

SKATOLOGY

NEWSLETTER OF THE ASA SECTION ON SCIENCE,
KNOWLEDGE, & TECHNOLOGY

JULY 2016

SUMMER EDITION

Chair's Column

Scott Frickel, Brown University

Hello Everyone,

I hope summer is giving everyone time to recharge, wrap up old projects, start something new, travel, take naps, or whatever it is you need or want to do. Just now, I'm taking stock of the past year and setting sights on the ASA meetings in Seattle, which are only a month away. But before I turn attention to the conference, a few thanks and welcomes are due as another year in the life of our section draws to a close.

For the past three years, Danielle Giffort (St. Louis College of Pharmacy) has been working on the SKAT publications committee, and this past year has co-led (with James Evans) the team that populates our website with content, promotes all things SKAT on social media, and bring us *SKATology* three times a year. A few months ago, she told me that she is ready to hand these responsibilities off to someone else. And so this issue of *SKATology* is her ninth and last. I want to personally thank Danielle for her exemplary service to the section in leading newsletter production for the past year and working to integrate it with our new website and social media. She and those working with her have done a fantastic job.

As sad as I am to see Danielle step away from this position, I'm delighted to welcome Dan Morrison (Vanderbilt University), who will be taking her place on the publications committee in the coming year. Dan has also brought a great deal of energy to the publications committee over the past few years, especially in the various interviews he has conducted and written for the newsletter, including for this issue (see page 7). We are lucky to have him on board for this important post.

While I'm at it, I also want to thank Erin Leahey and James Evans for three years of solid service on SKAT Council. Replacing them this fall will be new council members Jennifer Singh (Georgia Institute of Technology) and Tony Hatch (Wesleyan University). Welcome aboard!

We seem to have a busier-than-usual meeting this year, with six SKAT-sponsored or -organized sessions. These include a session co-sponsored with the section on Body and Embodiment and a special thematic session on "Science, Technology and Social Movements" that will feature talks by SKAT members Ruha Benjamin, Rina Bliss, Phil Brown, and Tom Waidzunus. There are also a host of other regular, section, and special sessions organized around SKAT-related themes. See page 11 for a list with details.



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Our official section day is Sunday, August 21st. This is when we will have our business meeting, roundtable sessions, and three section sessions. But one session – “What would Bourdieu Do?” – is scheduled for the following day, Monday, August 22nd, and another – the co-sponsored session on “Bodies, Science and Technology” – is on Tuesday, August 23rd. Oddly, our **reception** also does NOT fall on our section day, but instead is scheduled for the day prior, on Saturday, August 20th. Please make a note of this, and plan to attend!

The SKAT reception will be held off-site in The Grotto at 2232 W. 2nd Avenue, starting at 6:30pm. Just under a mile from the Sheraton Seattle Hotel, The Grotto is an easy walk, bus, or taxi ride away. Originally a Prohibition-era speakeasy, this bar and reception space is tucked into the lower level of The Rendezvous, a larger entertainment complex that features a restaurant, live theatre and cocktail lounge (<http://www.therendezvous.rocks/>). We'll have a selection of wine and bottled beer (limit 2 drinks per person) and an assortment of eatables featuring vegetarian, vegan and gluten free options (to accompany the pulled pork sliders). I hope you find The Grotto to be a fun and historically interesting place to reconnect with friends and colleagues and gear up for the busy day to follow. And, for those of us who don't have to get up early to rehearse presentations or review meeting agendas, there's always the option of catching a show afterwards at the Jewelbox Theatre upstairs. I hope to see everyone at the **SKAT reception on Saturday night!**

One of the reasons we have such a busy schedule this year is that we had more members in 2015 than ever before – you'll remember that we ended the year-end count with a whopping 621, which qualifies us for an additional session. Well, we *had* 621 members. We don't anymore. At last count SKAT membership had dropped to 515, well below the magic 600 mark that gives us the extra session. So, we have some work to do.

The Membership Committee is already reaching out to last year's lapsed members, and we are planning a big push for new members in September; you'll hear more about that later. In the meantime, I ask all of you—faculty and graduate students alike—to reach out to just one colleague and ask them to join SKAT. Offering to pay for a graduate student's first year dues is a proven strategy for those faculty who can afford it. *Quid pro quo* arrangements also work, as does playful arm twisting. The more we do this summer to increase membership, the better our chances will be to build on last year's successes. Everyone has a part to play in keeping SKAT growing strong; please do yours (ok, now I sound like Ira Glass at pledge drive time....).

