

- Agenda** |
- Theme 4:
*Science aligns
with power* |
1. Administrative
 2. Final project description
 3. Course themes revisited
 4. Small-group discussions

Notes

Group sign-up

- ⋮ Remember to sign up for a group using the “Group sign-up” tab on Teams or <https://kutt.it/lCuc22>
- ⋮ *Students who do not sign up for a group before September 19 will be randomly assigned to a group*

Accessibility

- ⋮ Course material, including PDFs of slides, should be accessible using a screen reader
- ⋮ Please bring up any accessibility issues you encounter!

Final project description

Detailed description:

<https://soci325.netlify.app/pages/poster.html>

Scientific poster sessions



Poster session at the 111th American Society for Microbiology General Meeting, New Orleans, LA, USA.

Staple of scientific communication

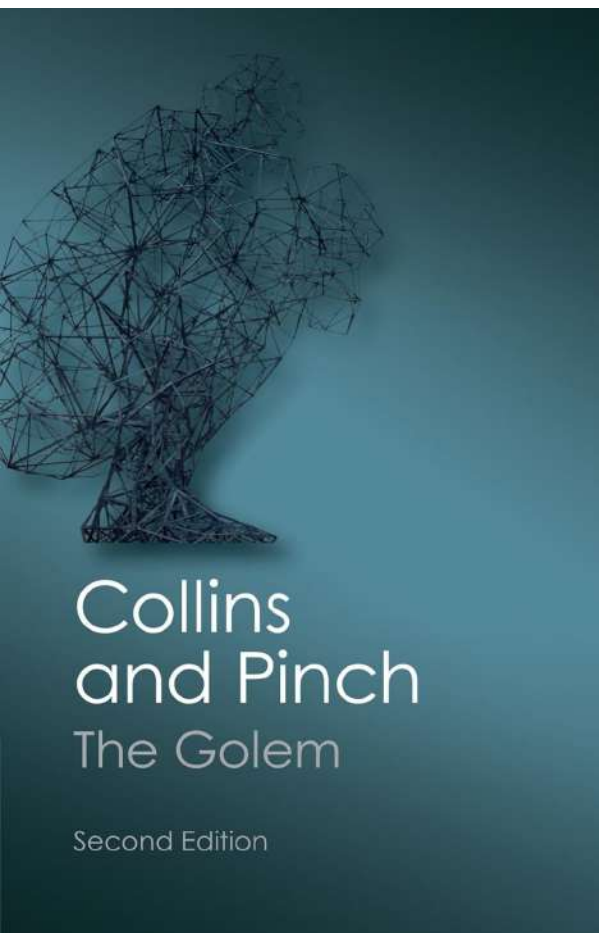
- ⋮ Posters are often the first way that scientific findings are presented.

Distinct form of scholarly communication

- ⋮ Sessions are usually held at conferences, alongside more 'prestigious' oral presentations.
- ⋮ Poster sessions are mostly associated with the physical sciences, but they are becoming much more common in the social sciences and humanities.

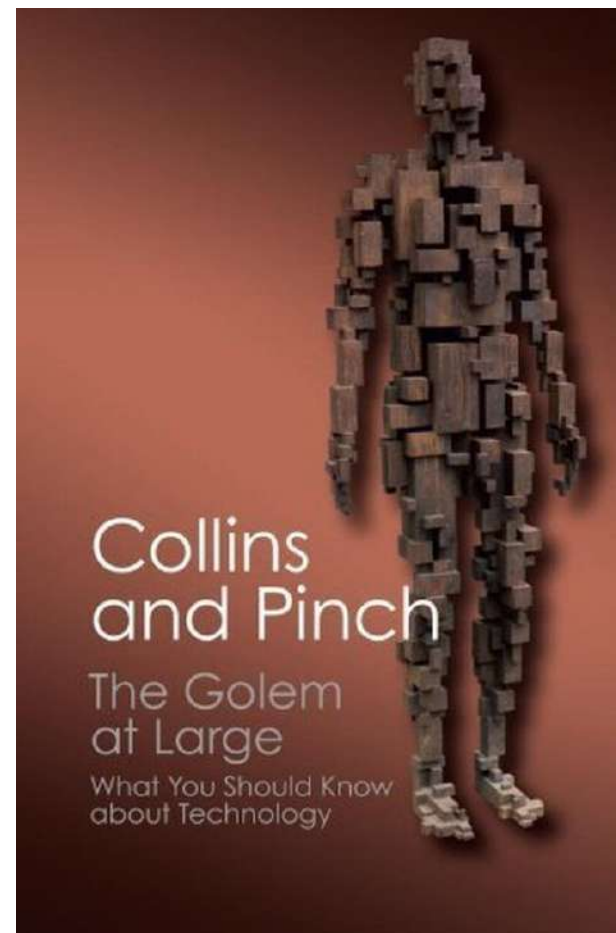
Our poster session will be *online*

- ⋮ Virtual gallery of (anonymized) posters



Topics from Collins and Pinch:

