

## Science, Knowledge, and Technology

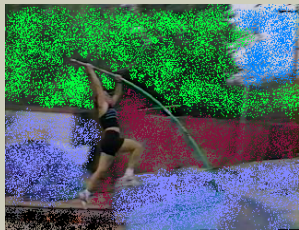
### From the Section Chair

#### On SKAT and the Media: How to Talk to Journalists

Kelly Moore  
Department of Sociology  
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In recent months, I have been contacted by the media to comment on socio-technical issues ranging from why Americans “refuse to comply” with nutrition guidelines, to the effects of the automobile on Cincinnati’s environment, to the perennial question of why Americans are supposedly so “ignorant” of scientific facts and methods. I suspect that many of you have also had media queries, and may welcome these opportunities to discuss social aspects of science and technology. At the same time, many academics are wary of being misquoted by the media, and therefore do not accept invitations for comment. I hope, though, that SKAT members will consider speaking to the mass media more, not less, frequently. Sociotechnical issues are extraordinarily important in public political debate, and we have an important perspective that ought to be part of the discussion. Understanding how journalists work can help SKAT scholarship to be better understood by news audiences.

Some of the divergence between what we say and what gets into the story is related to journalistic routines. Journalists have “hooks” that they begin with and are loath changing once they have their story started. These “hooks” are often derived from the contradictory stereotypes about science, knowledge and technology. Among the most common of these stereotypes are that all Americans are ignorant of “the” facts on particular topics; that facts and information lead to behavior change; that science will tell us which policies and personal behaviors are optimal; that science is no better than common sense in addressing social and political issues; and that technology will solve all problems. Journalists are likely to hold these stereotypes as much as any other group does. We have little ability to affect journalists’ routines and stereotypes, but we have some capacity to be quoted accurately. Below I suggest ways to achieve this goal.



#### Table of Contents

From the Section Chair	1
SKAT News	3
Perspective	8
Book Review	10
Employment and Fellowships	12
Announcements	14
SKAT Council and Committee Information	19

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- 1.) Keep in mind that although you are speaking to a journalist, your audience is really the reader, viewer, or listener with whom the journalist communicates.
  - 2.) Use the sound-bite dimension of journalism to your advantage. Don't speak off-the-cuff. If a reporter calls, ask them what they want to talk about and their filing deadline, and then arrange a callback time. If you can figure out the reporter's hook, you'll be in a better position to comment effectively. In the interim, jot notes to yourself about one or even two main points that you think are essential to communicate. When you return the phone call, repeat these one or two points as many times and in as many ways as you can. While a journalist may learn something from an impromptu lecture, it won't make it into the story.
  - 3.) Journalists have already sold their "hook" to an editor, so it is unlikely that you can change the way they frame the story. The exception to this rule is that journalists who are producing feature stories often have more time to consider different angles on a story. Also, if you build a relationship with a journalist by helping them with pithy quotes and ideas about where to find more information, or identify other colleagues who can contribute to their story, you may find that over time you have the ability shape the journalist's perspective.
  - 4.) In audio journalism, one is unlikely to be allotted more than 30 seconds in a story, and more typically, 20 or fewer seconds. Delivering a very short soundbite rather than a lengthy and erudite theoretical explanation is far more likely to get your views in the story, and in a way that reflects your perspective.
  - 5.) Do not be tempted to expound on *new* ideas if the journalist asks for more complexity. Add complexity to the one or two ideas that you want to convey, but keep coming back to the key points.

I realize that my strategic approach plays into sound-bite journalism that has often produced superficial and sensational public debate. But we are not going to change the nature of journalism by avoiding contact with journalists. Offering clear and straightforward commentary can only help to contribute to a livelier and richer public debate about science, technology, and knowledge.

All the best,  
Kelly

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A note from your editors:  
**As the United States Presidential election draws closer ...**

... we are interested in SKAT members' ideas and opinions about the candidates' policy positions on global warming, innovations in medicine and technology, and other SKAT-related topics.

Please email Sarah Beth Kaufman [sbk251@nyu.edu](mailto:sbk251@nyu.edu) or Ann Lubrano [alubrano@poly.edu](mailto:alubrano@poly.edu) with anything you think SKAT members could benefit from reading on this topic: internet links, short essays, editorials, opinions, publications, etc.

For ideas, see <http://www.thenation.com/blogs/passingthrough?pid=280258>

**Section on Science, Knowledge and Technology 2008 Awards: Due March 1****Robert K. Merton Book Award**

This award recognizes an outstanding book published in the sociology of science, knowledge, and technology. Monographs published in 2007, 2006, and 2005. Nominations do not have to include a description of the book or its merits, and may be made by publishers, the author, or any other person. One copy of the nominated book should be received by the following four committee members before March 1, 2008:

Scott Frickel (Chair)  
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Kelly Moore (ex-officio)  
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University of Cincinnati  
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**Sally Hacker-Nicholas Mullins Student Paper Award**

This award recognizes the best student paper in the area of science, knowledge, and technology. The winner receives a \$250 prize. Papers must have been written while the author was enrolled as a student. Published papers are eligible. **HARD COPIES** (no electronic submissions) must be received by all committee members by March 1, 2008.

