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Image Source: Flickr user mncomputinghistory

Chair's Column

Dear Colleagues,

As 2022 comes to a close, I hope that you are finding time for rest, reflection, and rejuvenation—whatever that looks like for you. It continues to be a time of change as we navigate in-person life and think about ways to integrate new tools and practices from the pandemic into our research and pedagogical routines. In my department at Drexel University, for example, we've been collectively discussing which recent digital platforms support in-person classes and learning, and which do not. We have also had to explicitly think about and actively create an in-person academic life. It has been a lot of change but crucial in terms of building morale and community.

In the same way, we have an opportunity to think about the rhythms and flows of our section's activities. With platforms such as Zoom or Teams, we could host, for example, events that highlight members' new work (articles or books in an author meets readers format) or virtual brown bags on teaching in between ASA Annual Meetings. I will be talking with Council about how and when to organize such events in the upcoming month. In the meantime, if you have ideas for an author meets readers or a teaching-related event that could be held in the upcoming months, please email me at kaj68@drexel.edu.

We have a lot of fantastic new publications featured in the pages that follow. I hope that you enjoy reading about them. As some of you know, I, alongside other sociologists, have been working in the area of a sociology of machine learning and artificial intelligence. Here I want to highlight Dr. Alondra Nelson's incredible, high-profile contribution to this arena. Dr. Nelson, a former SKAT chair and current Deputy Director for Science and Society at the White House Office of Science and Technology Policy (OSTP), led the White House's [Blueprint for an AI Bill of Rights](#). It is a wonderful illustration of why the sociology of science and technology matters.

In other news, ASA launched ASA Connect this fall, which replaced section listservs. The hope is that ASA Connect will decentralize members' ability to contribute and communicate. Now any section member can post to Latest Discussions or the Library—you no longer have to go through the section chair. If you have not done so already, you can choose how often you want to get ASA Connect emails. You can choose, for example, a daily consolidated email or a weekly consolidated email. If you post a job announcement or call for papers, please reply to the already existing generic post for these items (called Job Postings and Call for Papers and Conferences). For questions about ASA Connect, please contact asaconnect@asanet.org.

We are looking forward to the upcoming ASA Annual Meeting in Philadelphia, PA. ASA allocated all sections the same number of sessions as last year to compensate for potential pandemic-related decreases in membership. Our SKAT membership is currently at 600 members, which is fabulous. We did not experience the projected decrease in membership. All session information is detailed in this newsletter. A big thank you to our colleagues who agreed to organize the 2023 SKAT sessions.

I also want to take a moment to thank our colleagues who are serving as chairs or members of SKAT Committees. These committees are the backbone of SKAT and do critically important work for the section. A special thank you to Dr. Larry Au, chair of the Communications Committee and to Nicole Foti, Zheng Fu, and Cristian Morales, members of the Communication Committee, who made this newsletter possible.

Have a wonderful winter holiday. See you in the new year.

All the best,

Kelly

Kelly Joyce, PhD
SKAT Chair
Professor, Drexel University

SKAT Officers

2022-2023

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Kelly Joyce,
Drexel University

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*University of North
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*University of California,
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Timothy Sacco,
*US National Science
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SKAT Committees (2022-2023)

Merton Book Prize

Joan H Robinson, *City College, CUNY* jrobinson1@ccny.cuny.edu, Chair
Melanie Jeske, *University of Chicago*, mjeske@uchicago.edu
danah boyd, *Microsoft Research*, danah@danahboyd.org
Sharla Alegria, *University of Toronto*, sharla.alegria@utoronto.ca
Sarah Brothers, *Pennsylvania State University*, sarah.brothers@psu.edu

Star-Nelkin Paper Prize

Oliver Rollins, *University of Washington*, orollins@uw.edu, Chair
Paolo PARRA SAIANI, *University of Genoa*, paolo.parra.saiani@unige.it
Nilanjan Raghunath, *Singapore University of Technology and Design*, nilanjan@sutd.edu.sg

Hacker-Mullins Student Paper Prize

Michael Stambolis-Ruhstorfer, *Université Bordeaux Maigne*, mstambolis@gmail.com, Chair
Arvind Karunakaran, *Stanford University*, arvindka@stanford.edu
Madeleine Pape, *University of Lausanne*, madeleine.pape@unil.ch
Victoria Pitts-Taylor, *Wesleyan University*, vpitts@wesleyan.edu

Anti-Racism in SKAT (selects winners of the Emancipatory Practice and Duster-Wells Prizes as well as continue to identify ways to advance anti-racism in and through SKAT)

Susan Bell, *Drexel University*, seb376@drexel.edu, Chair
Daniel Breslau, *Virginia Tech*, dbreslau@vt.edu
Taylor Cruz, *California State University, Fullerton*, tacruz@fullerton.edu
Daniel Navon, *University of California, San Diego*, dnavon@ucsd.edu
Emily Vasquez, *University of Illinois, Chicago*, eev@uic.edu

Membership

Torsten Voigt, *RWTH Aachen University*, thvoigt@soziologie.rwth-aachen.de, Chair
Natalie Aviles, *University of Virginia*, na6nf@virginia.edu
Tim Sacco, *US-ELTP NOIRLab*, tim.sacco@noirlab.edu

ASA Public Engagement Liaison (help ASA with press asks relevant to SKAT)

Kelly Joyce, *Drexel University*, kaj68@drexel.edu

A note from the newsletter team

We hope you enjoy this issue of SKATOLOGY. Should you have any suggestions for our Spring 2023 issue, please feel free to contact us!

Communications Committee:

Larry Au, *The City College of New York*, lau1@ccny.cuny.edu, Chair
Nicole Foti, *University of California, San Francisco*
Zheng Fu, *Columbia University*
Cristian Morales, *Boston University*



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SKAT Award Winners 2022

Compiled by Nicole Foti with photos from Kelly Joyce

Duster/Wells Award

Committee: Chair Diana Graizbord, Cal Garrett, Arafaat Valenti, Emily Vasquez, Oliver Rollins

Taylor Marion Cruz, California State University, "Racing the Machine: Data Analytic Technologies and Institutional Preservation of Racialized Health Injustice"

"The Ida B. Wells-Troy Duster Award recognizes written scholarship in SKAT that develops understandings of Black, African American, or Indigenous intersections with science, knowledge, and technology in the spirit of anti-racism. It is my honor to present the Wells-Duster Award to Dr. Taylor M. Cruz Associate Professor of Sociology at Cal State Fullerton. Dr. Cruz's paper "Racing the Machine: Data Analytic Technologies and the Institutional Preservation of Racialized Health Injustice" is an innovative account of how the biosocial is achieved, which brings together work on biomedical sociology and the sociology of computing and technology. It's focus on racism and health injustices exemplifies the spirit of anti-racist scholarship in SKAT. Please join me in congratulating Dr. Cruz."

- Diana Graizbord, Chair



Emancipatory Practice Award

Committee: Chair Diana Graizbord, Cal Garrett, Arafaat Valenti, Emily Vasquez, Oliver Rollins

Anti-Eviction Mapping Project, *Counterpoints: A San Francisco Bay Area Atlas of Displacement and Resistance*.



"The Emancipatory Practice in SKAT Award recognizes the often-hidden contributions that Black, Indigenous, and People of Color make to the production of knowledge and sustaining of community in sociology, and from which SKAT has benefited. Specifically, it recognizes creative contributions, mentoring, public engagement and activism, and ways of knowing that may challenge traditional scholarship. It is my pleasure to present the Emancipatory Practice in SKAT Award to the Anti-Eviction Mapping Project, the data-visualization, critical cartography, and multimedia storytelling collective devoted to documenting dispossession and resistance upon gentrifying landscapes. The group works with community partners and in solidarity with housing movements globally, to creatively study and visualize entanglements of racial capitalism, technocapitalism, and political economy, while providing tools for resistance and movement building. Please join me in congratulating the AEMP collective."

- Diana Graizbord, Chair

Hacker Mullins, Best Student Paper Award

Committee: Chair Janet Vertesi, Alexandra Vinson, Jane Pryma, Michelle Smirnova, Charles Thorpe

Co-winners:

Chuncheng Liu, University of California, San Diego, 2022, "Seeing Like a State, Enacting Like an Algorithm: (Re)assembling Contact Tracing and Risk Assessment during the COVID-19 Pandemic." *Science, Technology & Human Values* 47(4): 698-725.

Mary Shi, University of California, Berkeley, "The Public Lands, Settler Colonialism, and Early Government Promotion of Infrastructure in the United States"

"The Hacker-Mullins prize committee was honored to read a truly terrific group of submitted student papers. We wish to commend all applicants for their outstanding and thought-provoking work. If these papers are any indication, the future of our field is in good hands.

Among the excellent work we were privileged to read, two papers rose above the rest and were selected for this year's Hacker-Mullins Student Paper award.

- Chuncheng Liu, UCSD, "Seeing Like a State, Enacting Like an Algorithm: (Re)assembling Contact Tracing and Risk Assessment during the COVID-19 Pandemic"

In contrast to typical accounts of algorithmic surveillance which assume near total capture, Liu takes an actor network and infrastructural approach informed by actor network theory to show how algorithmic surveillance is coproduction from below, and the messiness of repair, connectivity, and device management. This is a nuanced paper published in STHV destined to help us change how we think about work with, alongside, and against algorithms.