- ⋮ Pick **one** chapter/case from one of the two books
(available online through the library)
- ⋮ *The Golem* focuses on seven cases from *science*
- ⋮ *The Golem at Large* focuses on seven cases from *technology*
- ⋮ **Limited to 15 students per topic**



[The Golem](#)
[at McGill library.](#)

[The Golem at Large](#)
[at McGill library.](#)



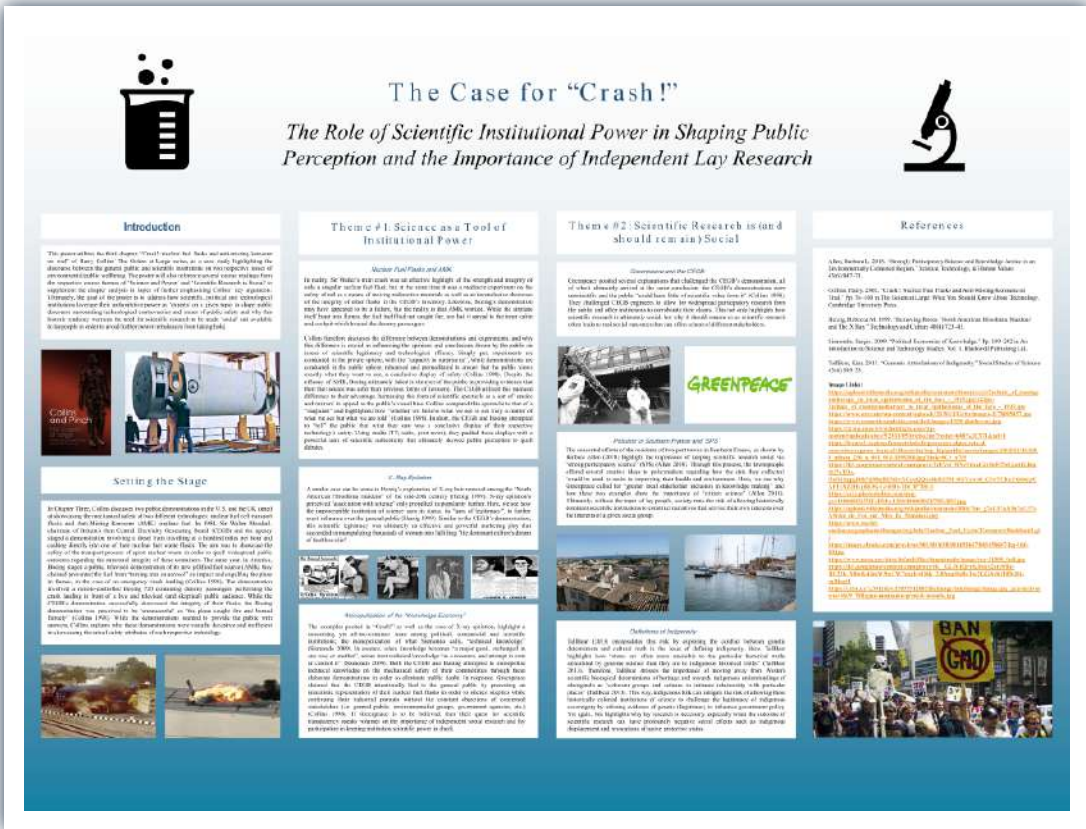
Presenting your topic

- ∴ Posters should use the ideas, theories, and themes from the class to **analyze** the case.
- ∴ Projects should be **more than just a report** on what happened—make a case for a particular way of understanding the process and outcomes.
- ∴ What about your case is social, and why does it matter?
- ∴ Posters should be a simplified version of a research paper.

FINAL PROJECT

Poster content

1. A headline (main point) related to your analysis.
2. A short text summary explaining what the poster is showing (secondary point).
3. An analysis of your topic, using at least two of the course themes.
4. Graphic objects/pictures/ clip art/shapes that support the content and/or help your viewers understand how to read the poster.
5. References to at least four of the class readings to support your analysis.