*Committee Members:*

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## Highlighted Member Publications in 2007

**Dan Breznitz, *Innovation and the State Political Choice and Strategies for Growth in Israel, Taiwan, and Ireland*. Yale University Press. <http://yalepress.yale.edu/book.asp?isbn=9780300120189>**

The 1990s brought surprising industrial development in emerging economies around the globe: firms in countries not previously known for their high-technology industries moved to the forefront in new Information Technologies (IT) by using different business models and carving out unique positions in the global IT production networks. In this book Dan Breznitz asks why economies of different countries develop in different ways, and his answer relies on his exhaustive research into the comparative experiences of Israel, Taiwan, and Ireland—states that made different choices to nurture the growth of their IT industries. The role of the state in economic development has changed, Breznitz concludes, but it has by no means disappeared. He offers a new way of thinking about state-led rapid-innovation-based industrial development that takes into account the ways production and innovation are now conducted globally. And he offers specific guidelines to help states make advantageous decisions about research and development, relationships with foreign firms and investors, and other critical issues.

**Peter Conrad, *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Johns Hopkins University Press. [http://www.press.jhu.edu/books/title\\_pages/3280.html](http://www.press.jhu.edu/books/title_pages/3280.html)**

Over the past half-century, the social terrain of health and illness has been transformed. What were once considered normal human events and common human problems—birth, aging, menopause, alcoholism, and obesity—are now viewed as medical conditions. For better or worse, medicine increasingly permeates aspects of daily life. Building on more than three decades of research, Peter Conrad explores the changing forces behind this trend with case studies of short stature, social anxiety, "male menopause," erectile dysfunction, adult ADHD, and sexual orientation. He examines the emergence of and changes in medicalization, the consequences of the expanding medical domain, and the implications for health and society. He finds in recent developments—such as the growing number of possible diagnoses and biomedical enhancements—the future direction of medicalization. Conrad contends that the impact of medical professionals on medicalization has diminished. Instead, the pharmaceutical and biotechnical industries, insurance companies and HMOs, and the patient as consumer have become the major forces promoting medicalization. This thought-provoking study offers valuable insight into not only how medicalization got to this point but also how it may continue to evolve.

**Steven Epstein, *Inclusion: The Politics of Difference in Medical Research*. University of Chicago Press. <http://www.press.uchicago.edu/cgi-bin/hfs.cgi/00/227240.ctl>**

As a society, we have learned to value diversity. But can some strategies to achieve diversity mask deeper problems, ones that might require a different approach and different solutions? With *Inclusion*, Steven Epstein argues that in the field of medical research, the answer is an emphatic yes. Formal concern with diversity in American medical research, Epstein shows, is a fairly recent phenomenon.

Until the mid-1980s, few paid close attention to who was included in research subject pools. Not uncommonly, scientists studied groups of mostly white, middle-aged men—and assumed that conclusions drawn from studying them would apply to the rest of the population. But struggles involving advocacy groups, experts, and Congress led to reforms that forced researchers and pharmaceutical companies to diversify the population from which they drew for clinical research. That change has gone hand in hand with bold assertions that group differences in society are encoded in our biology—for example, that there are important biological differences in the ways that people of different races and sexes respond to drugs and other treatments.

While the prominence of these inclusive practices has offered hope to traditionally underserved groups, Epstein argues forcefully that it has drawn attention away from the tremendous inequalities in health that are rooted not in biology but in society. There is, for instance, a direct relationship between social class and health status—and Epstein believes that a focus on bodily differences can obscure the importance of this factor. Only when connected to a broad-based effort to address health disparities, Epstein explains, can a medical policy of inclusion achieve its intended effects.

**Tarleton Gillespie, *Wired Shut: Copyright and the Shape of Digital Culture*. MIT Press.**

<http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=11124>

While the public and the media have been distracted by the story of Napster, warnings about the evils of "piracy," and lawsuits by the recording and film industries, the enforcement of copyright law in the digital world has quietly shifted from regulating copying to regulating the design of technology. Lawmakers and commercial interests are pursuing what might be called a technical fix: instead of specifying what can and cannot be done legally with a copyrighted work, this new approach calls for the strategic use of encryption technologies to build standards of copyright directly into digital devices so that some uses are possible and others rendered impossible. In *Wired Shut*, Tarleton Gillespie examines this shift to "technical copy protection" and its profound political, economic, and cultural implications.

Gillespie reveals that the real story is not the technological controls themselves but the political, economic, and cultural arrangements being put in place to make them work. He shows that this approach to digital copyright depends on new kinds of alliances among content and technology industries, legislators, regulators, and the courts, and is changing the relationship between law and technology in the process. The film and music industries, he claims, are deploying copyright in order to funnel digital culture into increasingly commercial patterns that threaten to undermine the democratic potential of a network society. In this broad context, Gillespie examines three recent controversies over digital copyright: the failed effort to develop copy protection for portable music players with the Strategic Digital Music Initiative (SDMI); the encryption system used in DVDs, and the film industry's legal response to the tools that challenged them; and the attempt by the FCC to mandate the "broadcast flag" copy protection system for digital television. In each, he argues that whether or not such technical constraints ever succeed, the political alignments required will profoundly shape the future of cultural expression in a digital age.

**David Hess, *Alternative Pathways in Science and Industry: Activism, Innovation, and the Environment in an Era of Globalization*. MIT Press.**

<http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=11182>

In *Alternative Pathways in Science and Industry*, David Hess examines how social movements and other forms of activism affect innovation in science, technology, and industry. Synthesizing and extending work in social studies of science and technology, social movements, and globalization, Hess explores the interaction of grassroots environmental action and mainstream industry and offers a conceptual framework for understanding it.