Of course, the strength for our section is and will remain sound, whatever the numbers say. For assurance, just read through the timely and thought-provoking essays in the current issue of *Engaging Science, Technology and Society*, the new online journal edited by SKAT member and former SKAT chair Daniel Kleinman. (<http://estsjournal.org/issue/view/8>). The first part of the current issue features a collection of essays from the plenary speakers at last year's SKAT25 conference (Ruha Benjamin, Adele Clarke, Janet Vertesi, Amit Prasad, Monica Casper, Michael Rodríguez-Muñiz, and Sheila Jasanoff). These essays combine biography, history, and analysis to speak to the role that SKAT has, does, can, or should play within and beyond the academy. Also well worth your time are a second set of papers, organized as a debate around the important question of “intervention” in STS. The different views and proposals offered by Brian Martin, Max Liboiron and Teun Zuiderent-Jerak push on the limits and expectations of what “engaged scholarship” means and can accomplish. These essays also resonate very closely with the theme of this year's ASA conference, “Rethinking Social Movements: Can Changing the Conversation Change the World?”

Social movements and other forms of collective action have risen from just about everywhere it seems to confront the many pressing challenges facing human societies around the world. Yet “all too often” writes ASA President Ruth Milkman, “these efforts have been exercises in the politics of possibility: they have been more successful on the discursive level—changing the conversation—than in winning structural transformation.” (<http://www.asanet.org/annual-meeting/annual-meeting-theme>) What role can or should SKAT play in response to the President's implicit challenge to her fellow sociologists? A question that invites many and varied answers. I look forward to learning more about your research and your ideas for moving our own conversations thoughtfully and more squarely onto the terrain of social action.

See you in Seattle!

ANNOUNCEMENTS

NEW ARTICLES AND BOOK CHAPTERS

Fox, Mary Frank, Kjersten Bunker Whittington, and Marcela Linkova. "Gender, (In)equity, and the Scientific Workforce." In *Handbook of Science and Technology Studies*, edited by U. Felt, R. Fourche, C. Miller, and L. Smith-Doerr. Cambridge, Mass: MIT Press, forthcoming 2016.

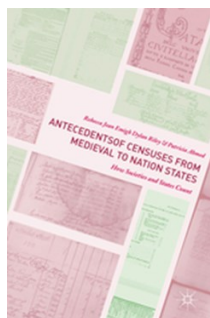
Fox, Mary Frank, and Kathryn Kline. "Women Faculty in Computing: A Key Case of Women in Science." In *Pathways, Potholes, and the Persistence of Women in Science: Reconsidering the Pipeline*, edited by Enobong Hannah Branch. Lexington Books, 2016.

Kirksey, Eben, Dehlia Hannah, Charlie Lotterman, and Lisa Jean Moore. 2016. "The *Xenopus* Pregnancy Test: A Performative Experiment." *Environmental Humanities* 8(1): 37-56.

Mo, Guang Ying, and Barry Wellman. 2016. "The Effects of Multiple Team Membership on Networking Online and Offline: Using Multilevel Multiple Membership Modeling." *Information, Communication and Society* 19, 6: 1250-66.

NEW BOOKS

Emigh, Rebecca Jean, Dylan Riley, and Patricia Ahmed. 2016. *Antecedents of Censuses from Medieval to Nation States How Societies and States Count*. Palgrave MacMillan.



Antecedents of Censuses From Medieval to Nation States, the first of two volumes, uses historical and comparative methods to analyze how medieval population counts and land surveys, starting about one thousand years ago, were the precursors of censuses in the United States, the United Kingdom, and Italy. The authors show that the development of censuses depended on the interaction between states and societies. Censuses developed as early and comprehensive solutions to state administrative problems where social actors had extensive knowledge that states could use and where social actors advocated for their adoption.

Emigh, Rebecca Jean, Dylan Riley, and Patricia Ahmed. 2016. *Changes in Censuses from Imperialist to Welfare States How Societies and States Count*. Palgrave MacMillan.



Changes in Censuses from Imperialist to Welfare States, the second of two volumes, uses historical and comparative methods to analyze censuses in the United Kingdom, the United States, and Italy, starting in the nineteenth century. The authors argue that censuses arose from interactions between government bureaucracies and social interests, and that censuses constituted public, official knowledge not where they were insulated from social pressures, but rather where intense social and political interaction surrounded around them.

PROFESSIONAL ACCOMPLISHMENTS



Corey M. Abramson, Assistant Professor of Sociology at the University of Arizona, has been awarded the 2016 Outstanding Publication Award by the ASA's section on Aging and the Life Course for his recent book, *The End Game: How Inequality Shapes Our Final Years* (Harvard University Press 6459). *The End Game* was also selected for an author meets critic session at the 2016 ASA annual meeting in Seattle and featured in various media outlets including *The New York Times* and *The Atlantic*. A Korean translation is forthcoming later this year.



Kim Lane Scheppele, Laurance S. Rockefeller Professor of Sociology and International Affairs in the Woodrow Wilson School and the University Center for Human Values Princeton University, was elected to the American Academy of Arts and Sciences in 2016.