- Mary Shi, UC Berkeley, "The Public Lands, Settler Colonialism, and Early Government Promotion of Infrastructure in the United States"

Shi brings STS tools to the case of the Erie canal construction to show how indigineous land was transformed into "public lands". She shows how this form of financial inaction of territory participated in a project of techno and economic colonization and indigenous erasure. This powerful dissertation chapter challenges us all to think differently about technologies of financialization and colonialism, and offers a promising taste of a transformative larger work in progress."

- Janet Vertesi, Chair



Star Nelkin, Best Paper Award

Committee: Chair Dan Navon, Sarah Brothers, Brandon Kramer, Diana Myncite, Yu Tao

Clair Laurier Decoteau and Meghan Daniel. 2020. "Scientific Hegemony and the Field of Autism" *American Sociological Review* 85(3):451-476.

Honorable Mention:

Ricarda Hammer and Tina M. Park. 2021. "The Ghost in the Algorithm: Racial Colonial Capitalism and the Digital Age" *Global Historical Sociology of Race and Racism* 38: 221-249.



"It was a real privilege to serve on the Star-Nelkin Article Award selection committee this year along with Sarah Brothers, Brandon Kramer, Diana Myncite, and Yu Tao—many thanks to them for their service! We had an inspiringly strong pool of over 30 articles this year—including a slew of papers from flagship journals—but we were able to come to a consensus around two nominees.

Ricarda Hammer and Tina Park received an honorable mention for their article, 'The Ghost in the Algorithm: Racial Colonial Capitalism and the Digital Age', published last year in *Political Power and Social Theory*. Many of our colleagues in this section and beyond have opened our eyes to the way seemingly neutral algorithms, big data projects, and many other digital technologies can entrench systems of domination and perpetuate inequalities. This paper makes a powerful intervention in that field, revealing its methodological nationalism and laying the groundwork for an anti-colonial critical data studies. Building on the somewhat neglected post-colonial writings of WEB DuBois found in *The World and Africa* and

elsewhere, Hammer and Park show how digital technologies depend on longstanding imperial pathways and reproduce racialized global hierarchies. Drawing on a rich array of existing research on digital technologies, they explain how a "global veil" enables what they call the "erasure of racialized laborers working in former colonial sites," data collection in sites of exception like war zones and humanitarian camps, and the "use [of] AI products to replicate racialized systems of governance." In this way, Hammer and Park push us to reengage Du Bois' legacy and open up a global, anti-colonial research agenda for critical research on AI, algorithms, and other digital technologies. Many congratulations to Ricarda and Tina!

That brings me to this year's winners, Claire Decoteau and Meghan Daniel. Their paper, 'Scientific Hegemony and the Field of Autism', was published in the *American Sociological Review* in 2020. Drawing on a rich archival analysis, Decoteau and Daniel present a stunningly incisive account of the way genetic theories and approaches dominate the field of autism research despite a series of major setbacks, shifting goal posts, and intense pressure from groups interested in vaccines and environmental exposures. But even more importantly for our subfield, Decoteau and Daniel offer a new conceptual tool for sociologists of science. In a way, the paper takes up an old problem in the philosophy of science

going back to Kuhn and especially Lakatos. But rather than relying on the philosophy of science—with its paradigms and research programs—they provide a radical sociological take on questions of “anomaly” and scientific contestation. Decoteau and Daniel develop a masterful theoretical synthesis of Bourdieusian field theory and Gramscian notions of hegemony to arrive at a new concept they call “subsumptive orthodoxy.” This allows them to show how dominant groups in the field disarm and co-opt heretical ideas about autism causation. By biologizing the environment and redirecting it into the body, the mother’s body as a site of fetal risk, and the genome itself, Decotau and Daniel explain how, “dominant scientists yield in some ways to pushback from heterodox members of the field but retain control over how environmental risk is conceived, illustrating their greater symbolic power in the field.” In an era where establishment scientists are confronting a barrage of heterodox assaults, subsumptive orthodoxy promises to be an invaluable concept for our field. Congratulations, Claire and Meghan!”

- Dan Navon, Chair



Merton Book Award

Committee: Chair Jill Fisher, Grant Shoffstall, Madeline Pape, Paolo Parra Saiani, Victoria Pitts-Taylor

Claire Laurier Decoteau. 2021. *The Western Disease: Contesting Autism in the Somali Diaspora*. University of Chicago Press.

“In *The Western Disease*, Claire centers a community that is rarely discussed in the social scientific study of autism: the Somali diaspora of Minneapolis and Toronto. Via this community, she shows how diverse structures of marginalization, and the privileges of whiteness and class and citizenship, centrally define the life that becomes possible following a diagnosis of autism. Claire explores how Somalis form epistemic communities in which they produce a shared knowledge of autism that reflects their position as refugees and marginalized others. Claire shows that approaching autism from the perspective of the Somali diaspora as outsiders within enables a postcolonial theory of autism. An account of how racial, class, national, and cognitive biases have structured the history, research, and clinical terrain and therefore lived experiences and epistemologies of this disease. *The Western Disease* traverses three years of ethnographic observation in two cities, 204 in-depth interviews, and 9 focus group discussions. It is a masterfully written book. And a very human one. The voices of the people who shared their experiences with her, and whose accounts she analyses with such care, are central to the book. This is a path-breaking and timely contribution to the sociology of science knowledge and technology. Congratulations!”

- Madeline Pape, Committee member



New Books Q&A with Juan Pablo Pardo- Guerra, Author of *The Quantified Scholar*

Interviewed by Larry Au on Nov 4, 2022

Juan Pablo Pardo-Guerra is an Associate Professor of Sociology at the University of California, San Diego, where he is a founding faculty member of the Halicioğlu Data Science Institute and a co-founder of the Computational Social Science program, as well as the Associate Director of the Latin American Studies Program. He is the author of the recent book, *The Quantified Scholar: How Research Evaluations Transformed the British Social Sciences* (2022), published by Columbia University Press. He is also the author of *Automating Finance: Infrastructures, Engineers, and the Making of Electronic Markets* (2019).

Q: One of the core arguments in *The Quantified Scholar* is that over time, British social science is becoming less innovative and becoming more homogenous due to the process of "epistemic sorting". What effect does this have on subfields that are smaller like SKAT and STS, as well as particularly interdisciplinary fields that might take critical orientations like queer studies and disability studies?

A: One of the effects of this process of homogenization is that these fields become very standardized themselves. For example, STS, which of course has origins in the UK, has matured to become a very standard approach within British academia. Finding an STS scholar in a

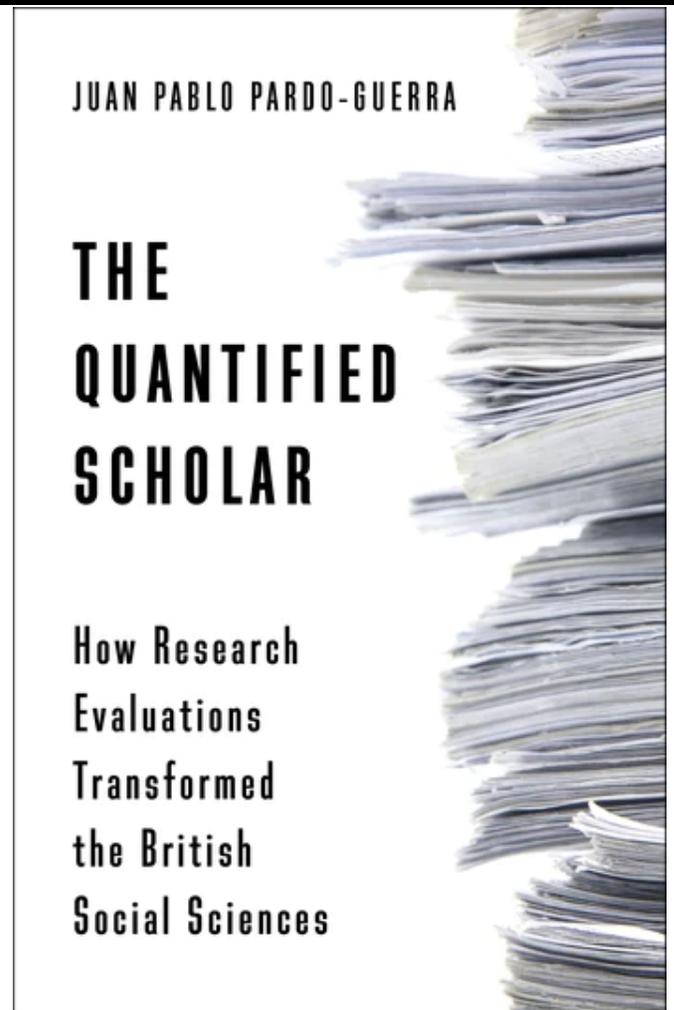


Image Source: Columbia University Press

particular department isn't a peculiar thing today as it might have been 30 years ago. And this means that the canon itself of what the discipline is, what the subfield is, has become much more paradigmatic in a way. This has downstream consequences for innovations within the field. The type of STS that we're doing is much more "normal sciencey" than what it was 30 years ago. The way we hire folks into departments is also reflecting those new canons and those new expectations about what the field is and what should go into it. And this can have repercussions on dialogue between subfields and innovations within those subfields. Very critical fields, for example, critical cultural studies, have become untenable in many settings. We can see this in recent decisions by certain institutions to disband groups that name themselves as critical cultural

studies, or that do the type of research that we would associate with critical cultural studies or heterodox approaches, more generally. This has negative repercussions on the type of knowledge that is being produced overall, because it becomes, again, a very "normal sciencey" kind of knowledge, which is fine at one level, but at another level creates spaces where innovation is impossible.