Hess proposes a theory of scientific and technological change that considers the roles of both industry and grassroots consumers in setting the research agenda in science and technology and he identifies alternative pathways by which social movements can influence scientific and technological innovation. He analyzes four of these pathways: industrial opposition movements organized against targeted technologies (as in the campaign against nuclear energy); technology- and product-oriented movements, which press for alternatives (as does the organic food movement); localism, which promotes local ownership (as in "buy local" campaigns); and access pathways, which support a more equitable distribution of resources. Within each pathway, Hess examines reforms in five areas: agriculture, energy, waste and manufacturing, infrastructure, and finance. Hess's theoretical argument and the empirical evidence he presents demonstrate the complex pattern of incorporation (of grassroots innovations) and transformation (of alternative ownership structures and alternative products) that has characterized the relationship of industry and activism. Hess's analysis of alternative pathways to change suggests how economic organizations could shift to a more just and sustainable course.

### Highlighted Member Honors and Awards in 2007

- \* **Mathieu Albert** received research grants from the Association of Faculties of Medicine of Canada for the project, "Great Challenges in Medical Education" with co-PI Brian D. Hodges, and co-investigators Glen Bandiera, Niall Byrne, Bernard Charlin, Ayelet Kuper, Jerry Maniate, Bernard Millette, and Scott Reeves; and from the Canadian Institutes of Health Research for the project, "The Integration of Social Science Perspectives in Health Research: Does Interdisciplinarity Transform Knowledge Production?" with co-investigators Suzanne Laberge, Brian D. Hodges, Glenn Regehr, and Lorelei Lingard. A related article can be found at [http://cre.med.utoronto.ca/pdf/InterdisciplinaryresinHealth\\_Viewsofscientists.pdf](http://cre.med.utoronto.ca/pdf/InterdisciplinaryresinHealth_Viewsofscientists.pdf)
- \* **Lawrence Busch** served as a reviewer on the Genome British Columbia proposal review panel.
- \* **Sarah Beth Kaufman** was awarded a Dissertation Improvement Grant from the Law and Social Science Program at the National Science Foundation for her ethnography of death penalty sentencing.
- \* **Daniel Kleinman** was appointed Director of the Holtz Center for Science and Technology Studies and selected as the Buttel-Sewell Professor of Rural Sociology for 2008-9 at University of Wisconsin—Madison.
- \* **David Schleifer** had a letter published in the New York Times in response to Gary Taubes' essay, "What's Cholesterol Got to Do With It?," on the failed Vytorin trial. David describes the proliferation of low-fat and fat-free foods -- often containing trans fats or excess sugars in place of butter, lard, tallow, tropical oils or other sources of saturated fats --as "side effects" of the uncritical acceptance of the link between cholesterol and heart disease, a case of a "solution" that is worse than the problem they were meant to solve. The article is at: <http://www.nytimes.com/2008/02/03/opinion/103cholesterol.html?ref=opinion>

## Member in the Spotlight

**SKAT member Lisa Frehil is the Executive Director of the Commission on Professionals in Science and Technology.** *The Commission on Professionals in Science and Technology (CPST) is a non-profit organization that collects, synthesizes, analyzes and disseminates reliable information about the science and engineering workforce in the United States. CPST also serves as a forum for objective discussions of data implications and related policy issues by regularly bringing together representatives from academic, corporate, foundation, government and professional society sectors to exchange data and information on topics of mutual interest. In its role as an objective data source, CPST seeks to inform the decision-making of educational institutions, industry and government to ensure the United States' ability to compete now and in the future.*

The CPST completed a series of projects in 2007, including:

- Reports on the status of various ethnic groups in U.S. engineering, to be released by the National Action Council for Minorities in Engineering this March.
- Articles on retention in engineering using data from the Society of Women Engineers and the National Science Foundation's SESTAT data.
- The 22<sup>nd</sup> edition of "Salaries of Scientists, Engineers, and Technicians: A Summary of Salary Surveys."
- A report on "Minorities and Non-Minorities in Academia: A Natural Science and Engineering Career Path Comparison" using data from the National Study of Postsecondary Faculty (1999 and 2004 waves) the Survey of Doctorate Recipients, the Survey of Earned Doctorates, Donna Nelson's diversity in top departments data, and from several scientific and engineering professional societies (CRA, AMS, ASEE, AIP, and ACS) to compare and contrast the progress of under-represented minorities, Asian/Pacific Islanders, and non-minorities through the U.S. STEM pipeline from bachelor's degrees through full professor.

CPST also hosted a conference titled "Can We Compete? Trends in America's Scientific and Technical Workforce." A special issue of *American Behavioral Scientist* later this year will publish papers from conference panelists. Lisa notes: "[Several of] these projects are on-going. We are interested in hearing from others doing research on the work-lives of engineers." See a related article titled "Women in Engineering, 2006: A Review of the Literature" in May's issue of *SWE Magazine*.

You can download reports, read about on-going projects, and access data from the Commission's website at <http://www.cpst.org>

Email your 2008 publications and achievements to newsletter editors  
Sarah Beth Kaufman [sbk251@nyu.edu](mailto:sbk251@nyu.edu) or Ann Lubrano [alubrano@poly.edu](mailto:alubrano@poly.edu) .