POSTDOC OPPORTUNITIES

**The Currie Fellowship Program at the Wilson Centre,
University of Toronto & University Health Network**

The call for 2017-2018 is open. More information: <http://thewilsoncentre.ca/currie-fellowship>

Deadline: October 31, 2016 **Start Date:** July 1, 2017 or September 1, 2017

The Wilson Centre is a world leader in advancing the education and practice of health care professionals through research. We support the education-oriented research programs of eight full time PhD scientists and many clinician-researchers, addressing topics ranging from the acquisition and evaluation of basic surgical skills to the development and understanding of communication and professionalism.

Find us on

The SKAT Publications Committee is rolling out a new format for our social media presence on Facebook. We are transitioning from a page to a group, which allows for more interaction among our members. All members may post to the group, and we will have moderators who monitor for content that is outside the scope of SKAT scholarship, teaching, and service. [Join the group now!](#)

CALL FOR PAPERS

ASA Rose Series in Sociology

The Rose Series, a book series published by the Russell Sage Foundation, is seeking book proposals. The Rose Series publishes cutting-edge, highly visible, and accessible books that offer synthetic analyses of existing fields, challenge prevailing paradigms, and/or offer fresh views on enduring controversies. Books published in the Series reach a broad audience of sociologists, other social scientists, and policymakers. Please submit a 1-page summary and CV to: Lee Clarke, rose.series@sociology.rutgers.edu. For more information, visit <http://www.asanet.org/research-publications/rose-series-sociology>.

HJSR

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Diversity and Social Justice in Higher Education

This special issue of the *Humboldt Journal of Social Relations* (HJSR) captures work and experiences in higher education as they relate to changes and challenges around diversifying U.S. college campuses. Race, class, gender, sexuality, able-bodiedness, and citizenship shape contemporary conversations about campus climate, curricular content, organizational structures, decision making and the disparate impacts of related policy changes or stagnation. These conversations shape the everyday experiences of faculty and staff, and ultimately are linked to student success.

Submission Deadline: October 31, 2016

Authorship: Authors are encouraged to collaborate with other faculty and staff members across their university and across campuses involved with diversity projects, particularly as they relate to campus culture and climate, retention, and student success. Interdisciplinary submissions are welcome.

Manuscript Submission:

1. Manuscripts should be in 12 point font, double spaced and generally not exceed 8500 words. To facilitate blind review, authors should incorporate a cover page that includes an article title, author contact information, a biographical statement of 75 words or less, and an abstract of 150 words or less. Format citations, tables, figures and references using American Sociological Association style.
2. Email hjsr@humboldt.edu with a message subject "HJSR: Diversity" and attach your manuscript in .doc or.docx format.
3. Submission implies commitment to publish in HJSR. Authors should not simultaneously submit to another journal. Manuscripts should not have been published elsewhere.

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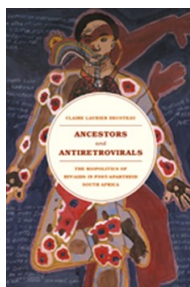
SKAT 2016 AWARD WINNERS

We are very pleased to announce the winners of the Science, Knowledge and Technology Section awards for 2016:

Robert K. Merton Award



Natasha Myers, Associate Professor of Anthropology, York University for *Rendering Life Molecular: Models, Modelers, and Excitable Matter* (Duke University Press Books, 2015)



Honorable Mention: **Claire Laurier Decoteau**, Associate Professor of Sociology, University of Illinois – Chicago for *Ancestors and Antiretrovirals: The Biopolitics of HIV/AIDS in Post-Apartheid South Africa* (University of Chicago Press, 6457)

Merton Prize Committee: Laura Stark (chair), Steve Hoffman, Amit Prasad, Owen Whooley

Star-Nelkin Paper Award

Jacob G. Foster, Andrey Rzhetsky, and James A. Evans, for "Tradition and Innovation in Scientists' Research Strategies." *American Sociological Review* 80(5): 875-908 (2015)

Star-Nelkin Committee: Mary Frank Fox (chair), Jill Fisher, Carrie Frieze, Elizabeth Sweeney

Hacker-Mullins Student Paper Award

David Peterson, Department of Sociology, Northwestern University for "All That is Solid: Bench-Building at the Frontiers of Two Experimental Sciences." *American Sociological Review* 80(6): 1201-25 (2015)

Hacker-Mullins Committee: Erin Leahey (chair), Mariana Craciun, Tim O'Brien, Uri Schwed

Please join us in congratulating our winners and thanking the award committees for their diligent efforts. We will present the awards formally at the SKAT business meeting, scheduled for 1:30-2:10 on August 21st.

TEACHING SKAT

Interview with Alecia Anderson, TRAILS editor for Science, Knowledge, and Technology

Publications Committee member [Dan Morrison](#) corresponded with [Dr. Alecia Anderson](#), an Assistant Professor of Sociology at the University of Nebraska at Omaha. In an email interview, Dr. Anderson described her work with the [TRAILS database](#), its strengths in science and technology, and her desire to see many more resources — of all types — in the database. The interview has been lightly edited.



