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Science, Knowledge, and Technology**From the Section Chair: Innovation in the Face of Crisis**

This is a frightening, horrifying and exhilarating time to be in academia, at least that's my experience. Life in universities and colleges is scary because fiscal crises put jobs at risk, lead to reductions in position openings for new PhDs, put pressure on the system of financial aid on which our students depend and prompt program closings. The experience can be deeply troubling because in the midst of a severe recession where valuable programs are regularly threatened, we sometimes see the worst in opportunistic and self-serving behavior by colleagues and academic leaders. I cannot speak much beyond my experience at the University of Wisconsin, but life here can be exciting because, in the face of already severe budget cuts and the expectation of additional belt-tightening, faculty, staff, and administrators are open to and sometimes promote innovative ideas that could lead to surprisingly creative new initiatives. Despite furloughs and downsizing programs, for example, our university is likely to make a significant number of new hires. The state budget isn't making this possible, but tuition increases, once taboo, are. And these increases have been supported by students and elected officials because the program stresses hiring in areas of undergraduate teaching needs. What's more, the tuition increases are supposed to be offset for lower income students by the increased availability of financial aid.

As these and other efforts to innovate in the midst of crisis proceed, I have been struck by the extent of cultural misunderstanding across academic territories and the barriers to success created by this confusion. I cannot tell you the number of humanists who I've worked with over the past several years who appear to think that a financial incentive in the neighborhood of a \$1000 or two could induce a laboratory scientist to change research direction and engage in a science-humanities collaboration. This perspective betrays considerable ignorance about what it costs to run a lab in, for example, biology and how substantial investments are likely to inhibit most academic laboratory scientists from rapidly changing research direction. On the other hand, I regularly come into contact with bench scientists who seem to think that literary scholars, historians, and other humanists don't do "research" because the "data" they collect doesn't come from experiments and is typically not quantified. Along related lines, a scientist colleague at a meeting I recently attended said publicly that he thought we were all sociologists since we all deal with people and that one of our deans couldn't possibly



understand NIH since the dean is a social scientist, not a biologist. These cases may betray rather crude understandings; they are such clichés it is difficult to imagine that members of university communities think such things, let alone articulate such simplistic characterizations. But I come across such instances often enough that I don't think they are exceptional.

I've witnessed much of this misunderstanding where colleagues from across campus gather in an effort to develop innovative scholarly initiatives. Thus, for example, I've found that attempts to bridge radically different departments with cross department hires can be threatened by divergent understanding of what counts as research and how it is done. Often senior faculty strain to imagine new colleagues working simultaneously in two worlds and producing work that would look different than research produced in one environment or the other. A fifty page article manuscript from an ethnographic study can be absolutely inexplicable to a clinical researcher who understands data collection in clinical settings to occur quickly, articles to straightforwardly reflect writing up research in clinical settings and to be brief.

It is in the face of financial turmoil and in the context of academic cross-cultural misunderstanding that I write to suggest that SKAT scholars should look for places to engage in university administration. We are in for a rough ride over the next several years. Jobs and raises will be fewer. In some settings, universities and colleges will be pushed away from providing a broad education to students and increasingly toward narrow, instrumental job training. At the same time, we are in this world. We should make the most of it.

Sociologists of science and technology may be especially well poised to facilitate innovation. Of course, SKAT is a large and diverse group and the STS community of faculty and students is even bigger and broader, so I wouldn't begin to generalize about what we individually or collectively look like. What I think I can say, however, is that for many of us our training has provided insights across the divergent cultures of the academic landscape that many of our colleagues outside of the sociology of science (or STS more broadly) never experience. Many of us have spent time in laboratory or clinical environments as part of our research and thus have an almost dispositional understanding of life in academic science. Others of us have studied how funding works in science or how publics connect with laboratory researchers. Many of us are trained in sociology but have read widely in the humanities, collaborated with humanists or published in humanities journals. We can prompt greater understanding of the varied cultures of academic life and in so doing can perhaps help promote new border crossing initiatives that could, at the edges at least, revitalize university education.

Daniel Lee Kleinman
Department of Community and Environmental Sociology
University of Wisconsin–Madison
SKAT chair



Announcement: Hacker-Mullins Award 2010

The Section of Science, Knowledge and Technology invites submission for the 2010 Hacker-Mullins Graduate Student Paper Award. The award comes with a \$250 prize. The deadline for submissions is March 15, 2010. To be eligible, an author must be a student at the time of submission. Published and unpublished papers are accepted. Send one paper copy to each for four committee members: Sydney Halpern (committee chair), Department of Sociology (m/c 312), University of Illinois, 1007 W. Harrison St., Chicago IL 60607; Daniel Kleinman (ex-officio member), Department of Community and Environmental Sociology, 348 Agriculture Hall, 1450 Linden Dr., Madison, WI 53706; Mathieu Albert, University of Toronto Faculty of Medicine, Wilson Center for Research in Education, Toronto General Hospital, 200 Elizabeth St., Eaton-South 1-581, Toronto Ontario, Canada M5G 2C4; Abby Kinchy, STS Department, Rensselaer Polytechnic Institute, 110 Eighth St., 5403 Sage Building, Troy, NY 12180.

Section Member Margaret Somers Wins Sartori Book Award

Margaret R. Somers, University of Michigan and Center for Advanced Behavioral Sciences, has been awarded the 2009 Giovanni Sartori Book Award by the Qualitative Methods Section of the American Political Science Association for her book *Genealogies of Citizenship: Markets, Statelessness, and the Right to have Rights* (Cambridge University Press, 2008).

The prize committee's statement reads in part:

"The book analyzes the emergence (and perversion) of modern citizenship as a struggle between state-, market- and civil society (public sphere)- understandings of rights. The core argument is that over the last thirty years, particularly in the United States, the "right to have rights," which resides in civil society, has been continuously in retreat. On one side, states aggressively extend their scope of domination and autocratic control, while on the other side, market fundamentalism obsessively reduces human relations to contracts, exchanges, and structured sets of individual incentives. Both of these expansive realms have conceptions of rights that crowd out civil society-based conceptions based in non-contractual understandings of belonging, solidarity and reciprocity—understandings that make possible the notion of a "right to have rights." This historical and conceptual argument is elaborately developed using a broad array of social and normative theories taken from across the social sciences. The theoretical argument is illustrated empirically in a series of rich and provocative cases, most notably the human rights tragedy that resulted in the aftermath of Hurricane Katrina in New Orleans...

"In the committee's judgment, Somers's deft deployment of each of these three methods of qualitative analysis [normative analysis; empirical analysis of narratives, myths, ideational regimes, and cultural codes; and genealogical analysis] make the work into an exemplar for others seeking to do work of this kind in political science—and in the rest of the social sciences for that matter. It richly deserves the Sartori Award."