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

### Science Studies at Technological Universities


By Myles W. Jackson, Ph.D.

Teaching science studies at a science and engineering institution provides the discipline with a daunting, yet enviable, task. For decades, scholars of the humanities and social sciences have struggled to inculcate successfully a relevant curriculum. Often these programs find themselves as service departments, attempting to teach- with varying degrees of success- science and engineering students how to read and write critically. Science studies, with an emphasis on the sociology of science and technology, however, can proffer students a much richer, more meaningful, experience. It does so by educating students at both the disciplinary and interdisciplinary levels.

At the disciplinary level, the sociology of science and technology enables students to appreciate three major aspects of scientific and technological knowledge: the social construction of such knowledge, the means by which such knowledge is communicated by its practitioners at the micro-level, and the transfer of that knowledge at the macro-level. Some thirty years ago, students were taught that scientists and engineers simply ‘got it right’ when experimental results confirmed to the laws of nature. More recent studies of the sociology of science and technology, however, wish to highlight human agency. In so doing, one need not (and I would argue should not) deny the existence of natural laws. Rather, one must not subsume everything under the rubric of ‘natural causes’; indeed, ‘nature’ itself needs to be the explanandum. In that way, new and refreshing ways of understanding the scientific and technological enterprises arise. For example, how does one know how to differentiate between a newly discovered physical phenomenon and an anomaly?

The process, it turns out, is inherently a social one. Nature has no voice: scientists must give it one, and they do so, for example, by experimenting or offering mathematical models. Scientists and engineers often engage one another in debate to form a consensus about how nature really looks and acts. They then efface their intervention (and therefore their responsibility), while gesturing to objectivity. The sociology of scientific knowledge (SSK) can show students how different laboratories can successfully replicate experiments, social processes that are often extremely intricate and demanding. Also, SSK elucidates the role by which technical knowledge is communicated among members of a particular community, such as a laboratory. How is the process of instruction, including the use of textbooks, diagrams, laboratory manuals and assistants, different from other forms of learning? How is it similar? Are there different forms of technical knowledge, which by their very nature are incommunicable? How difficult is it to reconstruct an artifact without having seen the process of manufacture (i.e. reverse engineering)? Finally, SSK proffers examples of how technological and scientific ideas are transferred from one culture to another. It is often argued erroneously that because SSK assumes that knowledge is both culturally embedded and local, it fails to explain why and how such knowledge is transported. But studies drawing upon actor-network theories of knowledge transfer have successfully explained how micro-levels of knowledge can spread at the macro-level by analyzing the material culture of the laboratory. In short, by drawing upon concrete examples provided by historians, philosophers, and sociologists of science and technology, engineering and science students are able to analyze their scientific and technological training. As a result, they often come away with a better understanding of their disciplines. They also gain a new appreciation both for the way in which humanists and social scientists think about the world and the way in which scientists and engineers engage with and depict it.





Our job, however, does not end here. We are obliged to draw students' attention to the ethical ramifications of their disciplines. They need to appreciate that neither their thoughts nor their actions exist in vacuo. The politics of the twenty-first century demands social awareness and responsibility. Histories of physics are woefully inadequate if they do not recount the moral deliberations, so eloquently expressed by J. Robert Oppenheimer, Hans Bethe, and Andrei Sakharov, on the construction of the hydrogen bomb. And more recent studies link, rather provocatively, the development of particle physics with the politics of the Cold War.

Perhaps the most recent ethical challenges faced by future scientists and engineers are biotechnology and sustainability. Students of bioengineering and molecular biology need to be made aware of the public's perception of and response to human-embryonic-stem-cell research. Debates concerning the ethical, legal, and social implications of the Human Genome Project are raging throughout university lecture halls, newspaper editorials, and the newsrooms of major networks. Who should be given access to your genetic information? Your employer? Your insurance company? The government? How is molecular biology challenging antiquated notions of race? Just how much of human behavior is shaped by genes, and how does that affect issues concerning free will and culpability? How has the patenting of human and plant genes reshaped the conduct of scientific research? Several studies have shown that patenting actually increases the level of secrecy, thereby thwarting its initial purpose. Other studies have demonstrated compellingly that some patents of human genes have hindered further research into potential cures.

Likewise, engineers need to be committed to sustainable practices. Global warming has been a topic of much public controversy over the past decade, and engineering students need to take the lead in ensuring that the protection of ecological systems and planetary climate trump economic profit. Employers are increasingly seeking socially engaged engineers. Students should be applying sustainable principles to their capstone experiences.

In conclusion, we are indeed at a critical time for science studies. Thanks to numerous studies in SSK, we are now in a position to help science and engineering students to think intelligently and critically about their own disciplines. And we are also in a position to encourage our students to think about their relationship of their disciplines to culture and society. We must challenge our students to shed the notion that their studies are somehow magically insulated from society by providing them with concrete examples of how their knowledge shapes, and is shaped by, culture.

**Myles W. Jackson, Ph.D.** is the *Dibner Family Professor of the History of Science and Technology and Senior Faculty Fellow of the Othmer Institute for Interdisciplinary Studies Polytechnic University*

We want your perspective!

If you would like to comment on this piece or submit a short opinion essay on any SKAT-relevant topic, please email newsletter editors

Sarah Beth Kaufman [sbk251@nyu.edu](mailto:sbk251@nyu.edu) or Ann Lubrano [alubrano@poly.edu](mailto:alubrano@poly.edu) .