Morrison: How did you get involved in TRAILS?

Anderson: I've only been the editor for the Theory, Knowledge, Science area for a few months so I'm actually pretty new to TRAILS. The current editor, Julie Pelton, is a colleague, and she recruited me. I teach courses on theory for the Sociology Department at UNO so she thought my teaching interests in theory and my dedication to active learning in the classroom would make a good fit for the area editor position. I've been using TRAILS activities in my classes for a while, too, and had colleagues from grad school who published their activities so I've had a long connection to TRAILS. It's fun to be a part of it as an area editor now!

Morrison: What areas do you oversee, and how do the area editor roles get distributed?

Anderson: Theory, Knowledge and Science includes a couple of areas – the history of sociology and social thought, sociology of knowledge, and science and technology. If you look at the areas in TRAILS you can kind of see that they mirror the ASA sections. So my areas are probably most closely aligned with your section, Science, Knowledge at Technology, as well as History of Sociology, and maybe Rationality and Society.

“...TRAILS has recently started to work more closely with some of the ASA sections to recruit nominations for area editors from those sections.”

Most of the area editors are recruited or apply for the positions. I think that they take teaching and research expertise into account to make sure that the editors are qualified to edit those areas. We have to send a CV before we are appointed to the position.

Sometimes, interested people contact the editor directly but I just found out that TRAILS has recently started to work more closely with some of the ASA sections to recruit nominations for area editors from those sections. This will give section members an opportunity to take a more active role now that TRAILS an ASA member benefit. SKAT might be able to work with TRAILS when my term is up in three years.

Morrison: Do you have any favorite resources in the Knowledge & Tech area that SKAT newsletter readers should know about?

Anderson: We published a syllabus in 2010 for a course entitled “The Sociology of the University”, by Daniel Kleinman, that is pretty cool. The course explores the social organization and also some of the cultural components of modern universities. It is actually from the Science Knowledge and Technology syllabi set so it is one of the original resources in TRAILS.

“... it would be great if people from your section would submit some of the innovative things they do in their courses. I would love to see more resources for people who teach about these topics.”

We also published a research paper assignment, developed by Kristin Holster, which uses science fiction novels to flesh out the impacts of technology on society. The assignment requires that students evaluate both technology in the novel and technology in present day society. Honestly, though, there really aren't that many resources in these areas so it would be great if people from your section would submit some of the innovative things they do in their courses. I would love to see more resources for people who teach about these topics.

Morrison: What areas are you most interested in reviewing/where is the most need?

Anderson: We really need everything! When you search through TRAILS resources, there are about 30 syllabi under Science and Technology but those are from the syllabi set, like I mentioned, and that was published in 2003 so we could really use some up-to-date syllabi. There aren't very many activities or assignments either – in all of the areas, really. There are some resources that focus on history of sociology, knowledge, and rational choice published in other subject areas (i.e. Introduction to Sociology or Theory), but we do not have current resources in the Theory, Knowledge and Technology area specifically. So, I'd love to review submissions for any of those areas.

Morrison: Are there any downsides to contributing material to TRAILS, and what do people misunderstand about the process?

Anderson: I don't know that there are any downsides to publishing in TRAILS. I guess you could make the case that because the database is only accessible to people who have a subscription that your materials wouldn't be totally publicly available. But like you say in [your piece on the SKAT website](#), the fact that TRAILS doesn't cost ASA members more money now that it is a member benefit is a good thing. And there is definitely an up side to publishing in TRAILS. Not many disciplines can say that they have a way to publish peer reviewed teaching innovations. Having a citation and being able to say that your syllabus or assignment went through the peer review process gives authors the ability to say there is good evidence of their teaching excellence – especially if they are going through the promotion and tenure process. Another thing that sets TRAILS apart is that as area editors, we are really encouraged to be supportive of authors as we are reviewing submissions and giving feedback. I'd definitely consider that to be an upside too. The process of contributing to TRAILS is more like mentoring, which isn't always how you

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In terms of the process, we get a lot of submissions that are high quality and that shows that a lot of people really understand the process and what TRAILS submissions are supposed to look and feel like. I would say that the thing I am talking about the most when I write up a review is the learning goals. Each syllabus or activity or assignment is supposed to have a set of student learning outcomes and ways to assess those goals. I think we all have learning goals and we all know when we see students accomplish them but it's hard to put them into words or to make sure that they are really about measuring learning in specific ways. I guess that's not really about misunderstanding the process but more about how to write up that cool thing you do in your class for a TRAILS publication. The other tricky thing is making sure that you provide enough detail for anyone who teaches sociology to be able to use your resource in their own class. Area editors are really trying to make sure that there are good instructions that are easy to follow when we read over a submission.

“Having a citation and being able to say that your syllabus or assignment went through the peer review process gives authors the ability to say there is good evidence of their teaching excellence – especially if they are going through the promotion and tenure process.”