Recent Dissertations

Jia-shin Chen (Jia-Shin.Chen@ucsf.edu)

PhD: Department of Social and Behavioral Sciences, University of California, San Francisco, 2009

Title: "Assembling Harm Reduction Policy in Taiwan"

My dissertation traces the emergence of Taiwan's harm reduction policy, explores the making of this biopolitical project that aims to control the spread of HIV/AIDS among and beyond injection drug users, examines the ways that experts and expertise participated and transformed in the process, delineates the altered citizenship of the targeted "citizen addicts," and discusses this example in terms of policy transplantation or transnationalization. Theoretically, I have drawn on Deleuze and Guattari's concept of assemblages to describe the rapid and often ephemeral elements, processes and interactions implicated in the formation of this harm reduction policy. It is, to my knowledge, the first book-length manuscript that focuses on such a public health policy in an Asian context. It is hoped that my dissertation may help broaden our understanding about how such knowledge-intensive health policies are formulated and implemented when relevant knowledge and experience are completely insufficient.

Rebecca Godderis, Assistant Professor in Health and Contemporary Studies at Wilfrid Laurier University (rgodderis@wlu.ca)

PhD: Department of Sociology, University of Calgary, 2009

Title: "Managing Mad Mothers: Postpartum Depression and the Psychiatric Gaze"

Since the 1980s, the condition known as postpartum depression (PPD) has received a great deal of attention in mental health literature. This thesis documents the historical development of PPD as a psychiatric concept in the US by exploring the origins of the idea, mapping how the illness became part of American psychiatric nomenclature, and interrogating how this condition draws on existing cultural discourses to reproduce assumptions about gender and sexuality.

To be viewed as a legitimate psychiatric illness in most contemporary North American healthcare systems, a condition needs to be included in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, the classification system used by psychiatrists to diagnosis mental illness. Consequently, a primary objective of this dissertation is to examine how PPD was added to the *DSM*. Revisions to the fourth edition of the *DSM* began in the late 1980s. Given the attention that PPD had received earlier in this decade, members of the *DSM-IV* Mood Disorders Committee were asked to consider whether the condition should be added to the manual. My analysis examines what specific types of decisions had to be made and investigates what discursive environments enabled and constrained the committee members' decision-making processes. Ultimately, this committee chose to exclude PPD as a distinct disorder, but incorporated a modifier called the "postpartum onset specifier" that could be added to a diagnosis of Major Depression.

With the addition of the postpartum specifier, PPD had been classified for the first time in American psychiatric history; however, a number of researchers and activists disagreed with the decision of the committee because they felt PPD should be categorized as a distinct disorder. My thesis takes a closer look at these debates and concludes by drawing on feminist theory to explore the possible consequences of PPD-related psychiatric discourse for gendered subjectivities. A key objective of this research is to disrupt the taken-for-granted concept of PPD that is often used to explain women's experiences. This disruption can enable individuals to question how current discourses of PPD may silence certain experiences, and opens up spaces of possibility where the meaning of PPD can be continuously re-negotiated.

Zsuzsanna Vargha, Postdoctoral Research Fellow, Max Planck Institute for the Study of Societies (zv2003@columbia.edu)

PhD: Department of Sociology, Columbia University, 2009

Title: "Technologies of Persuasion: Personal Selling and the Making of Markets in Consumer Finance"

This dissertation explores the interactional basis of markets in banking. How do supply and demand coincide in practice? For buyers and sellers, exchange is rarely a "done deal." Yet banks have been returning to face-to-face methods despite "easier" electronic banking. I observed banking encounters and conducted interviews in post-socialist Hungary, where banks had been especially vigorous in increasing personal services, to deepen consumers' brand loyalty and financial engagement. I used STS to understand how banks design face-to-face encounters with clients, and how actors accomplish situations together that amount to market exchange.

Interaction is a capability that requires organizational investments and constant readjustment. I compared innovation in two methods of personal selling: conventional bank branches and agents who seek clients for a state-sanctioned home loan. To achieve mass personalization at the branch, the software Customer Relationship Management (CRM) matched banking products to client profiles. But enacting the personal service yielded standard offers. Meanwhile, home loan agents personalized their pitch by scenario-scripting and by delivering a graphical demonstration for each client. But pitching a prudent loan face-to-face met resistance—agents eventually offered riskier mortgages.

My dissertation makes three contributions to understanding markets. First, it unpacks exchange as an interactional accomplishment. In economic sociology, transaction appears as an after-effect of structural forces. Instead I followed Weber and saw how transaction results from parties "dickering," negotiating, and failing—made visible by sellers' efforts to create productive encounters. Second, sociologists asked how social relationships, culture, or institutions underlie the rational, economic logic of markets. Studying interactions, such distinction disintegrates: actors seamlessly blend elements of calculated one-shot deals and ongoing trusted relationships. Third, I trace how interaction produces the parties to the exchange. Reacting to each other, people turn into financial consumers-with-needs and experts-with-advice; technical products become tools of personal life. But personalization technologies also provided the surveillance to produce salespeople. Growth meant completing cycles of data accumulation that make both sellers and consumers known.



New Books

Elizabeth L. Malone, *Debating Climate Change: Pathways through Argument to Agreement* (Earthscan UK, 2009)

The book focuses on an examination of the arguments used in the climate change debate and their elements (types of authorities and evidence used, worldviews, actions proposed) reveals points of agreement that could be built upon in the ongoing debate. Of interest to SKAT members is the attention to the role of science in the ongoing debates – use and understanding of scientific knowledge as major factors.

<http://www.earthscan.co.uk/?TabId=92804&v=496990>

Torin Monahan & Rodolfo D. Torres, eds., *Schools Under Surveillance: Cultures of Control in Public Education* (Rutgers University Press, 2010)

Schools under Surveillance gathers together some of the very best researchers studying surveillance and discipline in contemporary public schools. Surveillance is not simply about monitoring or tracking individuals and their data—it is about the structuring of power relations through human, technical, or hybrid control mechanisms. Essays cover a broad range of topics including police and military recruiters on campus, testing and accountability regimes such as No Child Left Behind, and efforts by students and teachers to circumvent the most egregious forms of surveillance in public education. Each contributor is committed to the continued critique of the disparity and inequality in the use of surveillance to target and sort students along lines of race, class, and gender.

http://rutgerspress.rutgers.edu/acatalog/Schools_Under_Surveillance.html

Hot Off the Press: Other New Section Member Publications

Marion Blute. Review of Myra J. Hird, *The Origins of Sociable Life: Evolution After Science Studies*. New York: Palgrave Macmillan, 2009. *Canadian Journal of Sociology* 34(4) 2009: 1161-1164.

<http://ejournals.library.ualberta.ca/index.php/CJS/issue/current>

Mary Frank Fox. “Women and Men Faculty in Academic Science and Engineering: Social-Organizational Indicators and Implications.” *American Behavioral Scientist* 53 (March 2010).

David Schleifer. “Salt’s Fat Chance.” *Chemical Heritage Magazine* 27(3): 38-39. [short non-academic article relating dissertation research about trans fats to some currently ongoing technological changes related to salt]. http://chemheritage.org/pubs/magazine/him_salt.html

Schleifer was also interviewed about his trans fats research for the Chemical Heritage Foundation's podcast series in an episode called “Food Myths,” November 20, 2009.

