

ASA-SKAT: Science, Knowledge, & Technology Section

Fall 2001

Editors: Jennifer L. Croissant, University of Arizona, Franz A. Foltz, RIT

From the Editors

We are making a slight change in the "From the Members" segment of the newsletter. While we still invite news of the membership (new ventures, changes in address, additions to a family, promotions, and so on), we are incorporating an **R.S.V.P.** This feature will include commentaries on the state of the field, or research briefs, or analyses of current events. Michael Lynch (Cornell), our newly-elected president-elect/program chair, has started us off. We invite short responses (as short as a paragraph on a specific point, or up to 500 words) as offerings of substantive exchange. We will contact you about your contribution if there are questions as to length or appropriateness. As always, for very time-sensitive announcements, please don't forget our ASA Section web presence, managed by Mary Virnoche (virnoche@sobek.colorado.edu). Please note also the renewal of our Book Notes. Andrea Hoplight-Tapia of Arizona has agreed to coordinate the reviewing activities; contact her (andreat@u.arizona.edu) to recommend books for review, or to submit your (or your students') contributions. Newsletter deadlines: February 15, May 15, and October 15.

From the Chair

Joan Fujimura, Department of Sociology, 8128 Social Sciences, 1180 Observatory Drive, University of Wisconsin, Madison, WI, 53706; fujimura@ssc.wisc.edu

The Chair of SKAT has in the past few years written a "state of the section" column in the last few newsletters. For this first newsletter of my tenure as Chair, we have more submissions than usual, so I am ceding my space to other writers. In my last year as Chair-Elect of the section, I organized a session at this past summer's ASA meetings entitled "Whither Sociology of Science and Technology: Contemporary Theories and Methods." My intention was to have a session directly discussing where we were at the end of the 20th century and where we want to go with science studies in the 21st century (e.g., the ways in which the field is changing as well as the ways in which it is not). This topic was especially important to me because we are building a new science studies program at the University of Wisconsin Madison, with broad based support across the campus and with substantial funding from the administration. I will write the Chair's column for the next newsletter with my own discussion of "Whither Sociology of Science and Technology." In the meantime, Mike Lynch has agreed to publish the talk he presented in this session in this newsletter. It will certainly generate some reactions.

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R.S.V.P.

The epistemology of epistemics: Science and technology studies as an emergent (non)discipline.

Michael Lynch, Department of Science & Technology Studies. Cornell University. 632 Clark Hall Ithaca, NY 14853-2501. Mel27@cornell.edu. Prepared for Section on Science, Knowledge, and Technology special paper session, "Whither Sociology of Science and Technology? Contemporary Theories and Methods" 96th Annual Meeting of the American Sociological Association, Anaheim, CA. 20 August, 2001.

This talk will not present my own or anyone else's current research, but will address some questions related to the topic of this session. These questions have to do with the current state and future of Science & Technology Studies (S&TS) research and teaching. The questions are: What sort of disciplinary, interdisciplinary, or transdisciplinary status does S&TS have, or aspire to? What is its relation to sociology? What, if any, intellectual agenda characterizes S&TS research? What sort of disciplinary, interdisciplinary, or transdisciplinary status does S&TS have, or aspire to?

My home department (Cornell University's S&TS Department) is one of two such departments in the US. Not too much should be made of departmental identity, since there may be little organizational difference between a department, a program, or even a center or institute, but departmental status does indicate a degree of autonomy that can be lacking in other kinds of disciplinary unit. The S&TS Department resists being labeled "sociological" for both local political and larger intellectual reasons. The local-political reasons have to do with resisting any possible administrative designs for collapsing S&TS into the Sociology Department. The intellectual reasons, which I'll focus on today, have to do with a novel agenda that cannot be encapsulated within the discipline of sociology, or for that matter history, philosophy, anthropology, or any other established discipline.

I am not completely comfortable with calling S&TS a discipline, or even a discipline-in-the-making, but I am even less comfortable with calling it a sub-discipline. And, if "interdisciplinary" implies a meeting ground between established disciplines, I'm not happy with that term either. This is because S&TS is not just a blend of other disciplines. Unlike all of the natural sciences, and the still-dominant trends in most of the social sciences, S&TS is *parasitic* upon other disciplines. By that I don't mean that it emulates other disciplines or sucks the life out of them, but that it investigates the distinctive social organization, creative practices, and technical problems of other disciplines. S&TS gathers its topics, problems, and to a large extent its audiences from the educational and research activities, and public controversies, generated by other disciplines. Unlike philosophical epistemology or ethics (e.g., bioethics), S&TS does not stand 'above' the sciences in an attempt to articulate normative principles or underlying logics that govern, or should govern, 'scientific' inquiry. Instead, S&TS researchers investigate the contextual organization of work and the rhetorical usage in other sciences. (S&TS researchers can, and frequently do, examine work and rhetoric in their own field.)

What is the relationship between S&TS and sociology?

In the present context, it is undeniable that S&TS has a place within sociology, as well as the other way around. Sociological argument and interpretation pervade S&TS. This

relationship between S&TS and sociology is uncomfortable and potentially disruptive, however. It once was the case that sociology of science was a sub-discipline governed by general sociological frameworks and methods. Talcott Parsons' general theory of the social system provided a conceptual vocabulary for Robert Merton's and Bernard Barber's conceptions of science as a social institution, and various sociological methods were applied to the study of that institution.