Morrison: TRAILS has an intriguing “I” in the title — innovations. What do you think this means for the project? In what ways has TRAILS been innovative or fostered innovation in teaching and learning?

Anderson: The innovation piece of TRAILS refers to new and creative ideas that the publication presents and shares. A major emphasis of TRAILS is to be part of the public conversation about what are considered to be best practices in teaching, which includes showing how the teaching innovations help students learn. The fact that we have a two stage peer review process which guides the selection of resources is also very unique – there are a lot of places to turn when you are looking for teaching ideas but very few can say that the activities or assignments have been vetted by individuals who are experts in their field. The kinds of resources that you will find in TRAILS also makes it an innovative database – we don't just have syllabi and class activities, which are definitely what most users are looking for when they search in TRAILS of course; we also have lists of films that can be used in classes, powerpoint presentations, essays or lectures, semester long projects, etc. We are always looking for new and creative submissions – if it could be useful in the teaching of sociology, we are open to looking at whether it makes sense to publish!

Morrison: Can you say something about where TRAILS is going and what innovations it could provide in the future?

Anderson: Well, like I mentioned before, the fact that TRAILS is now a member benefit is really changing how we see the library and is opening up new and innovative directions. One of the things that has worked really well is to create edited collections – there are collections created by ASA past Presidents, for example that are used a lot. The increased collaboration with ASA sections means that we can start to work with them on created edited collections too. So, for SKAT that could mean that your members submit resources and we put them together into a collection or a member goes through TRAILS and pulls together resources that have already been published. If anyone is interested in this kind of opportunity,

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Morrison: Sociologists of science and knowledge have investigated the social structuring and inequalities that can play a role in peer review. How does TRAILS try to avoid some of those pitfalls, such as a regression towards the mean, privileging prestigious and/or “mainstream” voices over emergent and less popular perspectives?

Anderson: Let me start to answer that question by tying it back to what I just mentioned in terms of doing more to support teaching in high school and community college, I think it is important to note that TRAILS resources already come from a really diverse group of sociologists. They include people who are well recognized in the scholarship of teaching and learning, for sure, but when we look at their respective institutions there is a lot of diversity – community colleges, urban universities, etc. This is true of area editors as well. So, one way that TRAILS can avoid some of those pitfalls in the peer review process is to make sure that the people who are making decisions about what is publishable come from a variety of experiences and backgrounds and that we don't reproduce those inequalities that you are referring to. And like I said, there is a diverse representation of publications that are aimed at diverse audiences, ranging from high school through graduate/ professional courses included in TRAILS. So, I hope that there are [not] any voices that are being privileged in the process of publishing resources. TRAILS feels pretty open to a variety of voices, not like we are only publishing work from the most prestigious or mainstream institutions or voices or perspectives. I think teaching innovations libraries can be a place where we challenge those mainstream assumptions that good sociology only comes out of the top schools and from groups of people who are privileged by the system of publish or perish.



Daniel Morrison is a Research Fellow at the Center for Biomedical Ethics and Society at the Vanderbilt University Medical Center, and he is a member of the SKAT Publications Committee.

SKAT-SPONSORED SESSIONS AT ASA 2016



192. Section on Science, Knowledge, and Technology Paper Session. Open Topic in Sociology of Science, Knowledge and Technology

Session Organizer: *Michael Rodríguez-Muñiz*, Northwestern University

Presider: *Trina Vithayathil*, Providence College

- Administered Abandonment and Biopolitical Denizens at Biomedicine's Margins. *Katherine Weatherford Darling*, University of California, San Francisco
- The Sociology of Technology before the Turn to Technology: Insights from Classical Sociology. *Ryan Gunderson*, Miami University
- Driven to Distraction: How Concrete Competence Facilitates and Inhibits Test Performance in Children with ASD. *Douglas W. Maynard*, University of Wisconsin; *Jason Turowetz*, University of Wisconsin-Madison
- Theorizing Affordances: How Artifacts Request, Demand, Encourage, Allow, and Refuse. *Jenny L. Davis*, James Madison University; *James B Chouinard*, Independent Scholar
- Whose Rape Kit? Technological Innovation, Materialization, and Barriers to Social Justice. *Renee Marie Shelby*, Georgia Institute of Technology

227. Section on Science, Knowledge, and Technology Paper Session. Science at the Margins

Session Organizer: *Logan Dawn April Williams*, Michigan State University

Presider: *Ruha Benjamin*, Princeton University

- Doing Knowledge: Explaining the Relationship between Culture and Knowledge. *Chantelle P. Marlor*, University of the Fraser Valley
- Epistemological Hegemony and Inequality in Science, Engineering and Health. *Erin A. Cech*, Rice University; *Anneke Metz*, Southern Illinois University; *Jessi Smith*, Montana State University; *Karen deVries*, Montana State University
- Citizen Science as Marginalized and Marginalizing of Local Knowledge Production Under Emergency Management. *Jennifer S. Carrera*, Michigan State University
- The Value of Free Time? Justice, Politics and the Market for Healthy Human Subjects of Experiment. *Laura Stark*, Vanderbilt University