<http://distillations.chemheritage.org/?p=1103>



Calls for Papers

Human Sciences, Human Subjects Workshop (April 2, 2010 at University of Chicago)

Deadline: March 1, 2010

Is there something distinctive about experimenting on a human being? What does it mean to observe a subject who is not only intelligent but also aware that the research is proceeding? Most researchers in the human sciences would say that it depends. In some cases the subject's awareness is deemed immaterial; in others it is of critical importance. The interesting question is how and where the distinction is and has been made. Extended methodological discussions and protocols have been triggered by asking this question, which can affect the constitution and consequences of the resulting knowledge. There is no single answer to this question, making the issue all the more intriguing. The line between the knowing and the unaware subject does not appear to be fixed. Historically, the various disciplines of the human sciences—including academic psychology, psychiatry, sociology, anthropology, and the neurosciences—have defined it differently. It is possible that the differentiation of the human sciences into these disciplines and others took place partly by virtue of their adopting divergent approaches to this problem. Certainly, they continue to draw the line differently today. Phenomena such as behavior, attitude, and consciousness are topics of experimental research for many of the fields of the human sciences. In some disciplines, the problem of managing the knowing human subject while investigating these phenomena has attracted sustained deliberations about method and procedure – for instance, about using deception to keep subjects' knowledge of the research from affecting results. Moreover, concerns about the possible effects of being a research subject, including worries about the mere knowledge of the course of this research, have figured in the increasingly elaborate institutional review protocols that oversee human subjects research. In some fields, discussions about what the subject can and should know have posed questions about the cultural place of science in a democratic society. Moreover, the question of human subjects continues to exert pressure within experimental and observational work. Any researcher embarking upon a course of research involving human subjects inevitably begins with a position on this question – but that position often does not survive practical exposure. Researchers in fields as disparate as brain surgery, psychoanalysis and anthropology have at times been willing to ignore what is often assumed to be a crucial boundary: they have adopted the perspectives of subjects themselves and those subjects have become unofficial collaborators. All this suggests a series of historical questions concerning the understandings of subjects in the human sciences, and how those understandings have been developed and put to use in practical settings. The purpose of this workshop is to explore these questions, and to try to articulate the roles that the relation between researcher and human subject have played in the development of the modern human sciences. We invite abstracts (2 pp) for papers to be presented in a workshop on April 2nd and 3rd, when we will explore these questions. We especially encourage graduate students and junior faculty to apply. Invitees will have the cost of transportation and lodging covered by the workshop. Send abstracts via email attachment to Alison Winter at awinter@uchicago.edu, by March 1.



New Approaches to Trauma: Bridging Theory and Practice (at Arizona State University)

Deadline: March 15, 2010

This conference is deeply interdisciplinary and will feature a diverse set of keynote speakers alongside thematic sessions. Community members/organizations from the Phoenix metropolitan region will also participate. Papers are invited in any field or area that addresses trauma including, but not limited to, trauma theory, American studies, cultural studies, social justice, human rights, mental health, disability studies, health and illness, race and ethnicity, social work, sex and gender, trafficking, genocide, disasters, cultural memory, narrative and memoir, social science, psychology, neuroscience, relief and recovery, humanitarian aid, and practice. One-page abstracts should be sent electronically to monica.casper@asu.edu by March 15, 2010.

See <http://traumaconference.newcollege.asu.edu/> for further details.

The Society for the Study of Nanoscience and Emerging Technologies (September 29, 2010 in Darmstadt, Germany)

Deadline: March 15, 2010

The Society for the Study of Nanoscience and Emerging Technologies (S.NET) is an international association that promotes open intellectual exchange towards the advancement of knowledge and understanding of nanotechnologies in society. S.NET represents diverse communities, viewpoints, and methodologies in the social sciences and humanities. It welcomes contributions from scientists and engineers that advance the critical reflection of nanotechnologies and related developments. The program committee invites all discussions of anthropological, cultural, economic, ethical, historical, philosophical, political, and sociological aspects of nanosciences and emerging technologies. This can take the form of individual abstracts, proposals for sessions with three to five presentations, and other formats. 250-word abstracts for individual papers, up to 1000-word-abstracts for sessions and other formats can be submitted online until March 15 at www.theSNET.net. Notifications of acceptance will be mailed by April 30, 2010. Graduate students are encouraged to submit. In the spirit of an emerging society that looks at emerging technologies as an emerging field of inquiry, we welcome all innovative suggestions about themes and session-formats to foreground critical issues. These can be submitted informally at any time to the program committee. - Where needed, we will try to secure travel stipends for speakers. - This year's plenary speakers include Armin Grunwald, Richard Jones, Bernard Stiegler, and Jan Youtie. More information about S.NET, the past meeting in Seattle, and the upcoming conference in Darmstadt can be found at www.theSNET.net.



Employment and Fellowships

John Fell Fund Research Fellowship, Nuffield College, Oxford

Deadline: February 24, 2010

Nuffield College Oxford, in partnership with the John Fell Fund and the Department of Sociology, intends to appoint a John Fell Fund Research Fellow in Experimental Social Sciences, with effect from 1 September 2010. Applications are invited from graduates of any country wishing to undertake experimental research in any area of sociology. Applicants who wish to undertake interdisciplinary research, which includes sociology, will also be considered. The John Fell Fund Research Fellow will be based in the interdisciplinary Centre for Experimental Social Sciences (CESS) and the Department of Sociology. CESS was established by Nuffield College to promote and facilitate experimental research by social scientists in Oxford. The Research Fellow's main responsibility is to engage in independent scholarly research and to contribute to the development of experimental social science in the College and the Department of Sociology. He or she will be expected to contribute a small amount of teaching in CESS and the Department, in the graduate programmes of the social sciences at Oxford. This is a joint Fellowship with the Department of Sociology and CESS and hence the Fellow will be expected to divide his or her time between the two units. The salary will be £26,000 a year. A research support allowance of £1,000 per year is provided with the post, and the Research Fellow will be expected to secure external funding to support more ambitious research activities. The Research Fellow will be entitled to free lunch and dinner in College. Scholars from any country may apply for the Fellowship. To be eligible, candidates should by 1 September 2010 have completed, or be close to completing, a doctorate, or should be at a comparable point in a research career. Candidates must not have spent more than a total of eight years in postgraduate study, teaching or research in the social sciences by the date of taking up the Fellowship, and should not have previously held a research fellowship similar to that advertised. The appointment will be for a fixed term of 3 years. Further particulars and an application form can be obtained from the College website: <http://www.nuffield.ox.ac.uk> or from the Administrative Officer, Nuffield College, Oxford OX1 1NF. Email: justine.crump@nuffield.ox.ac.uk. The deadline for applications is Wednesday 24 February 2010. Nuffield College and the University of Oxford are committed to equality and value diversity.

Two Assistant Professors in Public Policy, Central European University

Deadline: February 26, 2010

Central European University (CEU) is a graduate research-intensive university specializing primarily in the social sciences. It is located in Budapest, and accredited in the United States and Hungary.



CEU's mission is to promote academic excellence, state-of-the-art research, and civic engagement, in order to contribute to the development of open societies in Central and Eastern Europe, the former Soviet Union, and other emerging democracies throughout the world. CEU offers both Master's and doctoral programs, and enrolls more than 1500 students from nearly 100 countries. The teaching staff consists of more than 140 resident faculty, from over 40 countries, and a large number of prominent visiting scholars from around the world. The language of instruction is English. The Department of Public Policy (www.ceu.hu/dpp) is one of the leading suppliers of post-graduate degree programs in the field of policy studies in Europe. It works closely with the Departments of Economics, Political Science, and International Relations and European Studies.

