Pickersgill (University of Edinburgh) is the incoming Book Reviews Editor for the journal New Genetics and Society.

Resources & CFPs

Rutgers University Press has announced a new book series on "Nature, Society, and Culture," to be edited by SKAT member Scott Frickel (Washington State). For a full description of the series, see rutgerspress.rutgers.edu/pages/seriesdescription.aspx for submission guidelines contact editor Peter Mickulas at mickulas@rutgers.edu.

A new website for the sociology of ignorance is available at www.sociologyofignorance.com. Suggestions for resources, links, and events are greatly appreciated.

Susan Carol Losh (Florida State) is the new editor of the Bulletin of Science, Technology & Society. She is looking for submissions and reviewers (including book reviews). You can learn more about the journal at bst.sagepub.com/.

The blog Mobilizing Ideas (hosted by the Center for the Study of Social Movements at University of Notre Dame, editorial home of the journal Mobilization) recently featured an Essay Dialogue titled "The Politics of Science" featuring contributors by SKAT members Scott Frickel, David Hess, Kelly Moore, and Kathleen Oberlin, among others. It can be found at mobilizingideas.wordpress.com/2013/04/01/4952/.

Newletter Info

Have items for the next issue of the SKAT newsletter? Please send them to: skatpubcomm@gmail.com. Also, be sure to follow the SKAT-ASA listserve for all the latest announcements: SKAT-ANNOUNCE@listserv.asanet.org.

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