

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

Spring Term, 2003: Monday, Wednesday, Friday 10:30 - 11:20 am, Chambers 1027



Instructor: Prof. Eriberto P. Lozada Jr.
Office: Chambers B12
Office Hours: M, W, F 9:30-10:30 am;
T, Th 10:00-11:00 am or by appointment
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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:

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)

Latour, Bruno 1993. *We Have Never Been Modern*. Cambridge: Harvard University Press. (ISBN: 0674948394).

Lock, Margaret 2001. *Twice Dead: Organ Transplants and the Reinvention of Death*. Berkeley: U. California Press (0520228146).

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

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%

The most important work in this course is to be prepared for each class; this means having thoroughly read the material and being prepared to discuss particular points from the reading.

Instructor: Lozada

Readings are due on the day listed in the class schedule. I am not a TV; discussions in class are an important part of exploring anthropological topics. Films will be shown regularly throughout the course and are an important component of the course; they are a required part of the course material and can be used for review essays. Remember, there is no such thing as a dumb question or comment – if you do not understand something that I present in class, do not hesitate to either ask me in class or find me during office hours.

5 Response Papers: 10%

You will write five (5) response papers throughout the term, no more than two pages and double-spaced. They will be graded (√+, √, √-) and require timely submission for full credit. Response papers will serve as a diagnostic for me to help me see how much you understand the reading and the concepts that we will discuss in class.

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.

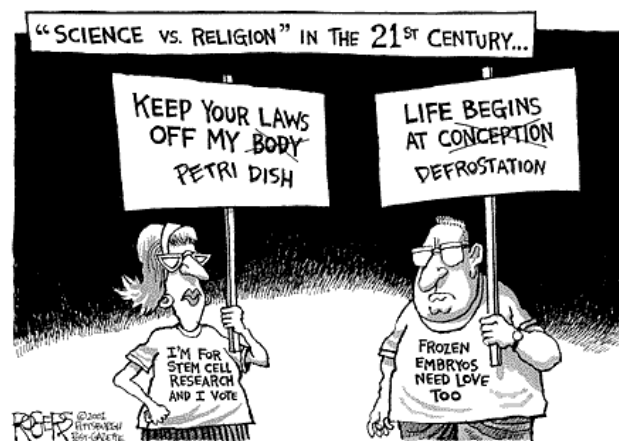
Final Research Project (proposal and final paper): 45%

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 10% of the grade) on 8 March 2006. The final essay, **due 4 May 2006**, is worth 35% of the final grade.

Submission of Writing Assignments: All assignments must be submitted to me electronically. You can do this in two ways: as an email attachment; or through the digital drop box in Blackboard. If you are not using Microsoft Word, please save the file as in “rich text format.” If you have any questions about how to submit assignments, please see me individually.

For an explanation of how I grade and my teaching philosophies, please read the material on my website in the “Teaching Philosophy” section.

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.



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Class Schedule (subject to modification)

Monday, 9 January	Introduction
Wednesday, 11 January	Reading: Gould article; Barbour article (on Blackboard)
Friday, 13 January	Reading: Latour, 1-48
Monday, 16 January	No Class: Martin Luther King Day
Wednesday, 18 January	Reading: Latour, 49-90
Friday, 20 January	Reading: Latour, 91-129 Assignment: Response Paper Due
Monday, 23 January	Reading: Latour, 130-145
Wednesday, 25 January	Reading: Tambiah, p. 1-41
Friday, 27 January	Reading: Tambiah, p. 42-83
Monday, 30 January	Reading: Tambiah, p. 84-110
Wednesday, 1 February	Reading: Tambiah, p. 111-139
Friday, 3 February	Reading: Tambiah, p. 140-154
Monday, 6 February	Reading: Einstein essay on Science and Religion (on Blackboard) Assignment: First Short Essay Due
Wednesday, 8 February	Reading: Franklin article (Blackboard)
Friday, 10 February	Reading: Bourdieu article (Science Studies)
Monday, 13 February	Film: <i>Contact</i>
Wednesday, 15 February	Film: <i>Contact</i> Assignment: Response Paper Due
Friday, 17 February	Film: <i>Contact</i> Discussion: Issues in <i>Contact</i>
Monday, 20 February	Reading: Daston article (Science Studies); Latour article (Science Studies ch. 19)
Wednesday, 22 February	Reading: Cetina article (Blackboard); Latour article (ch. 18) Assignment: Response Paper Due
Friday, 24 February	Reading: Porter essay (Science Studies); Rotman essay (Science Studies)
27 February – 3 March	No Class: Have a good Spring Break!

Monday, 6 March	Discussion: Where are we going, and where have we been? Reading: Kay article (Science Studies)
Wednesday, 8 March	Reading: Rabinow article (Science Studies) Assignment: Research Paper Proposal Due
Friday, 10 March	Reading: Rouse article (Science Studies)
Monday, 13 March	Reading: Turkle article (Science Studies)
Wednesday, 15 March	Reading: Escobar article (Blackboard) Assignment: Response Paper Due
Friday, 17 March	Reading: Fox Keller article; Haraway article (Science Studies)
Monday, 20 March	Reading: Traweek article (Science Studies) Assignment: Second Short Essay Due
Wednesday, 22 March	Reading: Martin article (Science Studies); Barad article (Science Studies)
Friday, 24 March	Reading: Lock, pp. 1-31
Monday, 27 March	Reading: Lock, pp. 32-77
Wednesday, 29 March	Reading: Lock, pp. 78-129
Friday, 31 March	Reading: Lock, pp. 130-189 Assignment: Response Paper Due
Monday, 3 April	Reading: Lock, pp. 191-262
Wednesday, 5 April	Reading: Lock, pp. 263-314
Friday, 7 April	Reading: Lock, pp. 315-346
Monday, 10 April	Reading: Lock, pp. 347-377
Wednesday, 12 April	Reading: Leguin essay (Blackboard)
Friday, 14 April	Reading: McGrath essay (Blackboard)
Monday, 17 April	No Class: Easter Break
Wednesday, 19 April	Film: Trekkies
Friday, 21 April	Film: Trekkies
Monday, 24 April	Reading: "Star Trek and Sacred Ground" essays (Blackboard)
Wednesday, 26 April	Reading: Whitehead essay (Blackboard)

Friday, 28 April	Reading: Lozada essay (Blackboard)
Monday, 1 May	Assignment: Final Papers Due