Duties and responsibilities: The Assistant Professors will contribute to the department's MA core courses in public policy, as well as one or two courses that reflect their own research specialization.

Qualifications:

- *PhD in Public Policy, Political Science, International Relations, Sociology, Political Economy, Law, Economics, Higher Education or a closely related discipline
- *Research and publication record in public policy
- *Ability to develop and deliver graduate courses in public policy
- *Ability to produce outstanding academic research and international publications
- *For one of the two positions, specialization in regulation, public health policy or higher education policy will be an advantage.

Compensation: Commensurate with experience. However, we offer a competitive salary, as well as a dynamic and international academic environment.

How to apply? Applicants need to submit:

- *A full resume,
- *A statement of purpose,
- *Two publication samples,
- *Three single-page course outlines (a course on public policy analysis, a public management course, and a course that reflects their own research interests);
- *Names of at least two referees who will write in their support.

Informal enquiries may be addressed to the Head of the Department of Public Policy, Nick Sitter (sittern@ceu.hu). Please send your complete application package to: job@ceu.hu - including job code in subject line: 2009/028 or mail to: Central European University Human Resources Office, Code: 2009/028, Budapest, Nadorutca 9H-1051, Hungary. We encourage electronic applications. Interviews will take place between 12 April and 16 April 2010. Starting Date: August 2010.



Summer Fellowships, 2010 Environmental History and Policy, Chemical Heritage Foundation

Deadline: February 28, 2010

The Center for Contemporary History and Policy at the Chemical Heritage Foundation in Philadelphia, PA seeks proposals for summer fellows in the Environmental History and Policy Program. While in residence, 2010 fellows will pursue research projects contributing to the program's core project, "Controlling Chemicals." The main outcome is the completion of a white paper suitable for publication in the program's series, Studies in Sustainability. Fellows are expected to consider audiences which can benefit from their work, as well as an alternative distribution method to complement CHF's efforts. For example, options may include conference participation or a contribution to an external publication.

Project Background: Chemicals provide the material backdrop of our everyday lives. The Environmental History and Policy Program's "Controlling Chemicals" explores the dynamic ways in which governments, industries, scientists, and citizens all play an essential role in developing processes to create a balance in our chemical society. The Studies in Sustainability series serves as a forum for discussion about the unique challenges and opportunities that exist in transforming chemistry into a tool for sustainability. The series, which highlights the intersecting roles played by emerging science, innovation, regulation, standards, and civil action, aims to publish and make immediately available dynamic new research. Forthcoming published reports from the 2009 fellows include research on pesticide policies in the 1970s, the regulation of emerging nanotechnologies, and the role of NGOs in supporting chemical and nanomaterial regulatory reform.

Research and Proposals: Summer fellows are tasked with developing materials appropriate for the "Controlling Chemicals" project. Each fellow will create a white paper (5000-7500 words) on a topic related to his/her own work, with consideration for how the topic can reach non-academic audiences and address existing research gaps/opportunities in the field. Of specific interest are proposals for projects which build on materials available at CHF, which contribute to an ongoing project, or which extend our research into new areas of interest.

Suggested Themes and Topics: Chemical regulations (International, Federal, State) Natural gas drilling in the Marcellus Shale Climate change and energy The role of standards and standards making organizations Green chemistry Emerging science and health (e.g., endocrine disruption, human biomonitoring, and environmental basis of disease) We welcome applications/project proposals from researchers at all stages of their careers and from a diversity of fields: STS, sociology, anthropology, history, philosophy, environmental or science policy, science and engineering. Because the fellowship is limited to 10 weeks, preference will be given to proposals suggesting projects which are already underway by the applicant and which provide a loose timeline for how proposed research can be completed during the residency.

Fellowship Outcomes: Each fellow's research should result in a paper suitable for publication in the Studies in Sustainability series after the 10-week term. Both print and electronic versions will be produced and fellows retain the copyright to their materials.

Duration, Community, and Support: In an effort to foster an atmosphere of collaboration and community, summer fellows serve in residence for the 10 weeks, with access to working space, a flexible schedule, and CHF research libraries and tools. Fellows are also welcomed into the broader CHF community of short- and long-term fellows and scholars, providing valuable networking opportunities. • Fellows receive a modest stipend to support individual expenses. No other support (e.g., travel) is available. • While CHF cannot guarantee housing for fellows, we offer support in searching for appropriate accommodations, as well as insider tips about living in Philadelphia.

Application: To apply, please send 1) a two page cover letter, to include: a description of the proposed project, its fit within your current research activities, and a brief description of how the project addresses current research gaps or opportunities, attracts interested audiences, etc; and 2) a one page CV. For graduate students, please arrange to have one letter of recommendation sent directly to the CHF. Proposals (and recommendations) should be submitted electronically to Elizabeth McDonnell (emcdonnell@chemheritage.org). Please direct questions to Jody Roberts, program manager (jroberts@chemheritage.org). All materials should be submitted by 1 March 2010. Decisions will be made no later than 15 March 2010.

Postdoctoral Researcher, PENN Center for the Integration of Genetic Healthcare Technology

Deadline: March 01, 2010

PENN Center for the Integration of Genetic Healthcare Technology (PENN CIGHT)The University of Pennsylvania PENN CIGHT postdoctoral training program is recruiting junior investigators who are interested in developing research skills and expertise in the ethical, legal and social implications (ELSI) of human genetics and genomics. The training program is sponsored by the PENN CIGHT, a multidisciplinary, NIH-funded research center focused on studying ELSI-related aspects of uncertainty engendered by new genetic technologies. The overall goal of the Center is to develop tools that will help consumers, professionals, policy makers, and insurers understand and cope with the implications of advances in genetic research. The center's current research focuses on barriers to the integration of genomics into health care and evaluating the impact of uncertainties associated with genomics technologies on patients and providers. The PENN CIGHT postdoctoral training program is a multidisciplinary, integrative 1-2 year experience. It includes three primary components:

1. A mentored research project designed and conducted by the trainee in collaboration with his/her mentors.
2. Involvement in the activities of the center including monthly conferences, annual retreats, research progress meetings, and linkages to the five other ELSI Centers of Excellence.
3. Individualized training experiences designed to match the research area and interests of the trainee. Each trainee will be linked to one or more mentors from the PENN CIGHT faculty. Potential mentors include experts from multiple schools at Penn.

The Penn CIGHT postdoctoral training program is appropriate for individuals from a wide range of backgrounds including the humanities, the social and behavioral sciences, genetics and other basic sciences, nursing and medicine. Candidates must be U.S. citizens or permanent residents (Green

Card holder) and must have received no more than four years of NRSA funding by the time of appointment. The stipend includes individual health benefits. Underrepresented minorities are strongly encouraged to apply. Individuals interested in applying should submit (1) a current curriculum vitae including previous research experience, (2) a personal statement describing their reason for pursuing this training program and their potential research interests, limited to one page; and, (3) a letter of recommendation from their training director or doctoral committee chairperson/advisor. The deadline for submission is March 1, 2010. Applicants will be notified of the selection committee decision in April 2010. Traineeships can begin in the period between June-September, 2010. Mail applications to: PENN CIGHT, 1112 Penn Tower, Hospital of the University of Pennsylvania, 399 S. 34th St., Philadelphia, PA 19104 Or email a PDF application to: penncight@uphs.upenn.edu For additional information, contact Cara Zayac at cara.zayac@uphs.upenn.edu.