Starting in the 1970s, a different relationship to sociology characterized the sociology of scientific knowledge (SSK) that developed in Britain and Europe and also the ethnomethodological and pragmatist approaches to science and workplace practices in the US. The "sociology" incorporated into these lines of research tends to be programmatic, interpretative, and philosophical in outlook. Moreover, it flies in the face of the scientism that continues to dominate sociology in the US. Consequently, while claiming (and quite fairly) that sociological interpretation is central to its agenda, far from aggrandizing sociology by using its theories and methods to explain natural science practices and products, S&TS research can work reflexively to undermine the general scientific claims of sociology. S&TS does not simply extend the explanatory domain of sociology to encompass the work practices in highly esteemed fields of scientific and technological production; it also problematizes the canonical practices of sociological research. *What, if any, intellectual agenda characterizes S&TS research?*

There is no single intellectual agenda in S&TS. However, I find it irresistible to speak tendentiously about S&TS and "it's" agenda. Accordingly, I shall recommend an agenda that converts philosophical criticism and conceptual analysis into a different kind of empirical approach. In a paradoxical development, a withering philosophical refutation of sociology's scientific aspirations can be turned into an empirical program for studying science. Peter Winch (1990[1958]) draws sharp distinctions between the use of technical concepts in natural science and engineering and the misuse of ordinary concepts *as though* they were technical terms in social science explanations. However, investigations of laboratory shop talk and analyses of written communications in the natural sciences break down the sharpness of the distinction. Questions about intelligibility, concept use, and reification also apply to the natural sciences. Moreover, when we take into account the pragmatic and communicative contexts of scientific activity, we begin to see that scientific and technical practices are bound up with a whole array of "ordinary" linguistic repertoires, practices, tools, representational formats, know-how, interests, networks, economies, organizations, and sources of funding. As numerous historians have detailed, foundational

epistemological concepts and distinctions have a history. The difference between science and non-science, the notion of experiment, the privilege assigned to observation, and the distinction between objectivity and subjectivity have undergone systematic change since the 17th century.

Studies of contemporary science – especially controversial science – also demonstrate variations in the way scientists appeal to observation, theory, fact, and so forth. Instead of trying to contribute to normative epistemology (or, for that matter, normative ethics) an alternative aim becomes possible: investigate normative usage of “fundamental” scientific concepts and distinctions in historical and contemporary cases. Unlike a discipline that claims, or seeks, a methodological foundation, S&TS investigates the contextual development and use of foundational themes: experiment, matters of fact, objectivity, method, measurement, quantitative standards, etc. I sometimes use the term “epistopics” (Lynch, 1993: 280) to denote how the recurrent themes of epistemology can be *respecified* (Garfinkel, 1991) into topics of historical and ethnographic investigation. My colleague Peter Dear has developed a cognate methodological program he calls “epistemography”. This is not “social epistemology” or any other normative epistemology that founds itself on sociological, logical, evolutionary, or psychological premises:

Epistemography ... attempts to investigate science “in the field,” as it were, asking such questions as these: What counts as scientific knowledge? How is that knowledge made and certified? In what ways is it used and valued? “Epistemography” as a term signals that descriptive focus, much like “biography” or “geography.” It designates an enterprise centrally concerned with developing an empirical understanding of scientific knowledge, in contrast to *epistemology*, which is a prescriptive study of how knowledge can or should be made. (Dear 2001: 130-31)

I tend to think of S&TS as a kind of natural historical or natural philosophical treatment of familiar epistemological and social theoretical topics. Saying this does not identify it with a naturalized epistemology that would give foundational status to evolutionary and other naturalistic frameworks. Instead, as Dear’s neologism “epistemography” suggests, S&TS would be:

--descriptive, not normative; --focused on “concepts” and the circumstances of their “intelligibility” (the scare-quotes are meant to suggest a historical and phenomenological demotion of the elevated intellectual pedigrees of these terms); --empirical (historical, ethnographic); --centered around cases, and --skeptical of the relevance of prescriptive methodology and general theory:

The relationship to empirical sociology – and empirical social science, generally – should remain uneasy. In S&TS there is, or should be, a disinclination toward scientism in all of its forms, and perhaps more contentiously within the S&TS field, a disinclination to replace classical objectivism with standpoints which claim alternative sources of foundational strength.

So, whither S&TS?

The news of the day – e.g., the debate over federal funding of stem cell research, which has drawn extraordinary

attention from the press, politicians, and interest groups in recent days – seems to promise a growing importance for S&TS research, because such research is well equipped to handle the relevant combination of technical innovations, political actions, economic interests and ethical commitments. Such controversies have led to a growing demand for *ethical* consideration and experts in bio-ethics and related normative specialties. Borrowing upon Dear’s idea of how epistemography relates to the topics of normative epistemology, we might say that S&TS can offer “ethigraphy”: a kind of empirical ethics that examines how technological innovations provide conditions for *ad hoc* pursuit of political and ethical closure. Unlike the promise of classic ethics, the aim is not to repair *ad hoc* decisions with actions grounded in consistent moral principles; instead, it is to investigate the circumscribed and circumsstantial way moral agents handle novel conflicts and reconstitute natural and social orders. In a sense, ethigraphy would be another name for epistemography, since it is now taken for granted in S&TS that “knowledge” production is inseparable from political contexts, economic interests, and ethical commitments. By the same token, “ethics” is not an isolated specialty, or a domain of pure normative principles remote from the give and take of historical conflict.

Just as epistemography and ethigraphy would not be branches of epistemology and ethics, neither would they be branches of sociology, in the sense that a particular social science discipline would supply overarching principles for investigation. In a way, what I have said about S&TS’s relation to sociology applies to many of the other topical investigations that are assigned places on the program at the ASA meetings. Sociology is not a hierarchical order of sub-specialties sharing a scientific outlook and set of methods. Instead, it is more of a loose alliance among interest groups with their own partly separate agendas, constituencies, and connections to other fields. The development of S&TS as a “discipline” that is allied to, but not subordinated within, sociology is, perhaps, a more viable model for other topical areas of sociology than is that of a sub-field within a unified social science discipline.

References

- Dear, Peter, “Science studies as epistemography,” pp. 128-41 in Jay Labinger and Harry Collins (eds.), *The One Culture? A Conversation about Science* (Chicago: University of Chicago Press, 2001).
- Garfinkel, Harold, “Respecification: Evidence for locally produced, naturally accountable phenomena of order, logic, reason, meaning, method, etc. in and as of the essential haecceity of immortal ordinary society (I) — an announcement of studies,” pp. 10-19 in Graham Button (ed.), *Ethnomethodology and the Human Sciences* (Cambridge, UK: Cambridge University Press, 1991).
- Lynch, Michael, *Scientific Practice and Ordinary Action: Ethnomethodology and Social Studies of Science* (New York: Cambridge University Press, 1993).
- Winch, Peter, *The Idea of a Social Science and its Relation to Philosophy*, 2nd Edition (Atlantic Highlands, NJ: Humanities Press, 1990); 1st Edition (London: Routledge & Kegan Paul, 1958).