Q: Another core finding is that quantification is mediated by organizations. In the book, you write: "No matter how many similar themes emerged across my interviews with academics, I never found a single archetypical experience of quantification... It was all and always local, contextual, and variegated" (p.153). But as you write, through reflexive knowledge, "we can bend the bars of our cage into slightly less unwieldy structures" (p. 181). What are some practices that universities and departments can take up to resist these broader trends?

A: That's something that will vary a lot across institutions. In some institutions, academics have more power: they have a greater role in the governance of the department, school, etc., than in other places that are much more corporate and have stronger management. But even in those settings, there are things that academics can do to make each other's lives much more livable, humane, and inviting. That goes from decisions on how to train new scholars when we're training graduate students: emphasizing certain types of expectations around productivity and around what is an ideal career. These are sites where we can also create alternatives: Alternative ways of being an academic, centering not necessarily prestige, but care and mutual recognition of the problems of others. Also, when we're evaluating each other's work, the simple act of peer reviewing can become very constructive as much as it can take the form of a disciplining activity. We

choose. We have lots of liberty on the type of person that we want to be in those settings.

There's also professional settings where we can be very vocal about what we expect others in the field to do. I won't name names, but some very prominent British sociologists who have moved into management have been responsible for creating very hostile places, and I think that it's part of our responsibility to call them out for what they're doing and not celebrate their scholarship without separating that scholarship from the type of administrators that they've become, and being very clear what they're doing is contradictory, problematic, and not necessarily reflecting the ethos that we want in the profession. Trying to dismantle a little bit of this prestige by saying, "Hey, you know what? You're a terrible boss", is also part of the things we can do. I recall this wonderful essay by [Tressie McMillan Cottom on shame](#) and how shame has an important role to play in human relations. And the fact that we don't shame people who create these hostile places is problematic.

Q: On that note, one of the things that has been on the mind of a lot of folks, especially on the SKAT Communications Committee is the loss—or potential loss—of academic Twitter. That's one of the spaces that has created this alternate model of knowledge dissemination and celebration of people's work—no matter where it is or what it is—creating forms of solidarity, even though at times performative. What are your thoughts on academia, social media, and how visibility is structured differently?

A: That's a terrible loss because it was a site—or it still is a site—where we could connect in ways when it was difficult either institutionally or physically. For example, I ended up discovering tons of really amazing scholars in higher ed, not necessarily through journals, but through Twitter debates



University and College Union (UCU) Strike Rally in Glasgow. Image source: WikiCommons.

that were occurring amongst the younger generations of higher ed scholars. The loss of that space is critical because it was a—it's a very non-hierarchical space. There are, of course, superstars and Twitter has its own politics of visibility and reputation, but at the same time, it's a space that is flatter and much more connected globally than, for example, our professional associations. You could also see what was happening in STS, sociology, and the social sciences throughout the world, connect with journals, people, and institutions that, again, were very difficult to recognize from the US perspective or from a UK perspective, and also to amplify some of the issues that were happening or relevant to the community as a whole. For example, the labor issues that are central to UK politics right now are very visible in the Twitter sphere, which creates opportunities for demonstrating and articulating solidarity with our colleagues in Britain right now. The loss of that is huge because even though it's a very dodgy platform for a number of reasons, we could create

these spaces of solidarity that, even if performative as you mentioned, could generate true forms of solidarity through other means. I hope that as a community we find a space where we can do that. I don't know if it's going to be the migration to Mastodon—I have no clue. We did it before also with blogging, which has very different barriers to entry and involves a different level of investment on the part of individuals. We're a bunch of bright people. We should find a solution to this, even if the solution is using Twitter, however problematic it may remain.

Q: I really enjoyed your use of different methods, primarily bibliometric analysis, computational text analyses, and also wonderful interviews with your respondents. I read the methodological appendix and know you've also written about this elsewhere on your extended computational case study approach. Could you say a few things about your approach to multi-methods research?

A: One of the things that inspired this project was the rise of all these really interesting quantitative studies on science, scientometrics, and the science of science, which triggered me to think about potential methodological approaches to study the impact of REF. But at the same time, having this STS training, I recognize the limitations of quantitative methods and counting things, and it's a book about quantification—so quantifying things in order to write about the effects of quantification is a little bit strange. I found from the very beginning that the combination of methods would provide additional sources of evidence and would not only provide more legs to the table—which is like the standard metaphor of multi-method approaches—but would reveal things that are invisible using just one approach, either quantitative or qualitative. For example, going into this project, I confronted a very widespread discourse about research evaluations in the UK, which is they're imposed by the government and

administrators on academics. That is the standard narrative that you find in a bunch of work in the UK and a bunch of work on audit cultures, too. And it is confirmed by the quantitative data, the computational analysis, etc.: these evaluations seem to send shocks into the labor market that have negative effects and that resemble top-down interventions. But what happened through the interviews is that I would realize, when I presented the data or the results from the quantitative analysis to my informants, that they would confirm only some of that standard story. In particular, it provided opportunities to find "negative cases" that were not obvious under the standard account. Contrasting the quantitative evidence with the experiences of people in the system made me rethink a lot of the logics and mechanisms of quantification and led me down this path of "what matters is the organization not as much as the rules set from high above". It also revealed these really interesting complex situations where scholars themselves feel like they needed to be quantified because it's a way of getting public recognition, of getting funding at the end of the day, etc. So I think that one of the interesting things about using mixed methods is not only that they create more sources of evidence to bolster arguments, that they provide more scaffolds that make the structure of the argument sturdier by showing the contradictions between two bits of evidence that are interesting in and of themselves, and exposing more of the processes that are at work within a particular phenomenon. It's something that is completely inspired by Burawoy's extended case method, this idea of looking at different sites and then building theory out of that.

Q: Your work focuses on social sciences, but I can also imagine how quantification and the REF exercises have perhaps a stronger impact on the natural sciences and the life sciences, where maybe reflexive knowledge about their discipline is a little bit more scant and where a lot of these hierarchies and metrics are taken a

little bit more on face value. What is your hypothesis or your understanding of how your finding can be generalized to the STEM fields, the natural sciences, and the life sciences?

A: I think what we would see in the natural sciences is a much more rapid convergence, which also has to do with the fact that natural sciences are much more paradigmatic in a very specific way. You can't have like several theories of relativity going on for long periods of time. There's a shared canon, so people converge much faster either because there's methodological approaches that become common to the field or there's like a common dogmatic theory, etc., that is quite central to the way people do work in the labs every day. Of course, there are paradigms in sociology, anthropology, politics, but they're a little bit looser. You can still be a Marxist nowadays without being penalized. And there are more varieties of explanations about the same phenomena than in the natural sciences.

The other thing is that in the natural sciences, moving is incredibly difficult. So there is less effect on labor markets themselves, because of the complexity of moving groups and labs. That changes a little bit the dynamic. There's other evidence that shows that there are similar processes of homogenization in the natural sciences. The work by [Pierre Azoulay and colleagues](#) around star researchers who have early demises followed by a bout of creativity in their fields because they were effectively serving as gatekeepers is a great example. There is also of course the fact that metrics have a very different meaning and weight in the natural sciences (they believe, much more, in the impact factor than we do). The natural sciences are an interesting case. Someone should investigate!

Q: One of the other things that struck me when I was reading your book was the role of US academic standards in influencing UK social sciences. It's one of the axes of differentiation

on Figure 5.2 on the different hierarchies of prestige. To what extent can we understand the REF or similar quantification metrics as pushing out research that's highly local and nationally relevant in favor of more American-style economics, political science, sociology, etc.?

A: So definitely, that's the key trend. One of the objectives of these evaluations is to identify leading research that is "internationally excellent". The word "international" is actually a stand-in for "more American". That's very clear in economics. Economics has converged rapidly to a very standard way of being an economist, which tends to be the schools of economics that developed in the United States after the 1950s that are more math-heavy, financialized, econometric, microeconomic. When the evaluations introduce alleged global standards of excellence, they are actually centering the US as the site of knowledge production and creating incentives to be more Americanized. One of the interesting cases is anthropology, which was structurally different a couple of decades ago. Anthropologists would sometimes say that, "back in the days, having an Oxford or a Cambridge book was perfectly fine because those are perfectly good presses. But nowadays, if you have a Chicago or a Duke that's better for your file for getting a job". That shifts the gatekeepers in a completely different direction. Indeed, British anthropology and US anthropology were very distinct up until 15-20 years ago. And they converged ever since, not to some mid-Atlantic position, but towards US models of scholarship. You see it in career structures too: it's much more common to see the title of assistant professor, associate, and full professor being adopted in the UK nowadays, versus the traditional lecture, senior lecturer, reader, and full.