Call for 2010-11 Mellon Sawyer Fellowship at Indiana University - Rupture and Flow: The Circulation

Deadline: March 1, 2010

The Sawyer Seminar and the Institute of Advanced Study at Indiana University will award one Andrew W. Mellon Sawyer Postdoctoral Fellowships for a one-year appointment beginning July 1, 2010. The Fellow will receive a stipend of \$40,000 per year, as well as health insurance and an allowance for relocation. This Sawyer Seminar is based in science and technology studies and focuses specifically on how facts and technologies circulate among diverse communities of producers and consumers, acquiring or losing credibility and utility as they move. We will explore questions including: How has the treatment of failure and errors changed the practice of science across disciplines and over time? How and why do cultural, social and material forces interrupt or thwart the circulation of technoscientific knowledge and objects, and with what consequences for what kinds of communities? How do social, cultural, political, and legal barriers influence technological change historically and geographically? How is the increasing use of lay-produced science shifting what is acknowledged and implemented in scientific practice and policy? Applicants for this postdoctoral fellowship must have research projects that speak to the concerns raised by the circulation of technoscientific knowledge and objects, and the possibilities and consequences of interrupting, reorienting, or preventing this circulation. Besides pursuing his or her own research, the fellowship recipient will play an active role in the intellectual life of the Sawyer Seminar by helping to organize an ongoing seminar series and four workshops. There will be no teaching responsibilities.

Selection Process: Each proposal will be evaluated by the conveners of the Sawyer Seminar, an interdisciplinary group of IU faculty. The primary evaluation criteria will be intellectual fit with the core ideas of the Seminar, and the promise of the proposed research project, including prospects for publication and significant advances in tangible research. We strongly recommend applicants read

the full proposal, available at <http://sawyer.indiana.edu> before beginning their application. Applicants will be notified of fellowship decisions in May 2010. Requirements Applicants should have completed the Ph.D. in STS, Sociology, Informatics, Geography, History, English, Anthropology, Philosophy, Comparative Literature, or other related fields no earlier than June 30, 2005 and no later than August 1, 2010. We require proof that the fellow has received a Ph.D. degree before taking up residence. Applicants are welcome to send paper copies by mail or delivery to Ivona Hedin, Institute for Advanced Study, Poplars 335, 400 E. 7th Street, Indiana University Bloomington, IN 47405. The application should include:

- 1000-word research project proposal and one-page bibliography, in language appropriate for a multi-disciplinary panel. Please double-space and use 12-point type.
- 250-word statement of the project's potential contribution to Indiana University's Sawyer seminar
- Curriculum vitae
- Three letters of recommendation

Fellowship recipients cannot currently hold a tenure-track position.

Mellon Sawyer Postdoctoral Fellow, "Sensing the Unseen" at MIT

Deadline: March 1, 2010

The Anthropology Program at Massachusetts Institute of Technology (MIT) will appoint an Andrew W. Mellon Postdoctoral Fellow for the 2010-2011 academic year. The Fellow will be involved in the scholarly activities of the nine-month Sawyer Seminar, "Sensing the Unseen." This interdisciplinary seminar will examine the sensory and media modes that scholars and lay people employ to access realms of existence and experience outside the immediately visible. Hosted at MIT, the seminar will include faculty and students from around the Cambridge-Boston area, drawing from those who study anthropology, history, music, art, architecture, religion, and science and technology studies (STS). For more information on the seminar, see <http://web.mit.edu/anthropology/sawyer.htm> The Fellow will work closely with the seminar directors, Stefan Helmreich and Heather Paxson, and two dissertation fellows to plan, organize, and participate in monthly seminar events during the academic year. The Fellow will also have the opportunity to deliver a public lecture on his or her own research as part of the seminar. The appointment will be from August 1, 2010 to June 30, 2011. Stipend is \$50,000. Eligibility: Candidates must have earned the doctoral degree no earlier than January 2006 and no later than July 2010. Although preference may be given to scholars in anthropology and/or science and technology studies, applications from other humanities and social science fields will be considered.

Application: Letters of application and supporting material should include the following: 1) A two-page cover letter stating your interest in the Postdoctoral Fellowship providing details on your

current research and how it would benefit from and contribute to the Sawyer Seminar; 2) A curriculum vitae; 3) Two letters of reference; 4) One writing sample (30 pages maximum). Apply: Send all application materials electronically by 5:00 p.m. on March 1, 2010 to the MIT Anthropology Program, c/o Amberly Steward: asteward@mit.edu. Recommendation letters should be emailed directly by the referees to the same email address by the same deadline. Please direct any questions regarding the application process to the above address.

Duke University Summer Institute on Teaching the History of Political Economy

Deadline: March 2, 2010

The Center for the History of Political Economy at Duke University invites applications from faculty members and advanced graduate students in the sciences and humanities for a Summer Institute on the topic "Teaching the History of Political Economy." The three-week Institute is supported by a grant from the National Endowment for the Humanities and will take place from June 6 – 25, 2010 on the Duke campus. Discussions will be led by a distinguished set of faculty, and participants will receive a \$2700 stipend for attending. The deadline for application is March 2, 2010. For further information and application instructions, visit the Summer Institute website at http://econ.duke.edu/HOPE/CENTER/NEH_Summer_Institute.php

Two-Year Mellon Postdoctoral Fellowship 2010-12: *Science, Medicine and Society in Africa*

Deadline: March 12, 2010

The study of the role of science and medicine in contemporary Africa is a growing field. Undoubtedly some of the current attention to this subject has been produced by the HIV/AIDS epidemic, but the issues go beyond this to include fundamental questions about the definition and role of science in African societies, the history and role of African science professionals and scientific education, the ethics, popular perceptions and interpretations of medical and scientific research in African communities, and expectations of (and disappointments with) medical provision.

This two-year postdoctoral fellowship will be held jointly at the Centre of African Studies and the Department of History and Philosophy of Science. The Fellow will be housed in the Centre and the post administered from there. He/she will report to the Director and Management Committee. The stated aims of the Mellon Postdoctoral scheme include the fostering of connections between different departments of the University and the encouragement of cross-disciplinary work and teaching. We are therefore looking for an imaginative and critical scholar, able to forge links between areas of study and keen to advance the growing field of the study of science, medicine and society in Africa. The successful candidate will have a PhD in the Social Sciences or Humanities. Likely fields include social anthropology, history, sociology, philosophy, psychology and cultural studies as they relate to the study of science and medicine in Africa.