At the 2001 Meetings

The SKAT Business Meeting was called to order by Tom Gieryn (chair) at 9:30 a.m. on Monday, August 20, 2001 at the Anaheim Hilton. Tom invited the 43 members in attendance to help themselves to early morning sustenance at the breakfast reception sponsored by the Section. He welcomed Mike Lynch as the new chair-elect, Susan Bell and Kathryn Henderson as new Council members, and Jennifer Fishman as the new student representative on Council. Tom thanked Steve Zehr, Diane Vaughan and Jason Owen-Smith for three years of service on the Council, and Mary Frank Fox for her three years as secretary-treasurer.

Finances. Mary Frank Fox reported a balanced budget of about \$2200. Our dues are used to pay for the newsletter, the reception at the annual meeting and for the student award prize. The budget for 2001-02 was presented, discussed and approved unanimously [see below].

Membership. Steve Zehr (chair, Membership Committee) reported that SKAT had 375 members. Membership forms were distributed, and everybody present was encouraged to sign up new members at Anaheim. Fluorescent orange SKAT! stickers were also handed out.

Nominations. Tom Gieryn relayed Sydney Halpern's request for nominations and self-nominations to fill various section offices. In the year ahead, SKAT must elect a secretary-treasurer, two Council members and one student representative to Council. Members were encouraged to volunteer for Section Committees.

Awards. Scott Frickel read a lovely citation honoring this year's winner of the Robert K. Merton Book Award: Karin Knorr Cetina for Epistemic Cultures: How the Sciences Make

Knowledge (Harvard University Press, 1999). Kelly Moore presented the Sally Hacker-Nicholas Mullins Award and its \$200 prize to Jenny Reardon for "The Human Genome Diversity Project." A call went out for nominations and self-nominations for next year's awards.

Publications. Jennifer Croissant invited members to submit material for the newsletter, including short descriptions of dissertations- and research-in-progress. The new book review editor is Andrea Hoplight Tapia. Deadlines for submitting material for the newsletter are: October 1, February 1 and May 15.

Program. Members were encouraged to attend upcoming SKAT sessions, and Tom thanked Joan Fujimura for organizing them. Chair-elect Mike Lynch will organize Section session next year in Chicago, and welcomed suggestions and volunteers.

New Business. Steve Zehr announced that the Section needs a new editor to prepare a revision of the valuable ASA-published collection of syllabi for courses on the sociology of science, knowledge and technology. If you would like to volunteer, please contact Joan Fujimura.

Tom Gieryn announced next year's Committee chairs: Trevor Pinch (Nominations); Kelly Moore (Awards); Kathryn Henderson (Membership); Jen Croissant and Franz Foltz (Publications); Mike Lynch (chair-elect and Program Committee). With that, Tom passed the gavel to Joan Fujimura, his successor and the new chair of SKAT. The business meeting adjourned at 10:15 a.m.

SKAT: Section on Science, Knowledge and Technology, Budget: 2001-2002

BEGINNING BALANCE	\$428
REVENUES	
Base Allocation for Section	\$1832
<u>Dues Income</u> (Section assessment)	<u>382</u>
Total	\$2214
EXPENSES	
Reception	\$500
Newsletter	1500
Awards	200
Postage	35
<u>Printing</u>	<u>15</u>
Total	\$2250
ENDING BALANCE	\$392

Approved by SKAT Council: August 19, 2001; Approved by members at the Business Meeting: August 20, 2001.

2001 SKAT Merton Book Award Citation

In choosing a winner for the Science, Knowledge, and Technology Section's Robert K. Merton Book Award for 2001, the committee considered some twenty different books nominated for the award. As impressive as this field of contenders was, one work in particular stood out as a rich source of both conceptual and methodological innovation – a book that breaks new ground and revitalizes old. It is the committee's opinion that Karin Knorr-Cetina's comparative ethnography of the life-worlds of high energy physics and molecular biology sets a new standard for scholarly achievement in the laboratory studies genre and in the sociology of science more generally. On that assessment, we have selected her book, Epistemic Cultures: How the Sciences Make Knowledge (Harvard, 1999) to receive this year's prize.

Let it be said up front that Epistemic Cultures is not an easy book to read. Its challenge to readers in part lies in the relative obscurity of the book's dual subjects. The languages and other symbol systems found inside the object-oriented cultures of high energy physics experiments and in molecular biology laboratories are at (most!) times perplexing – and make Knorr-Cetina's mastery of them all the more impressive.

A more important dimension of the book's "tough nut to crack" character lies in the complex layering of argumentation and analysis that Knorr-Cetina sustains throughout the book's 298 pages of text. As she describes it, the book "examines conjunctions of activities by means of a succession of shifts in focus, as someone might turn a kaleidoscope to view various aspects of the empirical machineries, the technological machineries, and the social machineries of two epistemic cultures" (p. 24). Yet it is precisely the complexity of these ambiguous configurations inhabiting epistemic cultures that propels the reader forward. Interesting insights, compelling interpretations, and

provocative turns of logic emerge and build upon one another with each new chapter.

I said earlier that Epistemic Cultures breaks new ground. To the best of our knowledge, the book is the first ethnographic study to take on a systematic comparison of two different kinds of science. Knorr-Cetina exploits differences between high-energy physics and molecular biology in order to reveal hidden cultural dimensions of each. This comparative strategy is subtle and highly effective. I also said that the book revitalizes older territory. For a study focused so explicitly on epistemological concerns, Epistemic Cultures is impressively sociological: organizational structures, group dynamics, temporal and spatial relations, symbol systems, power, stratification, gender (and more) all come under the microscope. Moreover, Knorr-Cetina's theoretical concerns are not limited to those that have been the primary focus of work in the social studies of science and scientific knowledge. She also probes the strength of her arguments and their general significance with respect to several other areas of sociological theory, including differentiation theory, organization theory, bureaucratic rationalization, communitarianism, cultural theories old and new, and theories of modernity and reflexive modernization. In short, Epistemic Cultures is an important book. It broadens as well as deepens our understanding of laboratories, experiments, and ways of knowing in contemporary science. And best of all, you don't have to be an ethnographer or a cultural theorist to appreciate this book: To the extent that we all participate in knowledge societies and their making, the book contains something for all of us.