Q: You write in the book that the UK is a neat empirical case in looking at the effects of quantification because it's somewhat neatly bounded. As someone who was recently on

the job market last year, one of the things that struck me was the sheer range of higher ed institutions here in the US: from public teaching universities, public research universities, elite privates, SLACS, community colleges, etc. It seems like there's a wider range of universities and institution types here in the US. What kind of lessons we can draw from *The Quantified Scholar* for the landscape of higher ed in the US? How might quantification unfold differently in a SLAC versus a R1?

A: The comparison with the US is interesting because, as you say, the US is a very complex ecosystem. It has all these different types of institutions which serve different audiences and have slightly different trajectories and forms evaluating their academics. At the end of the day, the key lesson with the REF is that what was at play in that system isn't really the financial incentives. The amount of money that is disbursed through the funds associated to the evaluations isn't huge. It's significant, but it's not what makes or breaks institutions. What ends up mattering on the ground is the prestige associated to standings in the evaluations and how it's interpreted. That story of prestige is readily transportable throughout higher education systems, including the US system, where there is are also clear prestige hierarchies across institutions. Much of what we see in the UK, we would expect to see also in the US, not through formalized quantitative measures, but rather through the way we collectively inhabit and imagine shared, tacit hierarchies of prestige. We see this in the patterns of hiring in labor markets, in including classical studies of hiring in sociology (in particular, Val Burris' work). And there are similar patterns of hiring in biology, computer science, and across a number of disciplines where the status of one's institution becomes a marker that follows you throughout your career. That is interesting because, again, it's very similar to the logics of REF.

SKATOLOGY Fall 2022

Q: What's are you working on next after this book? Anything you can preview for the SKATOLOGY audience?

A: I have two projects right now. One has to do with this spat I had on Twitter, on the politics of knowledge in Mexico, particularly in connection to the political change that has happened in the last four or five years. I'm interested in exploring what that political change has done to the status of scientists in the country. It's really a story of scientists, intellectuals, and the state, and how political upheavals reconfigure the relationship between scientists, public intellectuals, and the state bureaucracies. In the case I am studying, I track the degradations of science's position the country, both discursively and institutionally.

That's one project that I hope to finish relatively soon. The other one is a longer-term book project on budget models in US higher education. It's very similar to *The Quantified Scholar*, but has to do with how these devices, which populate our organizations and are often invisible to most of us, are central to configuring the worth of knowledge in academia. For example, I investigate how budget models encode such things disciplinary values (the "value" and "cost" of, for instance, an ethnic studies scholar versus a computer scientist, both explicitly represented as numbers in a spreadsheet). By controlling the flow of resources, the allocation of positions, and encoding the ideals of what a campus *should* be like through financial means, these budget models end up becoming central to the governance of higher education and academic knowledge in the US. The fact that they are often quite invisible and not contested makes them also quite interesting from an organizational perspective. So the next project studies the history and use of these budget models, to make sense of how they interact on and reproduce the racial, gender, and disciplinary politics of knowledge in US higher education.

Q: A final question—and partly selfish. Now that you finished two books and you're a



Inside the Radcliffe Camera, library at Oxford. Image source: WikiCommons

book-writing veteran. Do you have any advice for aspiring book writers in SKAT?

A: The first one is always the most difficult because you expect every word to be perfect. And I think that at some point you have to step back and let the book be what the book is. As your first project, it takes a lot of love, care, and anxiety. But in this process of love, care and anxiety, it is important to trust yourself and the book you've written to have the life it will have. This allows you to move on to the next project with less sense of loss. For example, my first book took forever to write. Every single word would be revised, I spent hours and hours working on every paragraph, and yet it's imperfect. But that is fine. Books aren't necessarily perfect and maybe shouldn't attempt to be perfect. Great books have spaces of ambiguity that allow people to have conversations about the contents. I think it's better to have those spaces of ambiguity than to try to achieve perfection because perfection closes the possibility for conversation. Something that helps you know if "you are there" is having a good editor. Find someone that you trust to work with and who's comments you will welcome (not necessarily agree with, but certainly welcome). That's really critical. And don't be worried about approaching people. People actually want to help you. If you have an idea, pitch it and start developing it with a great supportive editor.

New Books Q&A with Diane Vaughan, Author of *Dead Reckoning*

Interviewed by Larry Au on Nov 21, 2022

Award announcement below provided by
Diane Vaughan

Diane Vaughan's book, *Dead Reckoning: Air Traffic Control, System Effects and Risk* (Chicago, 2021) has been selected for the **2023 American Institute of Aeronautics and Astronautics Gardner-Lasser Aerospace History Literature Prize**, presented annually to the best original contribution to the field of aeronautical or astronautical non-fiction literature published in the last five years dealing with science, technology, and/or impact on society.

Dead Reckoning is an historical ethnography of the life course of the air traffic control system from system emergence through 2017. Based on archival research and fieldwork in four air traffic control facilities, the book focuses on how historical institutional conditions, assemblages of social actors, and events in the system's external environment - political, economic, technical, cultural - impact the air traffic organization, changing it, and how in turn those changes affect not only the social, technological, and material arrangements of the workplace, but also controllers' interpretive work, cultural understandings, and work practices. Far from a top down model, the analysis shows how controllers respond to these events, implementing repairs in response to the liabilities of technological and organizational innovation. It expands what we know about knowledge production, boundaries and boundary work, culture and cognition, expertise, and the changing nature of technical work over time.

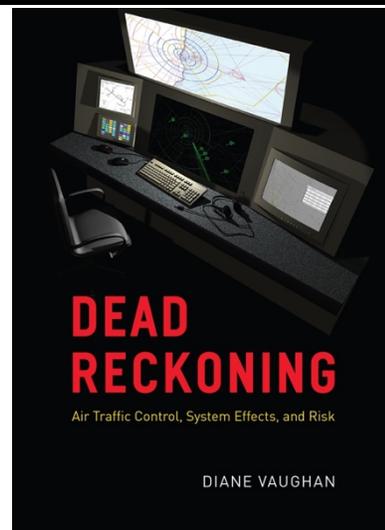


Image Source: Chicago University Press

Q: At the beginning of the book, you tell this remarkable story about how you gain entry to your field site in the most direct way possible: by signing up for a tour of the Boston Center, a large high-altitude radar facility, in New Hampshire in 1998, where you were the only person that showed up. Could you tell us how you first became interested in air traffic control as a possible negative case and a field site?

A: I had spent most of my career looking at how things went wrong in organizations large and small. Of course, I didn't realize that I was going to do that when I started out. But some of the things that I saw in my first book, I saw again with similar patterns in the other two books: early warning signs that were either missed, misinterpreted, or ignored until something was seriously wrong. After I did the Challenger case, which was about a large-scale sociotechnical system failure where history mattered, I wanted to be in a situation where I could watch people working, where the work involved technology, and there was some risk involved. I wanted a case where they got things mostly right, and air traffic control was the only place I could envision where the work was standardized enough that I could go into the workplace and sit with them and watch what they did and also interview. It would be my negative case about how people were trained to recognize early warning signs and correct them before there was a catastrophe. That was what started me off on the project.

Q: I also remember reading the book that you originally thought it was going to be an article or two rather than a whole book!

A: Little did I know. That's where history came into this case, because once I was in the setting, I saw the impact of history on the workplace. Controllers would come up to me and tell me incidents in their work history. Also, in 2000 I was wearing a head set from the 1960s, just like they were. All computers and keyboards were '60s models too. At the smallest of the four facilities that I studied, a tower, they were connecting and disconnecting their mics with foot pedals that they had to tape them together. I saw some changes in technology and work rules and how that had changed the work over time. I left the field in June 2001 to write all this up. And then September 11 happened. I witnessed the effect of history on the system—not even being in it—but I knew how, once the hijackers were discovered, controllers had accomplished the incredible feat of bringing down all the planes in the sky in a little over two hours and fifteen minutes. Handling planes they'd never handled before and without incident. So I went back, and the few articles became an historical ethnography and a book.

Q. One of the things that struck me from the book was the intensity of training for air traffic controllers during boot camp in Oklahoma City. In your account, men would call their wives in tears over the phone after training (p. 138). Did training have to be this way? Are there ways to learn, acquire, and embody the expertise of air traffic control without this hazing?

A: They were really tough on them. Some of them talked about it as being like a military bootcamp. One of the effects of this was that their training was so rigorous, it transformed them as people. They developed a superior vision and the ability to scan the periphery and look at the sequencing of traffic, not focusing on specifically one, but focusing on all. And they developed beyond our normal hearing range, which they needed in

order to hear everybody else in the room. Dead reckoning was an early navigational skill based on predicting the position of objects in time and space without benefit of observation or evidence of any kind. Dead reckoning for controllers calls for interpretive work and a shared cultural system of knowledge. This is a kind of modern dead reckoning, where they had to predict in advance what airplanes were doing, as well as what their colleagues in other facilities were doing because they were handing off airplanes from their airspace to the next. This added a serious level of complexity to the work that they were doing at the moment. It was important because they handled so many planes in a minute, that they had to be able to do things "without thinking". I don't mean that they "weren't thinking", they were. But the results of the training were that expertise became so embodied that they could enact the basics and while working the anomalies. It saved them time. But to answer your question, later the FAA changed the training, becoming "a kinder gentler FAA," affecting dead reckoning.