The Centre of African Studies is an interdisciplinary centre, first established in 1965. A lively group of

scholars, drawn from the humanities, social sciences and natural sciences contributes to the Centre's active seminar and conference programme. In recent years the Centre has also strengthened collaborative links with African institutions. The Centre is currently entering a period of change and growth. 2010 sees the launch of a new interdisciplinary M Phil in African Studies, convened by Professor Megan Vaughan, with options taught by academics across the humanities and social sciences. A research cluster on the theme of Science, Medicine and Society in Africa is being built up and there is great potential in the Mellon Postdoctoral Fellowship for further embedding this theme in work in the Centre, linking it to the new M Phil teaching programme and to the outstanding work already being carried out in the Department of History and Philosophy of Science. Further information about the Centre of African Studies and its activities can be found at: <http://www.african.cam.ac.uk/>

The Department of History and Philosophy of Science teaches approx. 120 students in NST Parts IB, II and III, runs a substantial M.Phil. in History, Philosophy and Sociology of Science, Technology and Medicine, together with c. 40 PhD students. It is a world-leading institution in the historical study of networks of natural history, environmental knowledge and the biomedical sciences. It helps support the Darwin Correspondence Project and has hosted a highly successful series of research projects in the history of natural history and scientific travel. Tropical medicine and public health are crucial emerging areas for the Department's concerns. Interests in the so-called laboratory revolution in biomedicine and in the debates on population growth, nutrition and welfare have long characterised the self-definitions of science-based medicine and have been of considerable concern for the historians of medicine within the department. The Department seeks to expand on its teaching, where there are already courses on 'Science and Empire', 'History of colonial and tropical medicine' and 'History and politics of global health'. The HPS Department is also principal host to a Wellcome Trust-funded Strategic Award, 'From Generation to Reproduction', whose research strands offer several possibilities of linkage to research projects hosted by the Centre of Africa Studies. Further information about the Department can be found at: <http://www.hps.cam.ac.uk/>

In addition to carrying out their own research and helping to forge a new research community in Cambridge around the theme, the Mellon Postdoctoral Fellow will also be required to organise a joint Centre/HPS research seminar (of between four to eight weeks) and to make a contribution to teaching. The precise nature of the teaching will depend on the Fellow's interests, but the following are concrete possibilities:

- To develop and teach a module in the new MPhil in African Studies on the theme of Science, Medicine and Society in Africa and to supervise dissertations for the MPhil in African Studies
- To contribute a course of lectures to Natural Sciences Tripos Part II HPS, either in Paper 5 Science and Technology Studies or Paper 8 History of Modern Medicine and to contribute to the supervision of MPhil students in the History, Sociology and Philosophy of Science, Technology and Medicine. The Fellow would participate fully in the intellectual life of both HPS and the Centre of African Studies, and would be expected to use this unique opportunity to develop new research linking these two institutions.

How to Apply: The application should be submitted in hard copy only and should be sent to The Administrator University of Cambridge Centre of African Studies The Mond Building Free School Lane Cambridge CB2 3RF

[REDACTED]

The application should consist of: i. The University's coversheet for applications for employment, form PD18 (available at www.admin.cam.ac.uk/offices/personnel/forms/pd18), complete parts I and III only. ii. A full c.v., including details of teaching experience. iii. A list of publications. iv. A proposal outlining the research the candidates wishes to undertake in Cambridge and the courses s/he proposes to offer v. Two samples of recent work. vi. The names of three referees, who should be asked to send references to Dorian Addison directly. It is the candidate's responsibility to ensure that these arrive by the closing date. Referees should be asked to comment specifically on the candidate's ability to undertake this role in the department. We will accept references by email to Dorian Addison, da211@cam.ac.uk

The closing date for this job is 12 March 2010. Short listed candidates will be invited to Cambridge on 21 April 2010 to present seminar papers and for interview. Interviews will be carried out in person where possible, but where this is impractical interview via videoconference link may be offered to applicants.

Informal enquiries may be made to Professor Megan Vaughan, + 44 (0)1223 334396 or email: mav26@cam.ac.uk Professor John Forrester, +44 (0)1223 334540 or email jpf11@cam.ac.uk

Visiting Assistant Professor, Rochester Institute of Technology
Deadline: March 14, 2010

The Rochester Institute of Technology (RIT) seeks applicants for a Visiting Assistant Professor in Science, Technology, and Society/Public Policy (STS/PP) Department. This position will start on August 23, 2010.

The STS/PP Department offers a B.S. in Public Policy and a M.S. in Science, Technology, and Public Policy, as well as a wide range of minors (Environmental Studies, Science and Technology Studies, Public Policy, Science and Technology Policy, Historical Perspectives in Science and Technology) supporting RIT's general education program. More information about our program can be found at <http://stsp.rit.edu>.

This opening is for a one-year visiting position. The area of specialization is open; however, preference will be given to candidates whose work reflects an integration of environmental studies; public policy; and science, technology, and society. We seek candidates with demonstrated potential to be excellent teachers and researchers, and with interest in working in a collaborative, interdisciplinary, intellectually stimulating environment. Candidates with backgrounds that integrate the science and engineering fields with the social sciences and humanities are encouraged to apply. The successful candidate will have an opportunity to teach at both the undergraduate and graduate level. Salary will be commensurate with qualifications and experience. Candidates should have or be close to completing a Ph.D. in an appropriate discipline.

Candidates should apply online at <https://mycareer.rit.edu>. Search for IRC# 36537. Requested application material includes: a letter of application; a curriculum vitae; a statement of research and

teaching interests; evidence of teaching effectiveness (if available); at least one sample publication; and the names, addresses, telephone numbers, and email addresses of three professional references.

Questions about the position can be directed to: Dr. Franz A. Foltz, Chair, Search Committee, Department of STS/Public Policy, Rochester Institute of Technology, 92 Lomb Memorial Drive, Rochester, NY 14623-5604, (585) 475-5368, or franz.foltz@rit.edu.

Applications must be submitted by March 14, 2010.

The Rochester Institute of Technology is an equal opportunity/affirmative action employer. All individuals with the ability to contribute in meaningful ways to the university's continuing commitment to cultural diversity, pluralism, and individual differences are encouraged to make application.

Postdoctoral and Senior Fellowships for 2010–2011 at Ludwig-Maximilians-Universitaet Muenchen

Deadline: March 15, 2010

The Rachel Carson Center is a joint initiative of Ludwig Maximilian University Munich and the Deutsches Museum. Generously supported by the German Ministry for Research and Education (Bundesministerium für Bildung und Forschung), the Rachel Carson Center's major goal is to further research and discussion in the field of international environmental studies and to strengthen the role of the humanities in the current political and scientific debates about the environment. Special emphasis is being placed on international, comparative and historical perspectives. The Center is designed to bring together academics from all over the world who work on the complex relationship of nature and culture across disciplines. Individual projects will focus on different time periods and different geographic areas. The institute is conceived as a national and international think tank that discusses and analyzes the role of human actors and the role of nature in this relationship. The Rachel Carson Center invites applications for its 2010-11 class of postdoctoral and senior fellows. The program, directed by Professor Christof Mauch of Munich University and Professor Helmuth Trischler of the Deutsches Museum, is designed to bring to Munich a cohort of excellent scholars working in environmental history and related professional disciplines. The Center will award fellowships to scholars from around the globe and from a variety of disciplines. Research and writing of applicants should pertain to one (or more) of the topics that will be at the core of the Center's 2010-2011 research agenda: - Resource Use and Conservation- Transformation of Landscapes- Knowledge and Knowledge Societies- Natural Disasters and Cultures of Risk The fellowships will usually be granted for periods of 6, 9 or 12 months but they can also be granted for 3 months or be broken up into individual 3 month periods. Fellows are expected to be in residence and to work on a major research project as well as to engage within peers and senior fellows at the Carson Center,

and to contribute to programs at the Center. The Carson Center will pay for a replacement of the successful candidate at his or her home institution; alternatively it will pay a fellowship that is commensurate with experience and current employment. The deadline for applications is March 15, 2010. Applications should include a cover letter, curriculum vitae, a copy of your last diploma, project description (3,000 word maximum), research schedule for the fellowship period, and the names of three scholars who might serve as references. While applicants may write in either English or German, we recommend that they use the language in which they are most proficient. They will be notified about the outcome within approximately two months of the deadline given above. Please send applications electronically (only!) in PDF or Word format via e-mail or mail copies. Contact Info: Rachel Carson Center, Postdoctoral and Senior Fellowships, Leopoldstraße 11a, 80802 München, Germany. Email: CarsonCenter@lmu.de Phone: (0049) 89 2180 72352 Fax: (0049) 89 2180 72353 Website: <http://www.carsoncenter.uni-muenchen.de>