Scott Frickel, Ph.D.
Department of Sociology
Tulane University

2001 Mullins -Hacker Award.

This year's winner of the Mullins-Hacker award was Jenny Reardon for her essay "The Human Genome Diversity Project: A Case Study in Coproduction". Jenny did her PhD at Cornell in S&TS and is currently a Fellow in Science, Technology and Public Policy at the Belfer Center for Science and International Affairs at Harvard University. In her fine essay Jenny investigates the controversies surrounding the attempt to collect blood and other human tissue samples from "genetically distinct" indigenous groups from around the globe. The Human Genome Diversity Project was set up in 1992 to coordinate this activity but has yet failed to move beyond the planning stage. The central thesis of her argument is that the failure of the Human Genome Diversity project lies

in its failure to satisfactorily coproduce knowledge and social order. The failure is traced to the Project's failure to engage with the complex political discourses, which surround this project - discourses which tangle up issues of social and political order. Drawing upon interviews with the key actors surrounding the Diversity Project, she charts its path from optimistic technocratic project to its meeting with the real world politics of North-South, indigenous rights and so on. The material covers such issues as whether groups exist and by what criteria they can be identified. All in all it is a fascinating and thought provoking essay in the politics of natural and social order. The essay has recently been published in Social Studies of Science, 2001, 31, 357-88.

BOOK NOTES

New Books ---The Digital Divide: Andrea Hoplight-Tapia, Book Review Editor (andreat@u.arizona.edu)

In this issue we present a short list of very recent titles concerning the digital divide and a single selected review of one promising title.

Bolt, David B. and Crawford, Ray A.K., (2000), *Digital Divide: Computers and Our Children's Future*, TV Books LLC.

Compaine, Benjamin M., ed. (2001). *The Digital Divide: Facing a crisis or creating a myth?* MIT Press.

Lax, Stephen, ed. (2001) *Access Denied in the Information Age*. New York: Palgrave, 2001.

Mack, Raneta Lawson, (2001) *The Digital Divide: Standing at the Intersection of Race and Technology*, Carolina Academic Press.

Murellir, Elena Luca Delgrossi (Editor), Rogers Okot-Uma, eds., (2001) *Breaking the Digital Divide : Implications for Developing Countries*, Commonwealth.

National Research Council. (2001). *The Internet's Coming of Age*. Washington, D.C.: National Academy Press.

Some selected websites concerning the Digital Divide:

<http://www.digitaldividenetwork.org/content/sections/index.cfm>

<http://www.digitaldivide.gov/>

<http://www.pbs.org/digitaldivide/>

<http://www.ntia.doc.gov/ntiahome/digitaldivide/>

<http://www.washington.edu/wto/digital/>

Review: Norris, P. (2001). *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide*. Cambridge: Cambridge University Press. By **Gary Cruz**, University of Arizona (Ph. D. Student, Center for the Study of Higher Education.)

In *Digital Divide*, Norris (2000) purports to answer whether the Internet, which is still in its infancy, compared to the telephone, radio and television, will exacerbate or diminish the digital divide - the information technology gap - between the information rich nations in the core (haves) and the information poor nations at the periphery (have-nots). There is a strong positive correlation between access to technology and economic development. Those nations that have always been at the forefront of new technologies will further increase the gap between themselves and information poor nations in this New Economy. The probability of poor nations establishing equitable footing becomes almost non-existent.

Acknowledging that literature on the digital divide is based on a U.S. perspective heavily influenced by an emerging elite, wealthy technocracy, Norris aims to provide a balanced discourse on the digital divide between cyber-optimism and cyber-pessimism. The author addresses how the presence or lack of the Internet impacts political participation and mobilization, social democracy and equality, economic growth, power

distribution, and information and knowledge acquisition in developed, developing and under-developed nations. Through a concept of an Internet Engagement Model, the author examines the complex interrelation between national Internet diffusion within countries, the institution of political systems, and the individual resources and motivations to gain access and participate in online civic engagement coupled with issues of a global divide, a social divide, and an online divide.

While the Internet is presented as a democratizing and utopian tool that will benefit societies and develop global citizenry, the Internet is actually another technological tool primarily for groups who are already rich in technological resources. Norris cautions about making sweeping predictions of the benefits of the Internet in creating social equality, warning that we need to look to the historical diffusion of technologies to understand the nature of social inequalities of Internet access and use globally, lest those inequalities amount to a "virtual Berlin Wall" dividing the information rich and the information poor.

NOMINATIONS: OFFICERS AND AWARDS

FOR SKAT OFFICERS: SKAT needs to elect 2 council members and 1 secretary treasurer this year (both offices are for three-year terms). If you would like to nominate someone for these officers (self-nominations are welcome) please contact Trevor Pinch TJP2@Cornell.edu. The slate of candidates is due back at the ASA offices in mid-January and ASA runs the elections for us, later in the Spring. However, this year we want to get the slate together as early as possible so please do not delay in sending in your nominations. Trevor Pinch - Chair of Nominations Committee.

Distinguished Scholarship Award. This new award is given occasionally in recognition of a career of scholarly achievement, represented by a body of published research and outstanding leadership in the study and teaching of the sociology of science, knowledge, and technology. The awardee, who should be a member of the section during the year in which the award is given, will be honored at the ASA Annual Meeting in 2002 at Chicago. The deadline for nominations is April 1, 2002. For each nomination, please prepare a letter indicating why the nominee is worthy of this award. The letter should be sent to Kelly Moore, Distinguished Scholarship Award Committee, Department of Sociology, Barnard College, 3009 Broadway, NY, NY 10027-6598. email: km104@columbia.edu

Sally Hacker-Nicholas Mullins Graduate Student Paper Award. SKAT invites nominations for the Hacker-Mullins Award. The \$200 award is given to a graduate student for a published article or unpublished paper concerning science, knowledge, or technology that was completed during the preceding 12 months. Students are especially urged to nominate their own papers for this award. The award will be presented at the ASA Annual Meeting in 2002 at Chicago.