Discussant: *Abby J. Kinchy*, Rensselaer Polytechnic Institute

262. Section on Science, Knowledge, and Technology Refereed Roundtable Session

Session Organizer: *Alondra Nelson*, Columbia University

Table 1

- Conceiving Technology: Rhetorical Alignment, Legal Opportunity, and the Pregnancy Test Coming Home. *Joan H. Robinson*, Columbia University
- Medical Innovation and Female Patient Agency. *James R. Zetka*, SUNY Albany
- Placing Care: Embodying Architecture in Hospital Clinics for Immigrant Patients. *Susan E. Bell*, Drexel University
- Cultural Competence Discourse in the Journal of the American Medical Association. *Cirila Estela Vasquez Guzman*, University of New Mexico
- We're Not Talking About Touchy Feely Social Justice: Commodifying Humanistic Social Science for the Clinic. *Lauren Olsen*, University of California- San Diego

Table 2

- "I'm a Huge Believer in the Rule of Law. But...": Encryption, Privacy, Risk. *Karina Alexis Russ*
- Ban the Smartphone? Effects of Digital Technologies for Learning in Higher Education. *Angel Rebecca Hoekstra*, Blinn College; *Douglas Duncan*, University of Colorado Boulder; *Bethany Wilcox*, University of Colorado Boulder
- Communication and Exchange of Specialized Health-Related Support among People with Experiential Similarity on Social Media. *Elizabeth Gage-Bouchard*, University at Buffalo; *Susan LaValley*, The University at Buffalo; *Michelle Mollica*, The National Cancer Institute, National Institutes of Health; *Lynda Kwon Beaupin*, Roswell Park Cancer Institute
- Online Reader Comments: Bringing a Public into the Public Understanding of Science. *Kristin Kay Barker*, University of New Mexico; *Ryeora Choe*, University of New Mexico; *Neil Greene*, University of New Mexico; *Alexis M MacLennan*, University of New Mexico; *Keith Wilkins*, University of New Mexico
- The Datafied Landscape: Smart Cities, Neoliberalism, and Inequality. *Monica M. Brannon*, Park University

Table 3

- Criminalizing the Brain: Neurocriminology and the Expulsion of the Social Cause of Crime. *Mallory Fallin*, Northwestern University; *Owen Whooley*, University of New Mexico; *Kristin Kay Barker*, University of New Mexico
- Race and Immunology: Natural Immunity, Blood Types, and the Biological Self. *Aleia Clark Fobia*
- Trial and Error: How The Search for Anticancer Drugs Fragmented Cancer Diagnosis. *Moran Levy*, Columbia University in the City of New York
- Treadmills and the Routinization of Affective and Physical Harm. *Kelly Moore*, Loyola University Chicago
- Construction of a Sterilized Zone in a Food-science Laboratory: The Assemblage Process of a Knowledge Infrastructure. *Tsai-Yen Han*, Rutgers University

Table 4

- Acts of God, Man, and System: Knowledge, Technology, and the Construction of Disaster. *Ryan Alansson Lee Hagen*, Columbia University
- Risk Communication after Fukushima Nuclear Accident: Affect and Shifting Risk. *Aya Hirata Kimura*, University of Hawaii-Manoa
- Variants of Uncertain Significance: Constructions and Understandings of Cancer Genetic Risk. *Ronna Popkin*, Columbia University

- Finding Cause: Autism, Anticipation, and the Embodied Politics of Risk. *Martine Danielle Lappe*, Columbia University
- Health, Technology and the Environment: the Risks and Rewards of Modernity that Shape Confidence in Science. *Lindsey P. Peterson*, Mississippi State University; *Anne M. Price*, Valdosta State University

Table 5

- Prototype Scenarios and the Making of the Future in the Engineers' Laboratories. *Ingo Jürgen Schulz-Schaeffer*, University of Duisburg-Essen; *Martin Meister*, University of Duisburg-Essen
- Interaction of Nativity and Background Variables: Earnings of Foreign-born Doctoral Engineers in the United States. *Yu Tao*, Stevens Institute of Technology; *Daniel Jacome*, Stevens Institute of Technology
- Interdisciplinarity and Faculty Careers. *Eliza Evans*, Stanford University; *Daniel A. McFarland*, Stanford University
- Repeated Collaborations and Creative Outcomes: How Co-authorships Structure the Field of Financial Economics. *Simone Polillo*, University of Virginia
- Biologists and Religious Leaders - Perceived Legitimacy in Policy Contexts regarding Human Origins. *Helge Johannes Marahrens*, University of Wisconsin - Milwaukee