Full or Assistant Professor (tenure-track) at University of Lausanne

Deadline: March 20, 2010

The Faculty of Social and Political Sciences of the University of Lausanne has an opening for a full time position of Full Professor or Assistant Professor (tenure track) in Social studies of sciences and technologies. Experience and title requested: Applicants must possess a Ph.D. in social sciences or an equivalent title. The candidate must be fluent in English and French. Starting date: 1st August 2010 or 1st February 2011 Interested candidates should send their letter of application, curriculum vitae, and list of publications to: rhssp@unil.ch. They should also send in duplicate the above-mentioned documents with five main publications to the following address: Président de la Commission "Etudes sociales des sciences et des techniques" Faculté des Sciences Sociales et Politiques Décanat Anthropole 1015 Lausanne The full job description and hiring conditions are available at: <http://www.unil.ch/ssp/page15565.html>

Postdoc in Innovation Studies, Lund University

Deadline: March 31, 2010

Lund University is the largest university in Sweden with education and research within technology, natural science, law, social science, economy, medicine, humanities, theology, art, music and theatre. The university has approximately 40,000 students and 6,000 employees mainly in Lund, Malmö and Helsingborg. The university is one of 14 universities within the Öresund University and co-operates with hundreds of universities and research centres all over the world. Lund University declares the following position open for application: Postdoctoral research position (up to two years) in Innovation Studies, full time, placed at Centre for Innovation, Research and Competence in the Learning Economy (CIRCLE). Ref nr: PA 2010/460. Starting date: According to agreement



CIRCLE is an interdisciplinary research Centre of Excellence spanning several faculties at Lund University and Blekinge Institute of Technology. Since its creation in 2004 the Centre has established itself as the leading national centre for research on R&D, innovation, entrepreneurship and growth, and is, with more than 35 researchers, the largest of the five national research centres in this general area. A detailed description of CIRCLE's research programmes as well as the CIRCLE Annual Reports can be found at www.circle.lu.se.

Description of the research area: Innovation Studies is an interdisciplinary research field including research on innovation systems, entrepreneurship, university-industry relations, innovation processes in firms, research and innovation policy, knowledge creation and competence building, innovation, development and globalization, and geographical aspects on innovation. The position and the tasks: The announced position is for full time employment, and is limited to two years. The initial employment is limited to one year, but can be prolonged to two years. The tasks associated with this position are primarily research activities within the project "Organisational Change for Innovation and Institutional Entrepreneurship in Health-Care Systems [ICIS]". This is a collaborative project involving researchers in Sweden, Norway and Finland. The purpose of the project is to investigate organisational change underpinning the creation and modification of clinical practices in the health care system.

Main research questions are: (1) how do institutions facilitate and/or hamper organisational innovation in the Nordic health-care systems?, and (2) how do key actors influence the course of events and aim to change institutional settings? Within this predefined problem area, the post doc will have autonomy to design, carry out and publish his/her own research. The postdoctoral position entails research at 75% of full time. For the rest of the time the holder may attract external funding for additional research, teach or pursue third task activities. Working language at CIRCLE is English, and all CIRCLE courses are taught in English.

Eligibility for employment as a postdoctoral researcher is restricted to applicants with a PhD degree. Priority is given to applicants who have completed their PhD less than five years prior to the deadline for applying for the post, however applicants who have completed their degrees earlier are also welcome to apply.

The following criteria will guide the assessment of the applicants for the position:

- Demonstrated ability to conduct relevant research of high international quality
- Demonstrated ability to attract external research funding
- A promising publication record
- Demonstrated ability to collaborate in an interdisciplinary research environment



-Demonstrated ability to engage and inform society at large, in relation to research, educational and developmental activities

-Pedagogical ability

The primary basis for selection will be the ability to carry out and publish high quality research in areas relevant to the research project. Lund University has an ambition to promote gender equity in working life. As the majority of postdoctoral research fellows within this field of research are male, female applicants are especially encouraged to apply. For further information, please contact Professor Bjørn Asheim, e-mail Bjorn.Asheim@circle.lu.se, or telephone no +46-46-222 84 02. For specific questions about the project “Organisational Change for Innovation and Institutional Entrepreneurship in Health-Care Systems [ICIS]”, please contact Dr Jerker Moodysson, e-mail Jerker.Moodysson@circle.lu.se, or telephone no +46-46-222 48 02. The trade union representatives are: SACO Annelie Carlsson, tel 046-222 93 64, TCO-OFR/S Rita Nilsson, tel 046-222 93 62, SEKO Ingrid Lagerborg, tel 046- 222 93 66. Applications should be written in English and composed according to the Appointments Board’s ‘Instructions for applicants’ (Download on our website or requested by telephone at +46 46 222 81 34).

Applications shall include:

1. Cover sheet
2. Curriculum vitae with appendices
3. Written account of scholarly work. This account should be kept brief. It should indicate clearly those investigations, results and achievements that, according to the applicant, should receive primary consideration in the selection process.
4. Written account of pedagogical work
5. An account of future research plans
6. List of Publications
7. Publications

In addition to these elements detailed in the ‘Instructions for applicants’ mentioned above, applicants must also include: All material shall be submitted in two copies. One copy shall be left unstapled. The application, stating the reference number above, should be sent to the Registrar, Lund University, P.O.Box 117, SE-221 00 LUND Sweden to be received no later than 31 March, 2010. If all material is in electronic form, it can be e-mailed to Registrar@lu.se. An electronic copy of the written application – CV, accounts of scholarly and pedagogical work, list of publications, account of future research plans (but not enclosures and publications) – should be sent to Elna.Jonsson@circle.lu.se.



Program Director for the Sociology Program, NSF

Deadline: June 4, 2010

Job Title: Social Scientist (Program Director for the Sociology Program)

Agency: National Science Foundation

Job Announcement Number: E20100025 - Rotator

Salary Range: 102,721.00 - 160,078.00 USD /year

Open Period: Friday, December 04, 2009 to Friday, June 04, 2010

Series & Grade: AD-0101-04/04

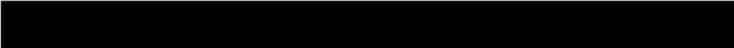
Position Information: Full-Time

Review of applications will begin January 4th and will continue until position is filled. This position will be filled on a one or two year Visiting Scientist Appointment, under the terms of the Intergovernmental Personnel Act (IPA) or as a Federal Temporary Appointment.