The deadline for nominations is June 1, 2002. Please send two paper copies of the nominated work to Kelly Moore, Department of Sociology, Barnard College, 3009 Broadway, New York, NY 10027-6598, email: km104@columbia.edu.

Robert K. Merton Professional Award. SKAT invites nominations (including self-nominations) for the Robert K. Merton Professional Award. The award is given annually in recognition of scholarly achievement, represented by a book or body of work concerning science, knowledge and technology published during the preceding 5 years. The winner, who should be a member of SKAT during the year in which the award is given, will be honored at the ASA Annual Meeting in 2002 at Chicago. The deadline for nominations is April 1, 2002. For each nomination, please send a brief letter identifying the work(s) to be considered, their publisher(s) (presses or journals), and any supporting material that would help the committee understand the contribution (for example, published book reviews). [Nominations should be sent to Joan Fujimura, Department of Sociology, 8128 Social Sciences, 1180 Observatory Drive, University of Wisconsin, Madison, WI, 53706; fujimura@ssc.wisc.edu]

ASA 2002

The section will be planning on the following sessions for ASA-2002.

- (1) **Gender and Science** (co-sponsored by SKAT and Sex & Gender Sections), Organizer: Mary Frank Fox, School of History, Technology, and Society, Georgia Institute of Technology, Atlanta, Georgia 30332-0345 phone: 404- 894- 1818 fax: 404- 371- 8811 email: mary.fox@hts.gatech.edu.
- (2) **Law and Science**, Organizer: Jennifer L. Croissant, Associate Professor, Program on Culture, Science, Technology, and Society, CSTS/MSE, Bldg. 12 University of Arizona, Tucson, AZ 86721-0012, Phone: 520-626-2980 or 621-6070, Fax: 520-621-8059, jlc@u.arizona.edu.
- (3) **Expertise and governance**, Organizer: Scott Frickel, Assistant Professor, Department of Sociology, 220 Newcomb Hall, Tulane University, New Orleans, Louisiana 70118-5698, office: (504)862-3002, fax: (504) 865-5544, email: sfrickel@tulane.edu
- (3) **Presidential Panel**, Organizer: Joan Fujimura, Department of Sociology and Program in Science and Technology Studies, University of Wisconsin-Madison, 8128 Social Science Building, 1180 Observatory Drive, Madison, WI 53706, 608-265-2724 (office), 608-265-5389 (fax), fujimura@ssc.wisc.edu
- (5) **SKAT Roundtables**, Organizer: Andrea Hoplight Tapia, Post Doctoral Fellow, University of Arizona, College of Education, Room 321C, Tucson, Arizona 85721, (520)626-8221, andreat@u.arizona.edu

New on the Web

The RSLP project NAHSTE (Navigational Aids for the History of Science, Technology and the Environment) is pleased to announce the relaunch of its website, to be found at www.nahste.ac.uk. The new pages contain, amongst other things: * a detailed breakdown of the project's methodology * information about the collections being catalogued * sample ISAD and ISAAR records, * abstracts from academic papers read at dissemination events, * the online newsletter. Andrew Thomson, RSLP-NAHSTE Project Archivist, Special Collections, Edinburgh University Library, University of Edinburgh, George Square, Edinburgh, EH8 9LJ, Tel: 0131-651 1719, Email: andrew.thomson@ed.ac.uk, <http://www.nahste.ac.uk>

Research Opportunities/Call for Papers & Reviewers/Grants & Fellowships/Upcoming Events

“Knowledge & Discourse: Speculating on disciplinary futures”, June 25-29, 2002, at the University of Hong Kong. The English Centre and Language Centre of the University of Hong Kong are hosting a sequel to the successful 1996 Knowledge & Discourse conference. KD2 will be held from Tuesday June 25 to Saturday June 29, 2002 at the University of Hong Kong. KD2 aims to explore a range of thematic strands and welcomes submissions that respond to these strands. The themes and their keynote speakers will be:

Themes	Plenary speakers
Universities and knowledge production	Steve Fuller (Warwick, UK)
Critical approaches to literacy	Roz Ivanic (Lancaster, UK)
Voices and culture in the classroom	Claire Kramsch (Berkeley, USA)
Natural, social and virtual worlds	Bruno Latour (Paris, France)
Discourses of popular culture	Gregory Lee (Lyon, France)
Disciplinary discourses and practices	Paul Prior (U-C, Illinois, USA)
Workplace discourses and practices	Srikant Sarangi (Cardiff, UK)
Gender, ethnicity and identity	Trinh Minh-ha (Berkeley, USA)

The conference will also feature a debate between Bruno Latour and Steve Fuller, and a retrospective of the films of Trinh Minh-ha. KD2 will include 30 minute talks, colloquia, poster presentations, and pre-conference workshops with plenary speakers. Abstracts should be submitted to the conference secretariat via the website or email addresses listed below. All abstracts will be reviewed by an international panel of referees. Contributors who have papers accepted should submit a draft paper by May 31, 2002 if they seek inclusion in the conference Proceedings. Deadline for Abstracts: November 30, 2001.

Proceedings of the 1996 conference may be viewed at <http://ec.hku.hk/kd96proc/>; a further selection, entitled "Knowledge and Discourse: Towards an ecology of language", will be published by Longman in their Language in Social Life series in the summer of 2001. For more information go to the conference website: <http://ec.hku.hk/kd2> or email: kd2query@hku.hk. Contacts: Conference Chair: Colin Barron csbarron@hkusua.hku.hk & Associate Chair: Nigel Bruce njbruce@hku.hk

"The Technology Economy on the Sonoran Border: Theory, Practice and Promise." This conference is focused on information technology and social change, especially between diverse populations, nations, and institutions. It is a one day (plus) conference to be held Friday, May 3rd, 2002 at the Sheraton El Conquistador in Tucson, AZ. There will also be a reception on Thursday evening, May 2nd.

There are four primary areas of interest: 1. The digital divide--with special focus Latin American and Hispanic-American populations. 2. Technology at the border- International borderlands and IT 3. E-commerce- the changing nature of

technical/information work 4. Law, privacy and policy in institutions- Higher Education and Government. This conference draws from both sides of the border and from the academic and practical worlds. This conference will be a tremendous opportunity for dialogue, debate, and visioning with collaboration between academic, government, and industry constituents concerned about information technology. The deadline for paper submissions is November 1st, 2001. Please send them electronically to Andrea Hoplight-Tapia, Center for the Study of Higher Education, 301 Education Bldg., University of Arizona, Tucson, AZ 85721 ; andreat@u.arizona.edu.