## Book Review

***Human Cloning in the Media: From Science Fiction to Science Fact*. 2008. By Joan Haran, Jenny Kitlinger, Maureen McNeil, and Kate O’Riordan. New York: Routledge.**

Reviewed by Mary Ingram-Waters  
Center for Nanotechnology and Society  
University of California, Santa Barbara

On the surface, the authors of *Human Cloning in the Media: From Science Fiction to Science Fact* purport to trace how human cloning emerged from the realm of science fiction and then moved into science practice. Indeed Haran, Kitlinger, McNeil, and O’Riordan do just that. However, human cloning’s movement between fiction and fact is far more complex and does not take a linear path. The authors convincingly argue that human cloning still moves between science fiction and science practice. They do this by looking at the discursive practices of human cloning in the media.

One of contributions of this book is how the authors conceptualize “media.” Media is not some monolithic set of news-reporting firms. Rather media includes news (from numerous different venues), films (from Hollywood blockbusters to independent productions), press releases, academic scientific writings, and a range of internet sites. In addition to this vast amount of media texts, the authors supplement their data with interviews taken from numerous stakeholders (including scientists, politicians, and activists). The net data collection is a truly comprehensive picture of global discourse – the net result is an interesting and rich set of stories about how human cloning emerged as global cultural knowledge.

One of the ways in which the authors organize the book is to discuss different genealogies of human cloning discourse. These include how human cloning came to be so closely associated so as to be defined by the process of somatic nuclear cell transfer (SNCT). There were and still are other mechanisms by which cloning can occur. However, SNCT is the most well-known practice. Another genealogy of human cloning is how prominent cloning scientists themselves (ie. Dolly’s creators, Ian Wilmut and Keith Campbell) have outlined human cloning’s genealogy: for them, human cloning traces its roots from molecular biology. For the authors, this is a revealing choice that has had implications for how human cloning has been perceived in the global public imagination. By focusing on molecular biology, Wilmut and Campbell have ignored other genealogies such as human cloning’s shared methodologies with *in vitro* fertilization (IVF) and human cloning’s rich science fiction past.

Another strength of the book is its emphasis on gender, particularly in the chapter entitled, “Women’s bodies in cloning discourse.” This chapter addresses the myriad ways in which gender configures and is configured by discourse about human cloning. One of the most interesting findings is how women’s bodies reflect the bifurcation between reproductive and therapeutic cloning (which is another genealogy that the authors explore). In discourse about reproductive cloning, which is largely negative, women are constructed as victims: victims of global trade in egg sourcing and surrogacy, victims of “maverick” cloners such as Dr. Panos Zavos, and victims of societal norms about “natural motherhood.”

On the other hand, within the discourse about therapeutic cloning, which is largely positive, women are constructed in very optimistic terms: women are national heroes for supporting such noble research, women are altruistic for donating their eggs and any leftover embryos (from IVF) to science, and women are empowered

through education about how they can make informed decisions about their bodies. Once one considers how similar reproductive and therapeutic cloning are, the dichotomy between how women's bodies are invoked is particularly fascinating. This chapter also includes a very compelling analysis of the representations of women's bodies (or lack thereof) in illustrations of human cloning processes. The authors find that women are often represented only in terms of an egg; thus, the egg equals the woman. All of the interests and concerns of women donors can seemingly be distilled into a single image of an egg, rendering the woman donor invisible. The authors note that in many images of human cloning, the donor egg or embryo is either left out of the illustration or is rendered very small or dislocated away from the process. In these illustrations, the fact that there is genetic material from donors is seemingly irrelevant.

*Human Cloning in the Media* is a model for rigorous interdisciplinary research. The four authors represent a range of different humanities and social science backgrounds, including science studies, cultural studies, gender studies, and film and media studies. The book itself reflects this range of academic fields, too. As such, it would be appropriate in a number of different courses. In my opinion, this book would be essential for any advanced undergraduate and/or graduate courses on human cloning. But it would also compliment courses on emerging technologies, more generally. The authors do such a good job discussing how media and science interact such that this book would also be a great addition to a course on media and science or media and culture.

If you would like to review a book or to suggest a book to be reviewed (especially your own!) email Mary Ingram-Waters at [mci0@umail.ucsb.edu](mailto:mci0@umail.ucsb.edu) .

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**Book reviewers needed!**

Please email Mary Ingram-Waters at [mci0@umail.ucsb.edu](mailto:mci0@umail.ucsb.edu) with your name, contact info, and substantive fields of interest.

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Don't forget that SKAT has a listserve.

To take part in the discussion, go to [http://members.asanet.org/Forums/view\\_forum.php?id=27](http://members.asanet.org/Forums/view_forum.php?id=27) or <http://members.asanet.org/Forums/> and scroll down to Science, Knowledge, and Technology. You can also view many other ASA section forums this way.