Q: You wrote about the cultural imagery of air traffic controls as stressed out and aggressive. But you found that in contrast to this and to training, stress wasn't part of the day-to-day work of air traffic controllers. One of your "aha" moments, when an air traffic controller overhears you asking about stress and shouts: "Hey, Diane. Do I look stressed to you?" (p. 308). Could you elaborate on how "risk strategies" (p. 375) were deployed by air traffic controllers to manage tense encounters and manage their emotions?

A: Two things struck me once I was in the facilities. One is that the air traffic controllers would say things, like "this job is not risky". They would say, "it's 99% boredom, 1% sheer terror," and "the stress in this job is not the airplanes, it's the people you work with". I was really surprised because I came in with that culturally imagery of job stress. But they use cultural devices that distance themselves from the risk of the work. The way they deal with it differs depending on

whether they work in a tower or whether they work in a radar facility. People at, for example, Boston Logan Tower would look out the window down at the planes and say, "I never think of there being people on that. It's just me and the pilot" or, "I look out the window and I see all those planes down there, and I just pretend that it's like my little train set from when I was a kid". They find other ways to deal with stress by redefining the feelings they have.

One of the most significant questions that I asked them was about their training and how they learned from mistakes. I asked, "Can you think of some mistake you made and what you learned from it?" They would recall everything: the people they had worked with; the planes in the sky; what other pilots were doing; their emotions. They talked about their heart: "My heart stopped"; "my heart was in my throat"; "I couldn't speak"; "I stood up in my seat". The fact that they remembered every detail, often years later, told me about its importance. I followed up with this question about risk and stress. I asked, "Do you think that your work is risky?" And they said, "Oh no. If you follow all the rules, it's not risky". And then, "Do you think it's stressful?" Someone said, "The people who thought it was stressful and risky left a long time ago", and that "It's only risky and stressful some of the times, and that's when you lose control". Mistakes were clearly moments they lost control. To deal with stressful experience, they redefine them culturally. The fact that their heart was in their throat, many people described it as, "it's like a high", or "it's like skiing when you come down the slope". They would redefine this in relation to some normal experience. They lessened it, normalized it. There are other kinds of comments in which they said, "We don't have time to feel emotion because we have to deal with emergencies and there are rules". They're tied up with executing the rules. For example, at a tower to get ambulances on the field or to get other planes out of the way. But they feel it afterward. This is also, I think, a common bond between them.

Q: A theme that surprised me was the inability of regulators to consider what working air traffic control was like, with regulations imposed on air traffic control without consideration for its effect on existing organizational practices and norms. What might be a lesson that you hope policymakers and regulators take from your book?

First of all, the system suffers from a lack of funding and being politically vulnerable as a public agency. The most crucial thing that happened while I was there was a staffing shortage. Prior to my coming in, the FAA had not been getting enough money to hire new air traffic controllers. The hiring was shut down from 1992 through 2004. Also, controllers who had been hired in the 1980s were retiring. During the Obama administration, when the government shut down, many controllers were laid off and not working. Even when funding was available, the FAA didn't really start hiring. When finally they did start to hire and train again and it was catch-up ball. New controllers were coming in, but not fast enough, and so the FAA changed the training to speed things up but the new controllers didn't have the embodied experiential expertise that the others did. Also, all controllers were learning to work automated air traffic control, and planes were flying according to standardized routes in the sky without pilots or controllers managing them. But there were always incidents when they would come off of the automated routes and pilots couldn't handle it and neither could new controllers. So this is a continuing risk.

Second, I think even FAA officials can't predict the effects of changes. Controllers have always been responsible for the system's survival. When I went back in 2017 after they had automated, they were dealing with the liabilities of organizational and technological innovation. Controllers who work at a TRACON (Terminal Radar Approach Control Facilities) are working in radar. This is a middle-level altitude facility, and they work in very small rooms that are dark, maybe six to eight people in a room so they can hear and see each other. In an



Book celebration at Columbia University on April 7, 2022.
Pictured (L to R): Gil Eyal, Diane Vaughan, Venkat Venkatasubramanian, Bruce Western, and Iddo Tavori (above).

effort to modernize and save money, the FAA decided to consolidate TRACONS, mixing small and large facilities. They built new buildings with huge control rooms. Controllers said, “it was like moving from a shoebox to an airplane hangar”. The room was light, not dark. Their workstations were bigger, so they weren't sitting elbow to elbow and couldn't hear each other. Also there was a lot of conflict because each facility had its own way of doing the job. Controllers reorganized their practices to repair by redesign and by creating a common culture, which is important for coordinated activities among the very different TRACONS that would move in. This alerted me to the concept of resilience and how air traffic controllers have always been the people at the bottom of the hierarchy who have supplied the resilience that keeps the system going, and so likely workers in other large-scale systems or small-scale systems do – so resilience as a general concept.

Q: On that point about improvisation. The chapters about September 11 and its aftermath were so vividly written (as with the rest of the book). As a respondent clearly puts it, what allowed the air traffic controllers to work that day and safely land the 4,395 planes in two hours and fifteen minutes without incident was: “structure and routine, structure and routine [...] if we have to improvise, we improvise from the base” (p. 396). How might structure, routines, and improvisation play a role in other emergencies and disasters?

A: The resilience during that event was based on embodied expertise. Their job involves a great deal of mixing standardization with improvisation. Because it's a large-scale system, very standardized, with a lot of people doing the same work, you get to see things that you wouldn't be able to see ordinarily. But there's lots of variation. All the rules and regulations in equipment don't work the same in every facility because their airspace is different. These standardized changes come through, and they have to make it work locally. So that's a question that they always ask: “How can we make this work here?” We think of this in terms of workarounds and people not conforming to the rules. Some of the informal ways that they resolved a problem actually worked so well that, that they became formalized. This wasn't their intent, but to make the system work, they had to improvise. So they had a long history of mixing standardization and improvisation. And I think on September 11th, that worked for them because they were able to improvise and do the job in an unprecedented situation.

Q: This book took many years of careful, patient, and meticulous research to write. When I was reading the book, I could picture you shadowing and chatting with your respondents, learning their craft. The empirical material is incredibly rich. But *Dead Reckoning*, along with *The Challenger Launch Decision*, were both such technical books too. What is your advice to researchers in the SKAT Section, working in highly technical topics, on how best to “learn the science” and gain some kind of interactional expertise?

A: Unless you have tenure, don't do a long book! Seriously, this is a big topic, and I have been writing about what I call “insights in place.” So here are just a few suggestions. Well-known among qualitative researchers is that every time we enter an organization and technical system, we learn a new language and ways of being and doing. This can lead to a new variation of a well-known concept. In both of these books, I define technology broadly, not just computers, scientific instruments and tests, and headsets. But, following Latour and Gieryn, the training, the

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training, the rules and procedures, the architecture of the room are also technologies of coordination and control that can constrain or enable a controller. Also, temporality matters. Both observation and interviews are the best, because you can't see what people are thinking. Sitting and observing was crucial, but the time of day and day of the week vary, so being there enough to catch the variation was important. Being able to just hang out was a big advantage, in contrast to Challenger, in which I relied mostly on engineering documents and official investigation interview transcripts. Also, I couldn't separate interactional expertise from what's going on in the larger organization that affects the workplace. So if you want to understand that, you have to take into account how a person's movement through an organization affects expertise. If you look at a hierarchy that's shaped like a Christmas tree, people at the bottom enter at the outside of a low branch and expertise is developed as they work toward the trunk. The greatest socialization and intensity of training is right when at the trunk of that Christmas tree. But as you move up to the next branch, you also get farther away from what workers do. One of the major problems internally is how does information and expertise get passed down or passed up a hierarchy? And how do orders that come from the top get enacted on the way to the bottom. The problem at NASA was structural secrecy, that worked against engineers' interests., even when everyone was trying to convey it. Developing research strategies depends very much on the type of organization it is, and understanding the dynamics apart from what people tell us, because their expertise is limited by their position. They don't have the ability that we do to go to other layers and find out how an order is executed or implemented.

Q: So do you think you would be able to give directions for planes to land and take off if you were handed the controls? Do you think you would be able to act as an air traffic controller if you're given the opportunity?



Boston Logan International Airport control tower. Image source: WikiCommons.

A: I could sit with them a long time, but unless I really took the training and worked airplanes, I wouldn't be able to do the job. I don't think I could ever even talk that fast. It's really a young person's job. They feel that they are slowing down when they are 40 and change their moves for working airplanes to assure safety, "not running them as close." Mandatory retirement is 56.

Q: Your next book is on *Theorizing: Analogy, Cases, and Comparative Social Organization*. You've published on analogical theorizing in other venues, but could you give us a brief preview to the SKATOLOGY readers about what you hope to accomplish through that book?