WOMEN, GENDER, & TECHNOLOGY. A New Book Series, University of Illinois Press. Series Editors: Sue V. Rosser, Mary Frank Fox, Deborah Johnson, Georgia Institute of Technology

Volumes in the Women, Gender, & Technology Series bring together women's studies and technology studies, focusing upon women and technology, feminist perspectives on technology, and/or the gendering of technology and its impact upon gender relations in society. Volumes may be written from multiple perspectives and approaches, reflecting and aimed toward audiences including women's studies, science and technology studies, studies of organizations and occupations, ethics and technology, cultural studies of science and technology, history of technology, and public policy.

Topics focus upon:

- * Cultures and societies: comparative approaches in the study of gender, science, and technology; representations of gender and technology; politics and the state as they reflect and reinforce patterns of gender, science, and technology.
- * Institutions: gender in technological training; structures of education and outcomes; work and organizational contexts among women in technology; programs and interventions to support gender equity.
- * Individuals: social psychology of gender, science, and technology; interactions, expectations, identities, and networks as they are embedded in institutions (e.g., education and work) and outcomes of science and technology; effects of technology on human development and life-span development between generations.

Send inquires and proposals to: Sue V. Rosser, Dean, Ivan Allen College, Georgia Tech, Atlanta, Georgia 30332-0525; sue.rosser@iac.gatech.edu, Mary Frank Fox, Professor of Sociology, School of History, Technology, and Society, and Co-director, Center for Study of Women, Science, & Technology, Georgia Tech, Atlanta, Georgia 30332-0345; mary.fox@hts.gatech.edu; Deborah Johnson, Professor and Director of Program in Philosophy, Science, and Technology, School of Public Policy, Georgia Tech, Atlanta, Georgia, 30332-0345; deborah.johnson@pubpolicy.gatech.edu

20th Annual Mephistos Conference, Graduate Program in Science and Technology Studies, Virginia Tech, March 14-17, 2002. Deadline for submissions: January 7, 2002

Each year the Mephistos graduate student conference moves to a new location, and this year, the STS program at Virginia Tech is proud to host the 20th anniversary event. Mephistos is a multi-disciplinary graduate student conference in the History, Philosophy, Sociology, and Politics of Science, Technology, and Medicine (sometimes known as "science studies"). The conference offers an opportunity for graduate students to present papers, engage in formal and informal discussion, and meet students from other universities who share their research interests.

The Mephistos 2002 Organizing Committee welcomes submissions to present current research, a dissertation chapter, thesis or dissertation proposals, or other unique forums for interaction. We seek submissions of abstracts from graduate students in any discipline or interdisciplinary program on any topic whose research analyzes issues in (or related to) science, technology, and medicine. Papers may range chronologically from ancient times to the present.

Please mail, e-mail, or fax a one-page abstract (e-mail submissions preferred) for a 15-20 minute paper and a brief C.V. by January 7, 2001 to: Mephistos 2002, Graduate Program in Science and Technology Studies, Virginia Tech, 131 Lane Hall, Blacksburg, VA 24061-0227, Tel.: (540) 231-6547, FAX: (540) 231-7013, E-mail: meph2002@vt.edu.

NOTE: We plan to offer travel grants to all students who participate in the conference. As such, we encourage early submission of abstracts and proposals so that our funding committee can more effectively procure the necessary funds. Thus, we will begin accepting submissions on December 10, 2001.

Special Issue of Research Policy: "The Role of Scientific and Technical Human Capital in Innovation and Technology Transfer". A widely held axiom is that knowledge is embedded in people, but relatively little research focuses on the ways in which researchers develop the capacity to produce new knowledge and, in turn, transport that new knowledge as they move from one research setting to another. This special issue examines studies on capacity-building in science and technology, focusing on how individuals create value by adding to their fund of "scientific and technical human capital," including not only formal education but, just as important, craft knowledge, specialized training, social and network ties. Particularly welcome are papers focusing on training, tacit knowledge, career trajectories, capacity building, and impacts of the diffusion of scientists into new research settings.

The target is to have 8-10 papers on the subject, plus an introduction.

Deadlines :

- extended abstract 6-8 pages in January 2002
- answer based on the extended abstract February 2002
- Full papers : August 2002
- Referees by November 2002
- Final version : January 2003

Please send papers and abstracts to barry.bozeman@pubpolicy.gatech.edu and to Vincent@grenoble.inra.fr

Call For Papers on Cyberspace and Cyberculture. A special issue of the *Asian Journal of Social Science*, (published by E. J. Brill for the Department of Sociology, National University of Singapore) on the broad theme of "The Internet and Society". Papers on any issue related to Cyberspace, Cyberculture etc. will be considered. Please send papers, either hard copies (with disks) or through attached file to: socbaber@hotmail.com; Prof. Zaheer Baber Canada Research Chair, Department of Sociology, University of Saskatchewan, 9 Campus Drive, Saskatoon, SK, Canada S7N 5A5. The papers should be between 7000-8000 words and the deadline for the receipt of papers is 30 October 2001.

TECHNOTOPIAS: Texts, Identities, and Technological Cultures. An Interdisciplinary Conference, The Department of English Studies, The University of Strathclyde, Glasgow, July 10-12 2002.

GUEST SPEAKERS: Colin MacCabe, Harry Collins, and Bryan Turner. The University of Strathclyde is a world leader in science and engineering yet, like many similar institutions, it maintains a strong commitment to the humanities. In societies that seem to place increasing emphasis on the application of technology and scientific knowledge this kind of commitment is sometimes seen as irrelevant. For humanities departments this situation raises new questions of identity, within both university faculties and cultural discourse itself. In the light of this situation the aims of Technotopias are to:

- Investigate the complex historical and contemporary interplay between the humanities and technology.
- Address the impact of technologies upon the formation of physical and cultural identities.
- Consider historical and contemporary representations of technology.
- Reflect upon the place of the arts within modern academia.

