

ANT 261: Science, Religion, and Society: Is the Truth Out There?

Spring Term, 2003: Monday, Wednesday, Friday 9:30 - 10:20 am, Chambers 322



Instructor: Prof. Eriberto P. Lozada Jr.

Office: Carnegie 01

Office Hours: M, W, F 10:30-11:20 am;

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How do scientific theories and methodologies, religious beliefs and practices, and technological innovations affect the way we perceive the world around us? This course, an introduction to Science, Technology and Society (STS) studies, is designed to be an inquiry into questions that involve the production and cultural meanings of scientific knowledge and technological change. This course will compare the function and rhetoric of scientific “truths” to other modes of truth-production and consider the ways in which science is culturally produced and in turn reproductive of cultural norms in Western society, especially in the adoption of Western scientific practices and institutions by non-Western societies. The impact of the specificity of social and cultural environments on science will be explored at a number of different levels including theoretical models from STS and other disciplines, ethnographic and historical case studies, and individual reflections by scientists on their practices of science and religion.

Course Readings

Required Texts:

Polkinghorne, John C. 1999. *Belief in God in an Age of Science*. New Haven: Yale University Press. (ISBN: 0300080034)

Feynman, Richard P. 1999. *Meaning of It All: Thoughts of a Citizen Scientist*. Cambridge: Perseus Books. (ISBN: 0738201669)

Tambiah, Stanley J 1990. *Magic, Science, Religion, and the Scope of Rationality* New York: Cambridge University Press. (ISBN: 0521376319)

Biagioli, Mario ed. 1999. *The Science Studies Reader* New York: Routledge. (ISBN: 0415918685)

Barbour, Ian G 2000. *When Science Meets Religion: Enemies, Strangers, or Partners?* San Francisco: Harper Collins. (ISBN: 006060381X)

In addition to the above books, various articles will be required. Articles are available from the library electronic reserve, and are to be completed by the date assigned on the course schedule.

Articles:

Gould, S.J. 1997. Nonoverlapping magesteria. *Natural History* 106:16-22, 60-62

Cetina, Karin Knorr 1999. What is a Laboratory? In *Epistemic Cultures: How the Sciences Make Knowledge*, p. 26-45. Cambridge: Harvard University Press.

Instructor: Lozada

Escobar, Arturo 1994. Welcome to Cyberia: Notes on the Anthropology of Cyberculture.

Current Anthropology. 35(3): 211-231.

Franklin, Sarah 1995. Science as Culture, Cultures of Science. *Annual Review of Anthropology*.

24: 163-184.

Leguin, Ursula 1982. Schrodinger's Cat. *The Compass Rose*. Gollancz.

Porter, Jennifer E. and Darcee McLaren 1999. *Star Trek and Sacred Ground: Explorations of Star Trek, Religion, and American Culture*. Albany: SUNY Press.

Course Requirements

This course is not an introduction to anthropology, and students are expected to have some background in science, anthropology or social theory and methodology.

Class Participation: 15%

Students are expected to attend all classes, do the readings, and **ask questions and discuss the implications of the issues** in the classroom. I will not duplicate the readings in class, but will serve as a resource for the theoretical background, context, and critique of the topics in the readings. Students are expected to complete the assigned readings as scheduled on the syllabus. Seminar participation will be 15% of the grade.

5 Response Papers: 10%

Throughout the term, there will be **five response papers** (no more than two pages); submission of response papers will be 10% of the grade.

2 Review Essays (take-home): 30%

There will also be two short essays (no more than five pages) that will give students the opportunity to explore the theoretical and social implications of the classroom material. For these essays, no outside research is required. Each graded essay will be worth 15% of the grade.

Final Research Project (proposal, presentation, final paper): 45%

There will also be a final research essay (12-15 pages) based on a topic that students will select. This essay may include outside research, library or fieldwork based. Students will submit a proposal and bibliography (worth 5% of the grade) in the middle of the term, and will also present their paper in class (worth 10% of the grade). The Final essay is worth 30% of the final grade.