## Employment and Fellowships

### *Indiana University South Bend*

The Department of Sociology and Anthropology at Indiana University South Bend is seeking to hire a visiting assistant professor for the 2008-2009 academic year. The visitor will teach sociology of technology/social informatics as well as qualitative research methods, classical or contemporary social theory, and other courses in her/his area that fit the department's needs. A master's degree is required but a Ph.D. is preferred. In order to receive full consideration, all materials should be received by March 10th, 2008 though the search will remain open until the position is filled. Please send a letter of interest, a CV, teaching philosophy, and evidence of excellence in teaching (e.g., syllabi and course evaluations) to

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### *Emory University Department of Environmental and Occupational Health*

The Department of Environmental and Occupational Health at the Rollins School of Public Health of Emory University in Atlanta, Georgia [www.sph.emory.edu/eoh](http://www.sph.emory.edu/eoh) announces a major faculty expansion. The Department seeks scholars for faculty appointments at all academic ranks and in all areas of environmental health, with particular emphasis on global environmental health (including climate change, public health ecology, indoor air, water and sanitation), risk assessment, environmental biostatistics and modeling (including PBPK modeling), biomarkers, gene-environment interactions, toxicology (including neuro-, nano-, in silico-, and molecular), geographic information systems, environmental medicine, children's environmental health, built environment, and environmental health policy. Candidates for senior positions should have excellent training; a strong record of research and teaching, particularly at the graduate level; a demonstrated capacity to secure external funding; and an established research program. Candidates for junior tenure-track positions must demonstrate the potential to become independent investigators and graduate-level teachers. Non-tenure track research faculty positions are also available. Review of applications will begin March 1, and will continue until the positions are filled. Starting dates are negotiable. Applicants may request that their applications be handled confidentially. Please include the Job Vacancy # in your application: Assistant Professor, # 4229BR; Associate Professor, # 4230BR; or Professor, # 4231BR.

Applicants should email a letter of interest accompanied by a curriculum vita to:

Kyle Steenland, PhD, Professor and Search Chair, [nsteenl@sph.emory.edu](mailto:nsteenl@sph.emory.edu) with a copy to Robin Thompson, Administrative Assistant, [rthom10@sph.emory.edu](mailto:rthom10@sph.emory.edu)

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[REDACTED]

*London School of Economics*  
*Department of Sociology*  
*BIOS Center for the Study of Bioscience, Biomedicine, Biotechnology and Society*

Lectureship - Sociology of the Life Sciences and Biomedicine  
Salary: £37,099 to £42,975 pa incl

We wish to appoint a lecturer in the sociology of the life sciences and biomedicine, based in the Department of Sociology and affiliated with the BIOS Centre for the Study of Bioscience, Biomedicine, Biotechnology and Society. You will teach on undergraduate courses in the sociology of medicine, health and illness, play a key role in a Masters Programme in Biomedicine and Society, supervise research students, help further the research and policy agenda of the Centre and play a role in the administration of the Centre.

You will have a first degree in sociology or a related discipline, a completed doctorate in an area related to the social studies of the life sciences and biomedicine, a wide and deep knowledge of relevant scholarship, a commitment to the analysis of transnational issues, a strategy for future research in one of the research priority areas of the BIOS Centre, and a developing record of publications. Candidates with expertise in any area that relates to the research priority areas of BIOS are invited to apply. For more about our research please see <http://www.lse.ac.uk/collections/BIOS/>. Visit [www.lse.ac.uk/jobsatLSE](http://www.lse.ac.uk/jobsatLSE) for a full application pack. If you cannot download the pack, email [HR.Recruit.Lec@lse.ac.uk](mailto:HR.Recruit.Lec@lse.ac.uk) or call +44 (0)20 7955 6718 quoting LEC/07/23.

The closing date for the receipt of applications is 4 March 2008. Regrettably, we are unable to accept any applications received after this date.

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*Predocctoral Fellow*  
*The Fisher Center for the Study of Women and Men*  
*Hobart and William Smith Colleges*

The Fisher Center is seeking a Predocctoral Fellow for the academic year 2008-2009 whose area of expertise falls within our theme of Animation (Making Life Graphic) and Gender. By animation, we are interested in a broad spectrum of work, from film, comics and graphic novels through to ways performance and studio arts, science and technology and other disciplines (and interdisciplines) make life move and change. We seek dissertation scholars whose work critically engages the terms of our theme and are especially interested in candidates who would contribute to the diversity of the campus.

The fellowship offers an opportunity to gain experience teaching in private liberal arts institutions while completing dissertation work, and carries a stipend of \$30,000.00. Fellows will teach one course per semester, attend Fisher Center lectures and meetings, and present one colloquium. Doctoral candidates nearing completion of dissertation must submit a one-page description of scholarship, a short statement on teaching interests, curriculum vitae, arrange to have three letters of reference, and a writing sample (e.g., chapter of dissertation). Completed applications are due by March 1, 2008 to Betty M. Bayer, Director, The Fisher Center for the Study of Women and Men at Hobart and William Smith Colleges, Geneva, NY 14456 Information on the Center and the series can be found on our web site:

[http://www.hws.edu/academics/fisher\\_center/fc\\_history.aspx](http://www.hws.edu/academics/fisher_center/fc_history.aspx)



## Additional Announcements

### Calls for Proposals

#### **The Ethics Education in Science and Engineering Program (EESE)**

Deadline: April 3, 2008

The EESE requests proposals on ethics education for graduate students in all fields supported by the NSF, including interdisciplinary contexts, social sciences and STS. The program solicitation for EESE (08-530) can be found at: <http://www.nsf.gov/pubs/2008/nsf08530/nsf08530.htm> . The program will entertain proposals in graduate ethics education in science and engineering generally, but is particularly interested in proposals addressing issues involving the international/global context and those addressing intellectual property issues.