Table 6

- A Comparative Social Morphology of Scientific Judgment in Theoretical Physics. *Thomas Krendl Gilbert*, University of California, Berkeley
- Critique Without Foundation: Nietzsche and the Social Studies of Science. *Christine Anna Payne*, University of California San Diego
- Discursive Sequestration and Battles over the Meaning of "Fracking". *Robert Duffy*, Rutgers University
- Scientific Method, the Rhetoric of Asceticism, and the Moral Economy of Psychological Science. *David Peterson*, Northwestern University; *Jeremy Freese*, Stanford University
- When Funding Fails: Planetary Science in an Age of Austerity, 1967-1981. *David Reinecke*, Princeton University

304. Section on Science, Knowledge, and Technology Invited Session. Politics and Practices of Digital Knowledge Production

Session Organizer: *Janet Vertesi*, Princeton University

Presider: *Janet Vertesi*, Princeton University

- What is a Woman to an AIDS Research Infrastructure? *David Ribes*, University of California-San Diego
- Spectacular Algorithms. *Malte Ziewitz*, New York University
- From Daguerreotypes to Algorithms: Machines, Expertise, and Three Forms of Objectivity. *Angele Christin*, Data & Society Research Institute
- Predictive Policing and Digital Surveillance. *Sarah Brayne*, University of Texas at Austin

Discussant: *Judy Wajcman*, London School of Economics

340. Section on Science, Knowledge, and Technology Paper Session. What Would Bourdieu Do? New Approaches to Field Studies in Science, Knowledge and Technology

Session Organizer: *Gordon Gauchat*, University of Wisconsin-Milwaukee

- The American Fame Game: Academic Status and Public Renown in Post-war Social Sciences. *Vanina Leschziner*, University of Toronto; *John VP McLevey*, University of Waterloo; *Neil G. McLaughlin*
- The Social Magic of Science in Public: Fields, Boundaries, and the Resolution of Curriculum Controversies. *Christopher Robertson*, Northwestern University
- Toward a Field Approach to the Cultural Authority of Science: Comparing Durkheim and Bourdieu. *Timothy L O'Brien*, University of Wisconsin-Milwaukee; *Gordon Gauchat*, University of Wisconsin-Milwaukee
- Why Conservatives Lost Confidence in Science: A Field-theoretic Conception of Political Polarization. *Austin Kozlowski*, University of Chicago

426. Thematic Session. Science, Movements and Social Inequality

Session Organizer: *Scott Frickel*, Brown University

Presider: *Steven Epstein*, Northwestern University

Panelists: *Ruha Benjamin* (Princeton University), *Catherine Bliss* (UCSF), *Phil Brown* (Northeastern University), *Tom J. Waidzunas* (Temple University)

In contemporary society political conflict increasingly centers on claims of scientific fact or uncertainty and these “knowledge politics” often have visible, broad and contradictory consequences for social inequality and social change more generally. This thematic session will consider the ways in which politicizations of scientific knowledge inside and outside the academy specifically shape efforts by social movements to confront and reduce social inequality. Invited panelists will consider power relations within and across the science/society divide as they influence the organization of social protest and resistance and alter distributions of social advantage and disadvantage in five socially consequential domains: environmental justice, gender and sexualities, biology and race, genetics and disease, and alternative energy regimes. To date, scholars have paid insufficient attention to theorizing and studying the relationship between science, movements, and social inequality. Presentations on this panel will move those interconnections into the foreground.

510. Section on Body and Embodiment Paper Session. Embodiment, Science, and Technology

Session Organizer: *Katie Ann Hasson*, University of Southern California

Presider: *Katherine Mason*, Miami University

- Not Just Bones, Organs, and Science: Patient-centered Medicine and the Constitution of Patient Subjectivities. *Kelly Underman*, University of Illinois at Chicago
- The Collapse of Distance and the Ambiguity of Quantifying Selves. *Margaret Willis*
- The Technological Market as an Object of Embodied Attraction. *Karin D. Knorr Cetina*, University of Chicago
- The Intense World of Autistic Adults: A Digital Ethnography Through Virtual Embodiment. *Eiko Ikegami*, New School for Social Research, Graduate Faculty; *Robert Proverb*, The New School for Social Research

Discussant: *Victoria L. Pitts-Taylor*, Wesleyan University

SKAT-RELATED SESSIONS AT ASA 2016

112. Regular Session. Sociology of Science 2: Health and Professions

Session Organizer: *Ryan Light*, University of Oregon

- Communicating Contraception: Communication Scientists and the Politics of Population Control and International Development, 1951-1980. *Savina Jewel Balasubramanian*, Northwestern University
- Getting Undone Technology Done Global Health Techno-assemblage and the Value-chain of Invention. *Logan Dawn April Williams*, Michigan State University
- Inventing Land Surveying as a Scientific Profession: Technical Books, Instruments, and New Organizations. *Alvaro Santana-Acuña*, Whitman College
- Moving Targets in the War on Cancer: A Pragmatist Process Theory of Organization. *Natalie Brooke Aviles*, University of California, San Diego