To realise the interdisciplinary nature of this conference we invite papers from all fields of literary and cultural criticism, as well as the scientific and technological disciplines, at both post-doctoral and post-graduate levels. SUGGESTED TOPICS INCLUDE: Literatures of technology: historical contexts. Frontiers of the imagination: Science and Fiction. (Post) modern texts / (post) industrial spaces. Technologists: technology and the word. The science of Angelica: gender and technology. Culture, technology, and the body. Technologies and the self. New media, old academe. Paradigms of utility in academia. Abstracts of 200 words for a 20 - 30 minute paper by 31 March 2002 by E-mail or post to:

technotopias@strath.ac.uk. Stephen Jones, Technotopias Organising Committee, Department of English Studies, University of Strathclyde, Livingstone Tower, 26 Richmond Street, Glasgow, G1 1XH. Tel: 0141 548 3529 (Tues-Thurs 10am-4pm). Fax: 0141 552 3493. <http://www.strath.ac.uk/ecloga>

Call for proposals for The National Association for Science, Technology, and Society (NASTS) 17th Annual Meeting and Conference.

THE WAY WE LIVE: Can we live with what we create?
21-23 February 2002 in Baltimore, Maryland.

NASTS welcomes papers from all STS related disciplines including Science and Technology Studies, Environmental Studies, Science and Technology Policy, Science Education and Philosophy and History of Technology and Science. We welcome papers in all STS related area including those directed at this year's focus on habitat and technology. Proposal deadline for inclusion in printed conference program is **1 December 2001**. For more information concerning NASTS and the annual conference visit the web site at www.NASTS.org or contact program chair:

Franz Foltz
RIT, Coll. of Liberal Arts
92 Lomb Memorial Drive
Rochester, NY 14623
fafgsh@rit.edu

Third Annual NASTS Grad Student Paper Contest

All graduate students are invited to submit papers for the Graduate Student Paper Contest held in conjunction with the NASTS annual Conference (see website at www.NASTS.org for further details.)

1st Place: \$100 & FREE Registration for 2003 Conference
2nd Place: \$50 and FREE Registration for 2003 Conference
3rd Place: FREE NASTS Membership for 2002-2003

Papers should be 4000-10,000 words in length and in publishable form. Presentations should last 15 minutes with a 5-minute Q&A afterwards. To be considered, finished papers need to be emailed to fafgsh@rit.edu so that they can be peer reviewed by the Bulletin for STS prior to the conference. Papers will be judged both on their written form and on the actual presentation of information. Submitted papers will be presented throughout the conference during regularly scheduled sessions. Awards will be presented at the Saturday night Conference Banquet.

Any Questions? Contact:
Franz A. Foltz at fafgsh@rit.edu

Employment & Fellowship Notes

Indiana University, Bloomington, IN. The DEPARTMENT OF HISTORY AND PHILOSOPHY OF SCIENCE invites applications for a tenure-track position of open-rank, to begin Fall 2002. We seek a specialist in the history of biology and/or medicine after 1800. The ideal candidate would have interdisciplinary interests in History and Philosophy of Science. Both junior and senior applicants are encouraged. Send dossier (including CV, letters of recommendation, writing sample, and statement of research and teaching interests) by December 1, 2001 to: Search Committee, History and Philosophy of Science, Goodbody Hall 130, Indiana University, 1011 East Third Street, Bloomington, IN 47405-7005. Indiana University is an equal opportunity/affirmative action employer. We encourage applications from minorities and women. Preliminary interviews will be held at the annual HSS meeting in Denver, CO November 8-11, 2001.

Indiana University, Bloomington, IN. The DEPARTMENT OF HISTORY AND PHILOSOPHY OF SCIENCE invites applications for a tenure-track position of open-rank, to begin Fall 2002. Both junior and senior applicants are encouraged. AOS: Philosophy of biology and/or medicine. AOC: Open. Send dossier (including CV, letters of recommendation, writing sample, and statement of research and teaching interests) by December 1, 2001 to: Search Committee, History and Philosophy of Science, Goodbody Hall 130, Indiana University, 1011 East Third Street, Bloomington, IN 47405-7005. Indiana University is an equal opportunity/affirmative action employer. We encourage applications from minorities and women. Preliminary

interviews will be held at the annual APA meeting in Atlanta, GA, December 27- 30, 2001.

The Department of Science & Technology Studies at Cornell University seeks an open-rank faculty member in the social, ethical and political implications of computers and information science. The successful candidate will be expected to help develop the field of information studies in S&TS and contribute to the ethics teaching mission on campus. Areas of interest include, but are not limited to: contexts for computers and information use; ethics and intellectual property rights; users and identities; gendered aspects of computers and information science; information and organizations; political implications of information management; cross-national comparisons of information science development; the history of information technology; social or cultural aspects of design of information systems; and social construction of computing technologies.

S&TS faculty draws on multiple perspectives (including those of history, sociology, anthropology, political science and policy analysis) to develop integrated approaches to understanding science and technology. The position offers the candidate opportunities for extensive interaction and collaboration with Cornell's faculty in computer and information science to develop new courses and to shape Cornell's newly emergent program in that area. The candidate also is expected to be associated with Cornell's Program in Ethics and Public Life. A tenured or tenure-track appointment will be made within the Department of Science & Technology Studies.

Applicants should have a strong record of research and publication in Science & Technology Studies, or show potential for such a record. Successful applicants will be expected to teach undergraduate and graduate courses and to play an active role in graduate training. Administrative experience and potential for obtaining external research support will also be considered favorably.

Candidates should submit: (a) a letter of application explaining the relation of their research and teaching interests to the position described above; (b) a curriculum vitae; (c) two examples of their written work; (d) three letters of recommendation to be sent directly to the department, (e) must have received their Ph.D. degree. Application materials should be submitted to Professor Trevor Pinch, Chair of Search Committee, Department of Science & Technology Studies, 632 Clark Hall, Cornell University, Ithaca, NY 14853.

Applications must be received by October 31, 2001. **(Note: Late applications may be considered.)** For further information about the Department of Science & Technology Studies, consult the web page at <http://www.sts.cornell.edu/CU-STS.html>. Women and minorities are especially encouraged to apply; Cornell is an affirmative action/equal opportunity employer.