Duty Locations: 1 vacancy - Arlington, VA

Who May Be Considered: Applications will be accepted from US Citizens and Non-Citizens as allowed by appropriations and statute.

Job Summary: Become a part of our mission to maintain and strengthen the vitality of the US science and engineering enterprise, for over 50 years, NSF has remained the premier Federal agency supporting basic research at the frontiers of discovery across all fields, as well as science and engineering education at all levels. The National Science Foundation seeking qualified candidates for a Program Director position in the Sociology Program within the Division of Social and Economic Sciences (SES), Directorate for Social, Behavioral and Economic Sciences, Arlington, VA. The Division of Social and Economic Sciences (SES) supports research to develop and advance scientific knowledge focusing on economic, legal, political, and social systems, organizations and institutions. In addition, SES supports research on the intellectual and social contexts that govern the development and use of science and technology. SES programs consider proposals that fall squarely within disciplines, but they also encourage and support interdisciplinary projects, which are evaluated through joint review among Programs in SES, as well as joint review with programs in other Divisions, and NSF-wide multi-disciplinary panels, as appropriate. More information about SES programs, including the Sociology Program can be found at their website at <http://www.nsf.gov/div/index.jsp?div=SES>. The Program Director will be responsible for managing the review, evaluation, and post-award monitoring process of proposals received in and awards made by the Program. The incumbent encourages proposal submissions, selects well-qualified individuals to provide objective review on proposals either as individuals or as members of a panel, chairs meetings of the Sociology Advisory Panel, conducts final review of proposal evaluations, and recommends and documents final actions on proposals reviewed. The incumbent also provides technical and administrative oversight for active NSF grants, contracts, interagency agreements and cooperative agreements. The Program Director will evaluate progress of funded research through review and evaluation of reports and publications submitted by awardees and/or meetings at NSF and during site visits. The Program Director maintains regular contact with the research community,



and provides advice and consultation upon request. The position also entails working with directors of other programs and divisions at NSF in developing new initiatives, representing the agency at professional meetings, and conducting outreach to the social science research and education community.

Qualifications and Evaluations: Applicants must possess a Ph.D. or equivalent experience with training and expertise in Sociology. In addition, six or more years of successful research, research administration, and/or managerial experience pertinent to the program are required.

How You Will Be Evaluated: You will be evaluated on the extent and quality of your experience, education, and research relevant to the duties of the position. We strongly encourage you to specifically address the Qualifications desired below. This will ensure that you receive full consideration in the evaluation process.

Qualifications Desired:

- Knowledge and understanding of scientific principles, theories, and methods that underlie research in sociology.
- Research, analytical and technical writing skills, which evidence the ability to perform extensive inquiries into a wide variety of significant issues and to make recommendations and decisions based on findings.
- Ability to organize, implement and manage large, multi-disciplinary, broadly based, proposal driven grant programs allocating resources to meet a broad spectrum of program goals.
- Ability to meet and deal with members of the scientific community, other funding agencies and peers to effectively present and advocate program policies and plans.
- Ability to work with individuals, both technical and support staff, across a range of disciplinary and interdisciplinary programs.

Benefits: For Visiting Scientist appointments, individuals are in a non-pay leave status from their home institutions and are appointed to NSF's payroll as Federal employees. NSF withholds FICA and provides reimbursement for fringe benefits. Under the provisions of the Intergovernmental Personnel Act, assignees remain on the payroll of his/her home institution and the home institution will continue to administer pay and benefits. NSF will reimburse the home institution for NSF's negotiated share of the cost of the assignment. Individuals eligible for an IPA assignment include employees of State and local government agencies, institutions of higher education, Indian tribal governments, federally funded research and development centers and qualified nonprofit organizations. For more information regarding a Visiting Scientist appointment or an IPA assignment, visit our website at http://www.nsf.gov/about/career_opps

Other Information: Relocation expenses may be paid contingent upon the availability of funds.

How To Apply: You must submit your application so that it will be received by the closing date of the announcement. You may submit a resume or other application document of your choice. Please include the vacancy announcement number and your country of citizenship. You are strongly encouraged to submit a supplemental statement that describes how your background relates to the Quality Ranking Factors listed in the Qualifications and Evaluation Requirements section of this announcement. This information will be used in the evaluation process. We also ask that you

complete and submit the Applicant Survey Form found at <http://www.nsf.gov/pubs/forms/fm1232.doc>. This will help NSF to ensure that our recruiting efforts are attracting a diverse candidate pool; it will be used for statistical purposes only. NSF is an environmentally conscious federal agency dedicated to paper reduction. Please help support our effort by submitting all application materials via email. This will facilitate timely receipt and help save our environment. Applications and other materials should be transmitted electronically no later than midnight of the closing date to rotator@nsf.gov. Please include the vacancy announcement number and your country of citizenship in the subject line of the email to be considered for this position. If you are unable to apply electronically, please use the Contact Information below for special instructions on how to submit your application materials. Hearing impaired individuals may call TDD (703) 292-8044 for assistance.

Important Note: Please do not include your social security number or date of birth on your application documents.

Agency Contact Info: Camille L. Britt Phone: 703 292-4345 TDD: 703-292-8044 Email: cbritt@nsf.gov Or write: National Science Foundation 4201 Wilson Boulevard, Suite 315 Arlington, VA 22230 US

What to Expect Next: Applicants will receive notice when their application has been sent to the selecting officer.

Senior Analyst, Science & Engineering Indicators Program, Directorate for Social and Behavioral Sciences, NSF

The National Science Foundation is seeking a Senior Analyst in its Science & Engineering Indicators Program, Division of Science Resources Statistics' (SRS) Directorate for Social and Behavioral Sciences, Arlington, VA. Appointment is under the Intergovernmental Personnel Act* (IPA) for a two-year renewable period. The salary range is \$89,033 - \$163,957.

SRS, the principal Federal Government source in the Federal Government for statistics and analyses of worldwide Science and Engineering (S&E) trends, produces the National Science Board's Congressionally mandated biennial *Science and Engineering Indicators* report for the President and the Congress. *Indicators* analyses cover the range of S&E topics from education and workforce to globalization of S&T capabilities and production and trade of sophisticated goods and services.

The Senior Analyst will be responsible for quantitatively based analyses in one or more of three major topic areas: Structure and functioning of the U.S. higher education system with specific reference to science, engineering, and mathematics; U.S. academic R&D including faculty, academic researchers, and graduate and doctoral S&E students and postdocs; and the structure and dynamics of the U.S. S&E workforce. Much of the work will be done in a team setting.

For information about this job and how to apply, please go to <http://jobview.usajobs.gov/GetJob.aspx?OPMControl=1781564&org=NSF>.

The Agency Contact for this job announcement is Camille L. Britt, (703) 292-4345; cbritt@nsf.gov; TTD (703) 292-8044.



For more information about SRS programs, including the Science and Engineering Indicators Program, please go to the website at <http://www.nsf.gov/div/index.jsp?div=SRS>.

* Intergovernmental Personnel Act (IPA) Assignment. Individuals eligible for an IPA assignment with a Federal agency include employees of state and local government agencies or institutions of higher education, Indian tribal governments, and other eligible organizations in instances where such assignments would be of mutual benefit to the organizations involved. The individual remains an employee of the home institution, and NSF provides funding toward the assignee's salary and benefits.

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