Discussant: *Alissa Cordner*, Whitman College

178. Regular Session. Ethics and Science

Session Organizer: *Arlene J. Stein*, Rutgers University

Presider: *Laura Stark*, Vanderbilt University

- Breaking Up is Hard to Do: Processes and Contexts of Failed Scientific Collaboration. *Timothy Sacco*, University of Massachusetts, Amherst; *Laurel Smith-Doerr*, University of Massachusetts; *Jennifer L. Croissant*, University of Arizona
- Client Compensation and Follow-up: A Comparison of Two Boston Prisoner Reentry Programs. *Lena Campagna*, ; *Julianne Siegfriedt*, University of Massachusetts Boston; *Taylor Lynn Hall*, Boston University; *Stephanie W. Hartwell*, University of Mass-Boston
- Cracks in the Wall: Sociological Critique as Moral Practice. *Samuel David Stabler*, Yale; *Shai M. Dromi*, Yale University
- Ethical Translational Research in the Participatory Era: Will the Sociality of Science Take Center Stage? *Elizabeth Bromley*, UCLA Semel Institute; *Lisa Mikesell*, Rutgers University; *Dmitry Khodyakov*, RAND
- Morality Plays in Science Policy Making: The Human Embryonic Stem Cells Debate in the U.S. Congress. *Mariana Craciun*, Northwestern University; *Jason Owen-Smith*, University of Michigan

201. Special Session. ASA Science Policy. U.S. Government Interagency Federal Forums and Social Science Policy

Session Organizer: *Brad Smith*, American Sociological Association

Presider: *Brad Smith*, American Sociological Association

Panelists: *Jennifer Parks*, Office of Management and Budget *Traci Cook*, National Center for Health Statistics
Wendy Naus, Consortium of the Social Science

441. Regular Session. Sociology of Science 1: Big Data and the Structure of Science

Session Organizer: *Ryan Light*, University of Oregon

- Amplifying the Impact of Open Access: Wikipedia and the Diffusion of Science. *Mikhail Teplitskiy*, University of Chicago; *Eamon Duede*, University of Chicago; *Grace Lu*, University of Chicago
- Enlisting Supervised Machine Learning in Mapping Scientific Uncertainty Expressed in Food Risk Analysis. *Akos Rona-Tas*, University of California, San Diego; *Sandrine Blanchemanche*, INRA, Paris
- How Theories Travel: the Role of the Translator in the Diffusion of Scientific Innovations. *Malte Doehne*, Ludwig-Maximilians-University, Munich; *Catherine Herfeld*, LMU Munich, MCMP
- Measuring Paradigmaticness of Disciplines Using Text. *Eliza Evans*, Stanford University; *Charles Jonathan Gomez*, Stanford University; *Daniel A. McFarland*, Stanford University

Discussant: *Jimi Adams*, University of Colorado-Denver

456. Section on Sociology of Religion Paper Session. Changing the Conversation on Science and Religion: Culture, Movements, and New Frontiers

Session Organizer: *Shiri Noy*, University of Wyoming

Presider: *Shiri Noy*, University of Wyoming

- College Major and Adult Religiosity: An Exploratory Analysis. *Simon George Brauer*, Duke University; *Cyrus J. Schleifer*, University of Oklahoma
- Cross-national Differences in Attitudes about the Boundary between Science and Religion: A Multi-level Analysis. *Timothy L O'Brien*, University of Wisconsin-Milwaukee; *Shiri Noy*, University of Wyoming
- Religion among Scientists in International Context: A New Cross-national Study of Scientists. *Elaine Howard Ecklund*, Rice University; *David R. Johnson*, Rice University; *Christopher P. Scheitle*, College of Saint Benedict-Saint John's University; *Kirstin R.W. Matthews*, Rice University; *Steven W. Lewis*, Rice University
- The Three Axial Ages: Moral, Material, Mental. *John C. Torpey*, Graduate Center, City University of New York
- Trusting Religion or Science: A Cross-regional Analysis. *Esther Chan*, Yale University

Discussant: *Elaine Howard Ecklund*, Rice University

472. Regular Session. Sociology of Science 3: Expertise and Knowledge

Session Organizer: *Ryan Light*, University of Oregon

- Gender and Support for Expert Advisers and Elected Leaders in the Public Sphere. *Timothy L O'Brien*, University of Wisconsin-Milwaukee
- How Conservative and Progressive Gay Marriage "Experts" Negotiate Unequal Academic Fields in the U.S. and France. *Michael Stambolis-Ruhstorfer*, Dickinson College
- How Firm is Sociological Knowledge? *Mikhail Teplitskiy*, University of Chicago; *James A. Evans*, University of Chicago
- Knowledge Investments and the Production of Nonknowledge in the 1966 Federal Hearings on LSD Research. *Danielle Giffort*, St. Louis College of Pharmacy



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