While students working with each other outside of class is highly encouraged, all graded, written work must be your own and pledged accordingly. All work is subject to the Davidson College Honor Code as stated in the student handbook. If there are individual accommodations for special needs, please let me know and authorize the Dean of Students to contact me so that we can work something out.

Class Schedule (subject to modification)

Monday, 13 January	Introduction
Wednesday, 15 January	Reading: Gould article (on e-reserves)
Friday, 17 January	Reading: Barbour Chapter 1
Monday, 20 January	No Class: Martin Luther King Day
Wednesday, 22 January	Reading: Barbour Chapter 2 Assignment: Response Paper Due
Friday, 24 January	Reading: Barbour, Chapter 3
Monday, 27 January	Reading: Barbour, Chapter 4
Wednesday, 29 January	Reading: Barbour, Chapter 5
Friday, 31 January	Reading: Barbour, Chapter 6
Monday, 3 February	Reading: Tambiah, p. 1-41
Wednesday, 5 February	Reading: Tambiah, p. 42-83 Assignment: Response Paper Due
Friday, 7 February	Reading: Tambiah, p. 84-110
Monday, 10 February	Reading: Tambiah, p. 111-139 Assignment: First Short Essay Due
Wednesday, 12 February	Reading: Tambiah, p. 140-154
Friday, 14 February	Reading: Daston article (Science Studies); Latour article (Science Studies ch. 19)
Monday, 17 February	Reading: Bourdieu article (Science Studies)
Wednesday, 19 February	Reading: Cetina article (e-reserves); Latour article (Science Studies ch. 18) Assignment: Response Paper Due
Friday, 21 February	Reading: Porter essay (Science Studies); Rotman essay (Science Studies)
Monday, 24 February	Reading: Feynman: biography, p. 131-133, p. 1-28
Wednesday, 26 February	Reading: Feynman, p. 29-58 Assignment: Response Paper Due
Friday, 28 February	Reading: Feynman, p. 59-122
3 – 9 March	No Class: Have a good Spring Break!

Monday, 10 March	Discussion: Where are we going, and where have we been? Reading: Kay article (Science Studies)
Wednesday, 12 March	Reading: Polkinghorne, p. 1-24 Assignment: Research Paper Proposal Due
Friday, 14 March	Reading: Polkinghorne, p. 25-47
Monday, 17 March	Reading: Polkinghorne, p. 48-75
Wednesday, 19 March	Reading: Polkinghorne, p. 76-100 Assignment: Response Paper Due
Friday, 21 March	Reading: Polkinghorne, p. 101-124
Monday, 24 March	Discussion: Can scientists believe a religious faith? Assignment: Second Short Essay Due
Wednesday, 26 March	Reading: Leguin essay (e-reserves)
Friday, 28 March	No Class: Prof. Lozada attending 2003 Annual Meeting of the Association for Asian Studies
Monday, 31 March	Reading: "Star Trek and Sacred Ground" essays (e-reserves)
Wednesday, 2 April	Reading: Franklin article (e-reserves)
Friday, 4 April	Reading: Rabinow article (Science Studies)
Monday, 7 April	Reading: Rouse article (Science Studies)
Wednesday, 9 April	Reading: Turkle article (Science Studies)
Friday, 11 April	Reading: Escobar article (e-reserves)
Monday, 14 April	Reading: Fox Keller article (Science Studies); Haraway article (Science Studies)
Wednesday, 16 April	Reading: Traweek article (Science Studies)
Friday, 18 April	Reading: Martin article (Science Studies); Barad article (Science Studies)
Monday, 21 April	No Class: Easter Break
Wednesday, 23 April	Student Presentations
Friday, 25 April	Student Presentations
Monday, 28 April	Student Presentations
Wednesday, 30 April	Student Presentations

Friday, 2 May	Student Presentations
Monday, 5 May	Assignment: Final Papers Due