A: Analogical theorizing relies on cross-case comparisons of similar events that happen in different socially organizational settings, searching for similarities and differences. I think people learn by comparing based on analogy and differences and psychology confirms that is the main way children learn. A child touches something hot and immediately connects it when they see something else hot. We have a lot of theories in our heads that we carry around with us. Intuitively, we learn and write on the basis of analogical comparison. What is a citation? Citing a similarity or difference with another work. The book is going to be about that, using comparisons that I have made based on insights in place, and the analogical theorizing other scholars have done using cross-case comparisons, without even acknowledging it, as it comes naturally. I hope to be able to show how it works and when it does not, so we can teach it.

In Memoriam: Bruno Latour (1947-2022)

By Cristian Morales

In July 1984, thirty prominent sociologists, historians, and other scholars met for a workshop at the University of Twente that would lead to the famous volume: "The Social Construction of Technological Systems". At this workshop were luminaries such as Trevor Pinch, Wiebe Bijker, Thomas Hughes, Harry Collins and many others, among them the French philosopher Bruno Latour. In the anniversary edition of the volume, a striking anecdote is included that speaks to both Latour's skill and his personality: As one workshop participant was presenting their paper in French, Latour, "hastily summoned and not even with a seat at the table" began translating the paper into English for the American, English and Scottish members of the audience. "As soon became apparent to the two Dutch onlookers, Weibe [Bijker] and Gerard de Vries (who being Dutch, understood both French and English), Bruno was not only translating Michel [Callon]'s paper but adding his own gloss on the issues." An often polarizing figure in the field of STS, no one could deny Latour's steadfastness to 'adding his own gloss to the issues.'



Image source: WikiCommons.

Bruno Latour was born in 1947 in Beaune, Burgundy, France to a storied winemaking family, where he was the youngest of eight siblings. Not interested in going into the family business, Latour would go on to study philosophy and anthropology and would earn his doctorate in theology from the Université de Tours in 1975. Latour was a professor at the École Nationale Supérieure des Mines from 1982 to 2006, before moving to Sciences Po Paris where he would remain until his retirement in 2017.

Latour's scholarship and interests spanned an incredible breadth, but to STS scholars and SKAT members, Latour will undoubtedly be best known as one of the primary developers of actor-network theory (ANT). The ANT insistence that nonhuman actors are equal to human actors in their abilities to participate in their network of relationships and that they should be treated by scholars as such was, to put it mildly, radical. These ideas, first developed in Latour's 1979 "Laboratory Life" and later more formalized in his 1987 "Science in Action", still inspire vigorous discussion and debate decades later. Regardless of any scholar's views toward ANT, Latour's impact on the STS field and its scholars today is undeniable. For his work in these areas of scholarship and others, Latour was awarded the Holberg Prize in 2013 and the Kyoto Prize in 2021, often described as the respective Nobel Prize equivalents in the humanities and social sciences.

In his last decade, Latour focused much of his attention on art and the environment, among other areas, curating art exhibits, writing a number of theatrical pieces, and publishing *Facing Gaia: Eight Lectures on the New Climatic Regime* in 2017 and *Down to Earth: Politics in the New Climatic Regime* in 2018.

Religion, faith, and what comes after death is a topic of debate only slightly more contentious than actor-network theory was at times. A practicing Roman Catholic, Latour wrote his *Rejoicing, or the Torments of Religious Speech* in 2002 to develop a way of writing that better represents religious speech, and which includes the sentence below. Although we may never know about the first half of his line, we know the second half to be true because they were present in Latour himself: "There is no control and no all-powerful creator, either - no more 'God' than man - but there is care, scruple, cautiousness, attention, contemplation, hesitation and revival."

Looking Ahead to ASA 2023



Image Source: Flickr user Bruce.Emerling

ASA 2023 will be held in Philadelphia on August 17-21 (Thursday to Monday).

Deadline to submit an extended abstract is 11:59 pm ET on Wed, February 22, 2023.

For instructions on submissions, please visit the ASA website: <https://www.asanet.org/annual-meeting/2023-annual-meeting/call-submissions>

Encountering Aging, Science, and Technology: Whose Future? Whose Definition of Aging?

Populations across the globe are aging. Although the “graying of society” is happening at different rates and to differing degrees in various countries, most countries are expected to see increases in their elder populations. There has been significant investment in science, technology, and knowledge to imagine ways of supporting aging populations. This session invites papers that investigate how knowledge, science, and technology co-constitute what counts as aging and what counts as old age in the 21st century.

Kelly Joyce, Drexel University; kaj68@drexel.edu

Global and Comparative SKAT

This co-sponsored session between Science, Knowledge and Technology (SKAT) and Global & Transnational Sociology (GATS) invites papers that investigate the transnational circulation of scientific knowledge, expertise, ideas, information, and categories. We also welcome research that examines knowledge production, medical practice, and technological development in comparative perspective. We are particularly interested in scholarship that advances the sociological study of science, knowledge, and technology across national borders and/or beyond the Global North. This is one of two co-sponsored sessions by SKAT and GATS.

Larry Au, The City College of New York; lau1@ccny.cuny.edu

Ken Sun, Villanova University; kcsun1015@gmail.com

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Open Session on Issues Related to Science, Knowledge, and Technology

This open session invites papers that sociologically investigate science, knowledge, and technology.

Melanie Jeske, University of Chicago; mjeske@uchicago.edu

Emily Vasquez, University of Illinois-Chicago; eev@uic.edu

Section on Science, Knowledge, and Technology Roundtable Session

The SKAT roundtable session invites papers that take up the sociological investigation of science, knowledge, and technology.

Alyson Spurgas, Trinity College; aspurgas@trincoll.edu

Yen Ji Byeon, Princeton University; ybyeon@princeton.edu

The Politics of Data and Quantification in the Public Sector

Governments around the world leverage data and statistics to legitimize themselves and shape public policy. In recent decades, new forms of data and quantification became possible and applied widely in the public sectors globally. Accompanying this change is the formation of new styles of governance, the acceleration of datafication and quantification in new social domains, the introduction of new technologies information and communication technologies, and the involvement of new stakeholders. How should sociologists understand these changes under the broader transformation of the state, market, and society relationship? This panel will welcome papers that unfold these new developments through diverse theoretical and empirical perspectives.

Danah Boyd, Microsoft Research; danah-asa@danah.org

Chuncheng Liu, University of California San Diego; chchliu@ucsd.edu

How Categories Travel

[Listed under the Global and Transnational Sociology Section]

This co-sponsored session between Global & Transnational Sociology and Science, Knowledge and Technology explores contestations over categories and systems of classification as they travel across borders. This session invites papers that consider various pathways and transformations that categorical infrastructure undergoes when considered from a transnational or comparative perspective. For example, categories, such as diagnoses or identities, are often imposed with epistemic violence by Western knowledge regimes and institutions, but they are just as often contested and domesticated in hybrid ways as they are taken up, used and challenged by non-Western actors - from states, to medical institutions, to social movements, to patients and activists. We are especially interested in papers that situate such considerations within the Global South or that consider South-South or South-North flows. We also particularly welcome papers that engage with research and theorizing by scholars based outside of North America and Western Europe. Note: This is one of two co-sponsored sessions by GATS and SKAT.

Claire Decoteau, University of Illinois-Chicago; decoteau@uic.edu

Jaimie Morse, University of California-Santa Cruz; jmorse1@ucsc.edu

**Please also see our website for details about the call for award nominations
(Deadline March 1, 2023):**

<https://asaskat.com/call-for-awards/>

Recent Publications from Section Members



Image Source: Pexels

New Articles

Larry Au, Cristian Capotescu, Gil Eyal, and Gabrielle Finestone. 2022. "Long covid and medical gaslighting: Dismissal, delayed diagnosis, and deferred treatment". *SSM - Qualitative Research in Health* 2: 100167. <https://doi.org/10.1016/j.ssmqr.2022.100167>

David J. Hess and Kaelee Belletto. "Knowledge Conflicts: The Strategic Use and Effects of Expertise in Social Movements." *Sociological Inquiry* (2022). Oct. 5.
<https://onlinelibrary.wiley.com/doi/full/10.1111/soin.12508>.

Steve G. Hoffman, Kelly Joyce, Sharla Alegria, Susan Bell, Taylor M. Cruz, Safiya Noble, Benjamin Shestakofsky and Laurel Smith-Doerr. 2022. "Five Big Ideas About Artificial Intelligence." *Contexts: Sociology for the Public*. 21(3): 8-15. <https://doi.org/10.1177/15365042221114975>

Dasom Lee and David J. Hess. 2022. "Public Concerns and Connected and Automated Vehicles: Safety, Privacy, and Security." *Humanities and Social Sciences Communications* (Springer Nature), 9: article #90. Special issue "The Politics of Autonomous Vehicles," edited by Jack Stilgoe and Milos Mladenovic. <https://doi.org/10.1057/s41599-022-01110-x>.

Daniel A. Menchik. 2022. "Automating Expert Labor in Medicine: What Are the Questions?" *American Behavioral Scientist*, OnlineFirst. <https://doi.org/10.1177/00027642221127248>

Robin W. Scheffler and Natalie B. Aviles. 2022. "State planning, cancer vaccine infrastructure, and the origins of the oncogene hypothesis." *Social Studies of Science* 52(2): 174-198. <https://doi.org/10.1177/03063127211070304>

Ryan T. Trahan and David J. Hess. 2022. "Will Power be Local? The Role of Local Power Organizations in Energy Transition Acceleration." *Technological Forecasting and Social Change* 183: 121884. <https://doi.org/10.1016/j.techfore.2022.121884>.