Exciting Postdoc in Urban Ecology IGERT/LTER programs at Arizona State University

We announce one Postdoctoral position as part of a new Integrative Graduate Education and Research Training (IGERT) in Urban Ecology program. Applicants should have interests and experience in broad, collaborative, interdisciplinary research, or educational training relevant to studies of urban or human-dominated ecosystems. Applicants must have a Ph.D. in any area of natural or social sciences that impinges on urban ecology. Candidate will have some organizational duties in support of an innovative PhD program (web address: <http://www.asu.edu/ces/igert.htm>), and will be expected to facilitate interactive and collaborative research involving faculty and students as part of the Central Arizona-Phoenix LTER (<http://caplter.asu.edu>). Funding of this position is shared by LTER and IGERT programs; the challenge will be to merge research and training activities seamlessly. Applicants should be scholars stimulated by interdisciplinary, synthetic, interactive, collaborative, and frontier research who are innovative and aggressive enough to define their own careers.

Position to begin immediately, and is for one year with possibility for renewal. Send cover letter explaining applicant's interest in position and relevant experience, a curriculum vitae, names and addresses of 3 references (including telephone numbers and email addresses), reprints of relevant publications (no more than 3) to: Philomena Bell, Post-Doc Search, Center for Environmental Studies/IGERT, PO Box 873211, Arizona State University, Tempe, AZ 85287-3211, or email at Philomena.Bell@asu.edu for specific qualifications and job description. Applications due September 14th, 2001, and the 15th and 30th of each month thereafter, until filled. AA/EOE

The Science, Technology, and Society (STS) Department of Rochester Institute of Technology

seeks to fill a tenure-track position at the Assistant Professor level, beginning 1 September 2002. Ph.D. in STS strongly preferred. Candidate must be actively engaged in STS-related areas of research. Teaching experience expected. Candidates must be committed to undergraduate teaching, liberal learning, and critical thinking as part of a career-oriented education. The position requires teaching courses in the STS Department's undergraduate curriculum (Science and Technology Studies and Environmental Studies). Candidates should be qualified to teach courses in at least one of the following areas: (1) RIT's BS/MS Environmental Science Degree Program, offered jointly (and team-taught) by the College of Liberal Arts and the College of Science, (2) race, class, gender, or ethnicity issues, (3) global issues, and (4) information technology or computer issues. For more information see the STS and Environmental Science Web sites (www.rit.edu/~696www/sts/stshome.html and www.rit.edu/~envsci). Send letter of application and resume, and request that three letters of recommendation be forwarded to Thomas D. Cornell, Chair, STS Department, College of Liberal Arts, Rochester Institute of Technology, 92 Lomb Memorial Drive, Rochester, New York 14623-5604. We shall begin reading applications on 1 November 2001. Minority candidates and women are especially encouraged to apply. RIT is an equal opportunity, affirmative action employer looking for individuals with an ability to contribute in meaningful ways to the Institute commitment to cultural diversity.

Institute for Advanced Studies on Science, Technology, and Society

"The Institute for Advanced Studies" offers international Fellows the opportunity of investigating the social implications of scientific and technological development... Applications for Fellowship may be submitted at any time. Contact: Director Prof. Arno Bamme, Institute for Advanced Studies in STS, Kopernikusgasse 9, A-8010, Graz, Austria. Email: kolleg@ifz.tu-graz.ac.at, <http://www.ifz.tu-graz.ac.at/kolleg>

Public Policy: Public Policy Program, Program Chair. Rochester Institute of Technology, College of Liberal Arts seeks applicants for Chair of its Public Policy Program.

This is a full time tenure-track position at the Associate or Professor level. The position will be available July 1, 2002. The BS/MS in Public Policy is a new Program in its first year at the College of Liberal Arts. The major emphasis of the program is policy analysis with a focus on applied science and technology. A strong commitment to co-op education and experiential learning are essential elements of the program. Currently, there are two program tracks: Information and Communications Policy and Environmental Policy. Additional tracks will be added as the program develops. The successful candidate will play a leadership role in advancing the program. Responsibilities will include

administering the program, teaching, developing curriculum, facilitating contributions to the program from disciplines and courses at other RIT colleges and recruiting/advising students. Candidates should have a Ph.D. in an appropriate discipline, a record of significant scholarship, and superior teaching at both the undergraduate and graduate levels. Candidates with policymaking or management experience within an applied science or technology area will be given special consideration. The Public Policy Program is an interdisciplinary program within the College of Liberal Arts. The curriculum combines economics, political science, ethics, and sociology as well as quantitative and qualitative analysis. To support the emphasis on applied science and technology, the curriculum also draws from several other colleges and programs at RIT, including

Environmental Science, Environmental Management, Professional and Technical Communications, Information Technology, and Business Administration and Management.

Applications, consisting of a letter of interest, curriculum vitae, and the names of three references should be sent to: William J. Daniels, Search Committee Chair, Department of Political Science, Rochester Institute of Technology, 92 Lomb Memorial Drive, Rochester, New York 14623-5604. Deadline for receiving applications is October 31, 2001. RIT is an equal opportunity, affirmative action employer looking for individuals with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

The ASA (<http://www.asanet.org>) has the *Employment Bulletin* on-line, as well as annotated links to other employment listings and job-search aids.

SKAT Officers and Committees

Chair

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Susan Bell (04), sbell@polar.bowdoin.edu

Student Representatives:

Jason Owen-Smith (02) jdos@stanford.edu
Jennifer Fishman (03)

Committees (Contact the Chairs to Volunteer)

Membership: Kathryn Henderson
Nominations: Trevor Pinch
Awards: Kelly Moore, Chair.
Publications: Jennifer Croissant, Franz Foltz. Mary Virnoche (virnoche@sobek.colorado.edu) (Web).
Andrea Hoplight-Tapia (andreat@u.arizona.edu), Book Review Editor

Newsletter: Please send announcements and news to either editor. Contribute electronically, by regular post, or fax. Deadlines are: Summer edition — May 15, Fall/Winter Edition — October 15, Spring edition — February 15.

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