EESE supports three kinds of projects:

Education Projects

Research Projects

Combined Research and Education Projects

Cognizant Program Director:

Laurel Smith-Doerr, Program Director, Directorate for Social, Behavioral and Economic Sciences, Science, Technology and Society Program

Telephone: (703) 292-8543

e-mail: [Lsmithdo@nsf.gov](mailto:Lsmithdo@nsf.gov)

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#### **Science of Science and Innovation Policy (SciSIP)**

Deadline: March 18, 2008.

The solicitation is available at

<http://www.nsf.gov/pubs/2008/nsf08520/nsf08520.htm>

All proposals submitted to the Science of Science and Innovation Policy competition must identify one or more of the three emphasis areas described in the solicitation --Models, Tools or Data. Research projects that involve two of these emphasis areas are encouraged. A primary area of emphasis must be identified. Researchers are particularly encouraged to submit proposals that focus on the development of science metrics [1] and datasets, as well as use virtual organizations or collaboratories.

Cognizant Program Officer:

Julia Lane [jlane@nsf.gov](mailto:jlane@nsf.gov)

Program Director, Science of Science and Innovation Policy

Telephone: 703 292 5145

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## **Calls for Nominations and Awards**

### **Critical Sociology Research Competition**

Submission Deadline: May 5, 2008

The Sage journal Critical Sociology announces its Research Competition, to be awarded at the Critical Sociology Conference in August 2008. The goal of this award is to recognize and promote original critical scholarship that furthers the aims and goals of the journal. We wish to recognize the best paper written and so this competition is open to everyone.. Over the past decade the journal has been home to articles informed by post-modern, feminist, cultural and other perspectives that critically evaluate the workings of the capitalist system and its impact on the world. This year's award recipient will receive a monetary prize of \$750 and registration for the 2008 Critical Sociology Conference in Boston, MA, where the winners will be invited to present their paper. Papers must be submitted electronically in a format compatible with MS WORD and authors should ensure that they receive a confirmation of receipt for their submission. Papers of up to a maximum length of 30 double-spaced pages including tables and references may be sent beginning in March 2008 but must be received no later than May 5, 2008 to the Chair of the 2008 Critical Sociology Award Committee: Professor Graham Cassano, [graham@xrgb.com](mailto:graham@xrgb.com)<<mailto:graham@xrgb.com>>. Authors will be invited to submit their paper for publication in Critical Sociology.

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### **ASA Student Advisory Forum**

Submission deadline: March 5

The ASA Student Forum Advisory Board is seeking nominations for six (6) Board members. The term of commitment is two years beginning at the end of the 2008 ASA Annual Meeting in Boston in August and continuing through the 2010 Annual Meeting. Nominees must be Student Members of the ASA at the time of nomination and during their two-year term. They also should commit to attending the 2008, 2009, and 2010 Annual Meetings. Self-nominations are welcomed.

The nominations committee of the Student Forum Advisory Board will review nominations, select nominees and oversee the election of candidates through the 2008 ASA Annual Election to be held in the spring of 2008. To be considered, please send four (4) copies of your vitae including a current e-mail address and four (4) copies of a brief statement of intent (exactly why you want to be a member of the Student Forum Advisory Board, years of graduate school experience, experience with other professional groups, etc.) to the Student Forum Advisory Board Nominations Committee via email ( [cati.connell@gmail.com](mailto:cati.connell@gmail.com)) or at the address below:

Catherine Connell  
Department of Sociology  
University of Texas at Austin  
1 University Place A1700  
Austin, TX 78712



## SCHOLARLY AIDS NETWORK AWARDS (SAN)

### **Career Contribution to the Sociology of HIV/AIDS**

This award honors outstanding contributions to the Sociology of HIV/AIDS. The award may recognize work that has significantly advanced our understanding of social aspects of the pandemic, or that has contributed to prevention, treatment, or policy interventions. Nominees should have pursued substantial research and/or applied work related to HIV/AIDS, and should have worked in the field for at least eight years. Nominations (of yourself or others) should include a statement of up to two pages about the nominee's qualifications and an electronic copy or web link to her/his CV. Nominations (and questions) should be submitted to the committee chair, Beth Schneider, at [schneider@soc.ucsb.edu](mailto:schneider@soc.ucsb.edu) (attachments in .doc or .pdf format only, please) by May 15, 2008. Scholars who were nominated last year will be automatically re-considered this year, but nominators should feel free to submit additional materials

### **Martin Levine Student Essay Competition**

Sociology students are invited to submit an original, 20-page (double-spaced) essay on the social dimensions of HIV/AIDS for the annual student essay competition. The topic is broadly defined and can include any aspect of HIV/AIDS from a sociological perspective. The student must be the first author and must have written most, if not all, of the manuscript. The deadline for submission is June 15, 2008. Submissions will be reviewed by Dr. Anne Esacove (Paper Committee Chair), Monica Grant (the 2007 award winner), and Dr. Teresa Labov. The winner will be notified in early August prior to the annual meeting and will be announced at the SAN Business Meeting and in Footnotes. The winner will receive an award of \$100 and a five-year membership to SAN. All Students who enter the competition will also receive a one year membership to SAN. Papers should be submitted by e-mail to Anne Esacove [esacove@gmail.com](mailto:esacove@gmail.com)

### **Graduate Student Scholarly Activity Award**

The Scholarly Activity Award aims to nurture scholarly interest in the sociology of HIV/AIDS by supporting the work of emerging scholars in the field. One applicant will be chosen each year to receive a one-time award of up to \$250 and a year of free membership in SAN. Proposals will be reviewed by Jorge Fontdevila, Dr. Erika Austin, and Erica Reichert (2007 Scholarly Award Winner). Applicants will be informed of the results in early August 2008 and awards will be made formally at the SAN Business Meeting during the ASA Annual Meeting.