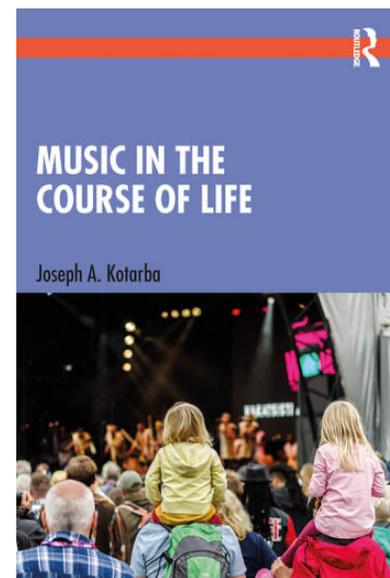
Kelly Underman, Merlin Kochunilathil, Lauren McLean, & Alexandra H. Vinson. 2022. "Online student culture as site for negotiating assessment in medical education". *Social Science & Medicine* 310: 115270. <https://doi.org/10.1016/j.socscimed.2022.115270>

Kelly Underman. 2022. "The Social Transmission of Bodily Knowledge". *Body & Society* 28(3): 30-62. <https://doi.org/10.1177/1357034X221103944>

New Books

Joseph A. Kotarba. 2022. *Music Across the Course of Life*. London: Routledge. <https://doi.org/10.4324/9781003180357>

"This book illustrates how social meanings provided by music are experienced throughout the course of life. To this end, the author examines in depth the concepts of self, identity, socialization, and the life course itself. Social scientists have traditionally focused on music experiences among different generations, one at a time, with an emphasis on young audiences. This book explores appreciation for and use of music as a dynamic process that does not begin when we enter adolescence, nor end when we become adults. It demonstrates the relationship between the experience of music and the experience of self as a fundamental feature of the more general relationship of the individual to society. Music completes the circle of life. The author bases his analysis on observations made through a variety of qualitative studies and methodologies, as well as his own music autobiography. Clear and jargon free, this book is a timely application of key concepts from the everyday life sociologies for scholars and students in the sociology of music and culture and other related disciplines such as anthropology and ethnomusicology. It will be of interest for upper-division undergraduate and graduate courses in culture, music, symbolic interaction, social psychology, and qualitative research methods."



Douglas W. Maynard and John Heritage. 2022. *The Ethnomethodology Program: Legacies and Prospects*. New York: Oxford University Press. <https://global.oup.com/academic/product/the-ethnomethodology-program-9780190854416>

"It's been more than fifty years since Harold Garfinkel created the field of ethnomethodology--a discipline that offers a new way of understanding how people make sense of their everyday world. Since his book *Studies in Ethnomethodology* published in 1967, there has been a substantial--although often subterranean--growth in ethnomethodological (EM) work. Studies in and appreciation of ethnomethodological work continue to grow, but the breadth and penetration of his insights and inspiration for ongoing research have yet to secure their full measure of recognition. This volume celebrates Harold Garfinkel's enormous contributions to sociology and conversation analysis, exploring how ethnomethodology emerged, the empirical consequences of Garfinkel's work, and the significant contemporary work that has resulted from it. Douglas W. Maynard and John Heritage bring together experts from a wide range of theoretical and empirical areas to create the first comprehensive collection of work on EM that encompasses its role in "studies of work," in Conversation Analysis, and in other subdisciplines. Chapters highlight ethnomethodology's distinctive forms of ethnographic inquiry and its influences on a host of substantive domains including legal environments, science and technology, workplace and organizational inquiries, survey research, social problems and deviance, and disability and atypical interaction. The book explains how EM especially helped to set the agenda for gender studies, while also developing insights for inquiries into racial and ethnic features of everyday life and experience. Still, there is much of what Garfinkel called "unfinished business," which means that ethnomethodological inquiries are continuing to intensify and develop. *Harold Garfinkel and Ethnomethodology* addresses this unfinished business: not only drawing attention to past accomplishments in the field, but also suggesting how these accomplishments set the stage for future endeavors that will benefit from EM-inspired approaches to social organization and interaction."

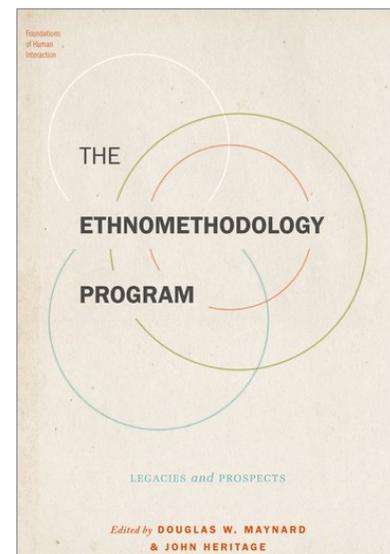


Image Sources: Oxford University Press and Routledge

Douglas W. Maynard and Jason Turowetz. 2022. *Autistic Intelligence: Interaction, Individuality and the Challenges of Diagnosis*. Chicago: University of Chicago Press. [Discount code: UCPSOC]
<https://press.uchicago.edu/ucp/books/book/chicago/A/bo125287795.html>

"As autism has grown in prevalence, so too have our attempts to make sense of it. From placing unfounded blame on vaccines to seeking a genetic cause, Americans have struggled to understand what autism is and where it comes from. Amidst these efforts, however, a key aspect of autism has been largely overlooked: the diagnostic process itself. That process is the central focus of *Autistic Intelligence*. The authors ask us to question the norms by which we measure autistic behavior, to probe how that behavior can be considered sensible rather than disordered, and to explore how we can better appreciate the individuality of those who receive the diagnosis. Drawing on hundreds of hours of video recordings and ethnographic observations at a clinic where professionals evaluated children for autism, the authors' analysis of interactions among clinicians, parents, and children demystifies the categories, tools, and practices involved in the diagnostic process. *Autistic Intelligence* shows that autism is not a stable category; it is the outcome of complex interactional processes involving professionals, children, families, and facets of the social and clinical environments they inhabit. The authors suggest that diagnosis, in addition to carefully classifying children, also can highlight or include unique and particular contributions those with autism potentially can make to the world around us."

Torin Monahan. 2022. *Crisis Vision: Race and the Cultural Production of Surveillance*. Durham: Duke University Press.
<https://www.dukeupress.edu/crisis-vision>

"In *Crisis Vision*, Torin Monahan explores how artists confront the racializing dimensions of contemporary surveillance. He focuses on artists ranging from Kai Wiedenhöfer, Paolo Cirio, and Hank Willis Thomas to Claudia Rankine and Dread Scott, who engage with what he calls *crisis vision*—the regimes of racializing surveillance that position black and brown bodies as targets for police and state violence. Many artists, Monahan contends, remain invested in frameworks that privilege transparency, universality, and individual responsibility in ways that often occlude racial difference. Other artists, however, disrupt crisis vision by confronting white supremacy and destabilizing hierarchies through the performance of opacity. Whether fostering a recognition of a shared responsibility and complicity for the violence of crisis vision or critiquing how vulnerable groups are constructed and treated globally, these artists emphasize ethical relations between strangers and ask viewers to question their own place within unjust social orders."

Sal Restivo. 2023. *The Social Brain: Sociological Foundations*. Lexington Books/Rowman & Littlefield.
<https://rowman.com/ISBN/9781666927061/The-Social-Brain-Sociological-Foundations>

"The book introduces the concept of the social brain, including a detailed conceptual model of the social brain networked in the world. The approach leads to new ways of thinking about socialization, consciousness, and creativity as networked phenomena. The result is a novel way of integrating the social self, the biological self, and the neurological self and erasing the classical boundaries between brain, mind, and body."

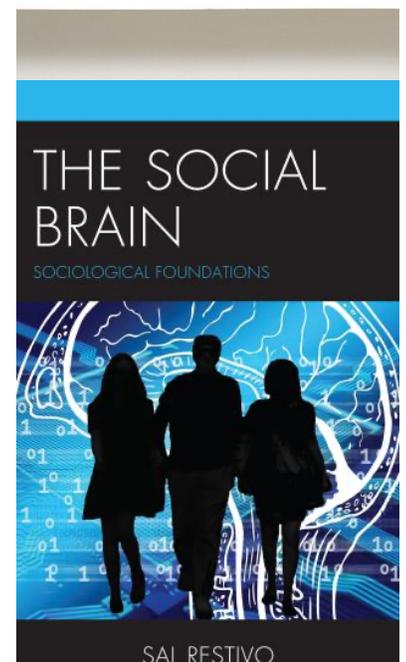
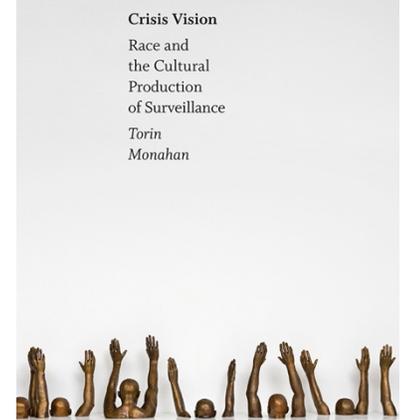
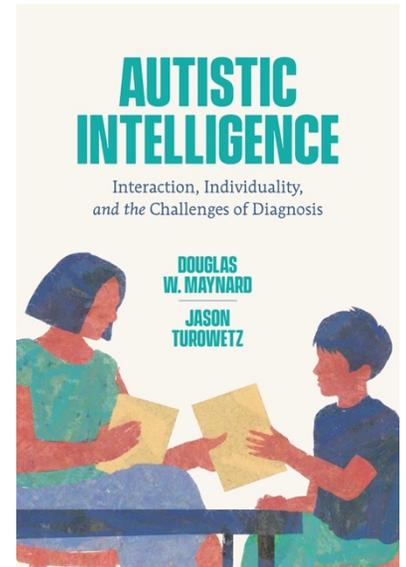


Image Sources: Chicago and Duke University Press, and Lexington Books

Calls for Papers

Two calls for submissions (SSSP and ASA). Email Ethan Coston (bmcoston@vcu.edu) with any questions.

Alternative and Emerging Approaches to the Study of Mental Health: We have yet to see “the affective turn” genuinely embrace the world of neurodivergence and mental health. Scholars of disability and physical “health” are expanding notions of what it means to be disabled, and critiquing the interrelated necropolitical systems of incarceration, policing, public health, Capitalism, white supremacy, fascism, and others, that impact debility, wellness, and flourishing. Sadly, scholars of neurodivergence and mental health have largely not followed suit. Indeed, of the 190 combined presentations, panels, and workshops on “mental health,” depression, anxiety, post-traumatic stress disorder, suicidality, neurodivergence, neurodiversity, Autism, ADHD, psychiatric diagnosis, madness, and/or critical mad studies at the 2022 annual meetings of the American Sociological Association, Society for the Study of Social Problems, American Studies Association, and National Women’s Studies Association, only 26 were critical of the “illness model” of health and/or the structural violence of biomedicine; focused on identities and the voices of diagnosed peoples; or examining the historical, comparative, or affective conditions of “mental health outcomes.” For Sociologists specifically, there were a mere 3 presentations to attend in these areas.

For 2023, the SSSP Society and Mental Health Section aims to change that. We invite submissions to Session 110 (Alternative and Emerging Approaches to the Study of Mental Health) that explore sanism and its discontents; critical psychopathology and/or emerging alternative approaches to mental health and wellbeing (e.g. somatic approaches, neo-pharmaceuticals/medicinals); historical-comparative case studies of madness and mental “illness” (including papers that explore the appropriation/exploitation of indigenous and First Nations methods and modes of care/treatment); critiques of the DSM (and/or other diagnostic tools and tests), narratives and first-person accounts of diagnosis (including self-diagnosis) and/or coming to disability/madness (particularly those that decenter whiteness and cisheterosexuality, and/or that are global/transnational); visions of neurodivergent futurity; and stories of mad/crip thriving and kinship/care networks; among many others not named here.

Submit by 11:59pm ET Jan 15:

<https://www.sssp1.org/index.cfm/m/873/fuseaction/ssspsession2.publicView>

Sticky Sexualities: Sex and the erotic are complicated, unstable, ephemeral, and messy. Scholars of sexuality know this and often embrace the paradoxes of sexual and erotic life. And yet, there remain theoretical, methodological, and conceptual terrains of sexuality(ies) unrealized. This panel for the 2023 American Sociological Association’s Sexualities Section seeks contributions that explore the awkward pairings of/with sex (i.e., madness, perversity, spirituality, healing, affect, panics, war, etc.) that sociologists of sexuality have yet to contend with. We especially desire contributions that center Black, brown, Indigenous, diasporic, immigrant, queer, trans, asexual, disabled, and/or neurodivergent perspectives, narratives, commentaries, and reflections on the field’s moments, methods, and modes of stickiness. What are the tense, frictional, competing and awkward remains of the study of sex? How should or can we reorient sociology to the geographic, historical, affective, subjective, experiential, embodied, queer, trans and racialized aspects of sexualities that have been left behind, rejected, and framed as dangerous, deviant, and abject?

Submit by 11:59pm ET Feb 22: <https://convention2.allacademic.com/one/asa/asa23/>

MC 6: A Future for Health: Policies, Organizations, and Practices within Market and Social Transformations (Mini-Conference at the Society for the Advancement of Socio-Economics)

20-22 July 2023 @ Rio de Janeiro; *Organizers: Larry Au, Kathryn Ibata-Arens, Wan-Zi Lu, Étienne Nouguez*

The future of health and wellbeing for individuals and communities is at a turning point. From pandemics, climate change, and social movements, to a reckoning over the current model of socio-economic development: markets and societies around the world are transforming into new socio-economic arrangements with profound implications for the future of health. At the same time, policy actors, activists, and private interests are leading these transformations, prompting renewed urgency for social scientific empirical analysis and grounded theorizing. For instance, social movements centered around access to medicines have demanded that equity be the prime consideration in the distribution of medicines, while activists have called for inclusion of patient perspectives in the production of knowledge around disease conditions. Increased scrutiny over the model of socio-economic development that prioritizes growth above all else has called into question the marketization of healthcare that has become cost prohibitive. Such global transformations have implications for all levels of economy and society. In anticipating and preparing for a future for health, we must examine the international, state, and local level policies, organizations, and practices that are leading these transformations.

The MedHealth mini-conference convenes interdisciplinary panels around policies, organizations, and practices that are impacting the health and wellbeing of individuals and communities amidst broader social transformations. We will facilitate critical discussion and reflection on works-in progress.

Submit by Feb 1, 2023: <https://sase.org/event/2023-rio-de-janeiro/#general> (<http://medhealthsase.org>)

Call for articles, "Indicators, methods and models for measuring the effects of digital disruption", Social Indicators Research

Edited by Reyes González-Relaño, Francisca Ruiz-Rodríguez, Enrico Ivaldi, Paolo Parra Saiani & Enrico Di Bella

We live in a period of radical changes engendered by digitalization, which is giving rise to a social revolution based on connectivity and the massive use of information and communication technologies (ICTs). As a consequence, new challenges emerge, with the potential to generate great economic and social value. However, the breathtaking speed with which ICTs and other technologies are adopted makes it difficult to accurately evaluate the effects and impacts of this digital disruption. Even more so now, as the crisis provoked by COVID-19 has prompted increasingly widespread digitalization and innovation. We are witnessing radical changes in people's lives, in the way they work, produce, relate to governments and administrations, access essential services and interact socially. The aim of the special issue is to make tools, methods and proposals available to researchers and public officials to help them assess the impact of the information society and digitalization on citizens, business, the economy, governments and territories at different spatial scales, in the context of the new economic, social and ecological model of sustainable development.

The Special Issue welcomes articles that focus on analysing, explaining and discussing the effects of digital disruption, and in particular on how the information society and the general use of ICTs impact on the social, cultural, economic and ecological spheres.

Submission deadline: 31 May 2023: <https://link.springer.com/collections/bhagdcachi>

Job Opportunity

Postdoctoral Fellowship Position

The Division of Ethics in the Department of Medical Humanities and Ethics at Columbia University is pleased to invite applications for a Postdoctoral Fellow whose research focuses on health equity and the ethical and social dimensions of emerging technologies (e.g., artificial intelligence, machine learning, genomics, precision medicine, neurotechnologies). We are particularly interested in scholars engaging in innovative and interdisciplinary research at the intersections of team science, ethics and translational science, and who have experience in empirical research methods. Scholars who are underrepresented in academic medicine and whose research centers the experiences of historically marginalized communities, including black, indigenous and people of color are strongly encouraged to apply.

The Postdoctoral Fellow will work with Ethics Division Chief Sandra Soo-Jin Lee on projects focused on team science and health equity, including a multi-institutional study "Leadership in the Equitable and Ethical Design (LEED) of Science and Engineering," funded by a National Science Foundation Ethical & Responsible Research Program award. In these projects, the fellow will be responsible for conducting interviews for case studies, leading data analysis and writing manuscripts. We welcome applicants who have received their Ph.D in the social sciences, humanities, public health or related fields, and have a strong foundation in research methods.

The fellow will have opportunities to participate in the Division's programming and teaching, and to collaborate with researchers in the Irving Institute for Clinical and Translational Research and more broadly at Columbia University. This twelve-month appointment includes salary, health benefits and office space, and is eligible for renewal for a second year. Salary is commensurate with experience; the range is \$62,000 to \$68,000 per year. The start date for this position is flexible but must begin before July 1, 2023. Please note that both U.S. citizens and other nationals are eligible to apply.

Review of applications will begin January 6, 2023. To apply, please submit the following:

- Cover letter (not to exceed one page) that briefly summarizes your qualifications and interest in the position.
- Statement of Research (not to exceed three pages) describing your research in health equity, team science and/or bioethics, your approach to diversity and inclusion, and how the fellowship would advance your career goals.
- Curriculum vitae
- Writing Sample (not to exceed 25 pages)
- Three references. Names and contact information of those who can assess your scholarly work.

Applications and questions should be sent to:

Rachel Yarmolinsky, Senior Director, Division of Ethics ry2134@cumc.columbia.edu