All graduate students working on topics in the sociology of HIV/AIDS are eligible to apply. Supportable activities include, but are not limited to: Research expenses such as incentives for research participants, transcribing interviews, or copying archival materials. Travel to conferences to present original research. Applicants should submit the following items to the award committee chair, Jorge Fontdevila [jfontdevila@fullerton.edu](mailto:jfontdevila@fullerton.edu), by June 1, 2008.

1. A letter of recommendation from your faculty advisor.
2. A project proposal of 2-4 pages, including:
  - Description of the research project to be completed or presented
  - Contribution of your scholarly activity to the sociology of AIDS
  - Description of how funds will be used
  - Description of when the activity will be completed
3. A complete budget for your conference travel, research project or other scholarly activity. If you are applying for funding from other sources, please indicate which portion of your budget this award will be used to cover.





## Calls for Papers

### Conference on Embodied Knowledge and Bodies of Knowledge

Submission Deadline: May 2

On August 15th, 2008 HAPSAT (the Institute for the History of Science and Technology's Graduate Student Society at the University of Toronto) will host its fourth annual one-day conference. We invite graduate students to submit paper and panel proposals that critically engage with this theme or with any other theme related to the history and philosophy of science, medicine, and technology.

Embodied knowledge is a theme that has recently generated much discussion in the humanistic study of science, medicine, and technology. In response to accounts of science that focus on science as the product of minds and ideas, historians, philosophers, and sociologists of science have started focusing on the role that the body and material practices play in producing, transmitting, and acquiring knowledge. Examining the embodied practices of those involved in scientific research has allowed science studies scholars to paint a rich portrait of the processes involved in knowledge production. Attention to bodies and to material practices has been a way for historians and sociologists to uncover the social and cultural history of science, and for philosophers to explore the epistemology of experimental practice. Although this is an interesting and welcome turn, the concept of "embodied knowledge" itself has not received much direct scrutiny and raises a series of questions:

- \* What are the relations between embodied knowledge and propositional knowledge?
- \* Can certain kinds of knowledge be transmitted only through embodied practices?
- \* Is embodied knowledge distinct from tacit knowledge? Are they the same?
- \* Can embodied knowledge reside in non-human objects?
- \* What is the relationship between theory, experimentation, and the knowledge possessed by scientists?
- \* How and when does the embodied knowledge of scientists constitute expertise?

For papers please email abstracts of up to 250 words to [HAPSAT@gmail.com](mailto:HAPSAT@gmail.com) by Friday, May 2, 2008 and for panels please email a document with a 250 word abstract describing the panel as a whole and individual abstracts for each paper (also 250 words). See <http://www.chass.utoronto.ca/~hapsat/conference2008.html>


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### Special Issue of Space and Culture: Care and the Art of Dwelling: Bodies, Technologies and Home

Abstracts due: May 15

Guest Eds. Domenech, M., Schillmeier, M.

Thinking about care practices entails a reflection concerning practices of space. Heidegger's notion of 'dwelling as caring' addresses this relationship. In this vein we are interested in rethinking the concepts and practices of care in contemporary societies. This special issue focuses on new forms of spatialization in and through which care is performed, questioned and altered. Emerging forms of spatialization, we suggest, visualize care as an art of dwelling that constantly relates humans and non-humans. Care as an art of dwelling, then, enacts being-at-home by re-assembling bodies, emotions, technologies and places in highly specific and complex ways. Space and Culture invites submissions of papers for a special issue devoted to an exploration of the above topic.



Contributions drawing on all fields of the cultural and the social sciences, medical sociology, disability studies and STS are welcome focusing primarily (though not exclusively) on issues such as:

- Blurring of boundaries between home and institutional care (the institutionalization of the house and the domestication of the hospital)
- Dwelling with technology: Care technologies and their spatialities (telecare, telemedicine, constant care, etc)
- Care spaces and embodiment
- Spaces of control/freedom and surveillance
- Fixed and dynamic spaces of care: Mobility and immobility
- Spaces of in/dependence, autonomy and vulnerability
- Spaces of safety, security and risk.
- Emotional work and spaces of intimacy
- Feeling at home and the sense of place

Abstracts due: May 15, 2008

Manuscripts due: September 15, 2008

All information and communications concerning submissions should be addressed to: [space@ntu.ac.uk](mailto:space@ntu.ac.uk) Joost van Loon, Editor and Professor of Media Analysis, Institute for Cultural Analysis, Nottingham Trent University, Clifton Lane, Nottingham NG11 8NS United Kingdom. For more information see <http://www.spaceandculture.org/2008/01/30/care-and-the-art-of-dwelling-bodies-technologies-and-home>

## SKAT Officers and Committees

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### ***Student Representative***

Chris B. Ganchoff [chris.ganchoff@ucsf.edu](mailto:chris.ganchoff@ucsf.edu)

### **Newsletter Information**

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

Deadlines are:

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

### ***Newsletter Editors***

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