Poster example from a previous year



Each student will assess four posters

- ∴ You will be responsible for the evaluation of four of your classmates' work.
- ∴ Rubric will assess:
 - i. Knowledge and presentation of the topic (20%)
 - ii. Clarity and strength of argument (24%)
 - iii. Engagement with course themes (24%)
 - iv. Clarity of visual presentation (16%)
 - v. Appropriateness of references (16%)

Each poster will be assessed by four classmates

- ∴ Poster grade will be aggregated from peers' evaluations.

FINAL PROJECT: TASKS

Sign up for a topic (*Before Oct 3*)

- ∴ Limit of 15 students per topic
- ∴ Sign up using the "Final project sign-up" tab on Teams

Submit your topic (**Due Oct 3**)

- ∴ Short (max 300 words) description of topic and your general approach

Peer feedback (**Oct 31**)

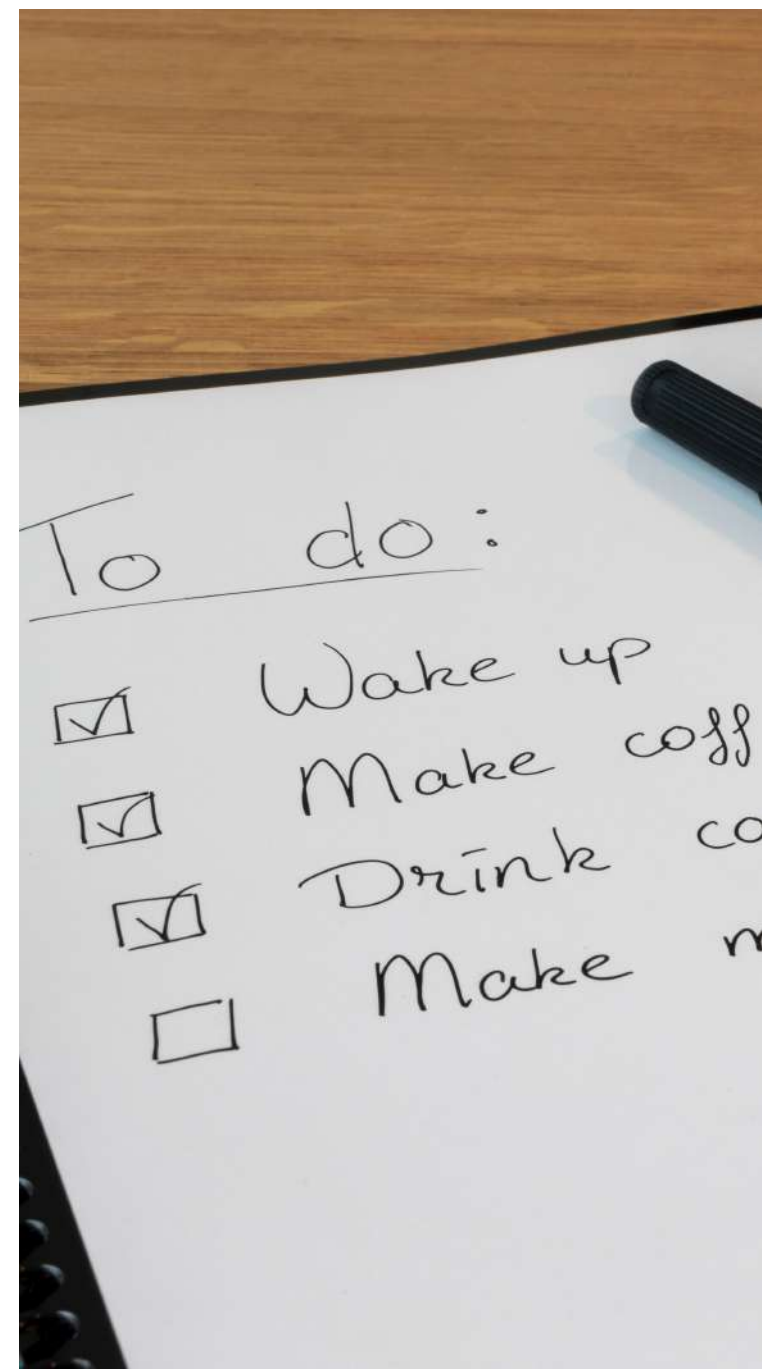
- ∴ Discuss your poster with group in class and provide feedback to one another

Submit poster (**Dec 5**)

- ∴ Upload PDF of your poster to Teams

Submit peer evaluation (**Dec 8**)

- ∴ Submit your evaluation of the four assigned posters

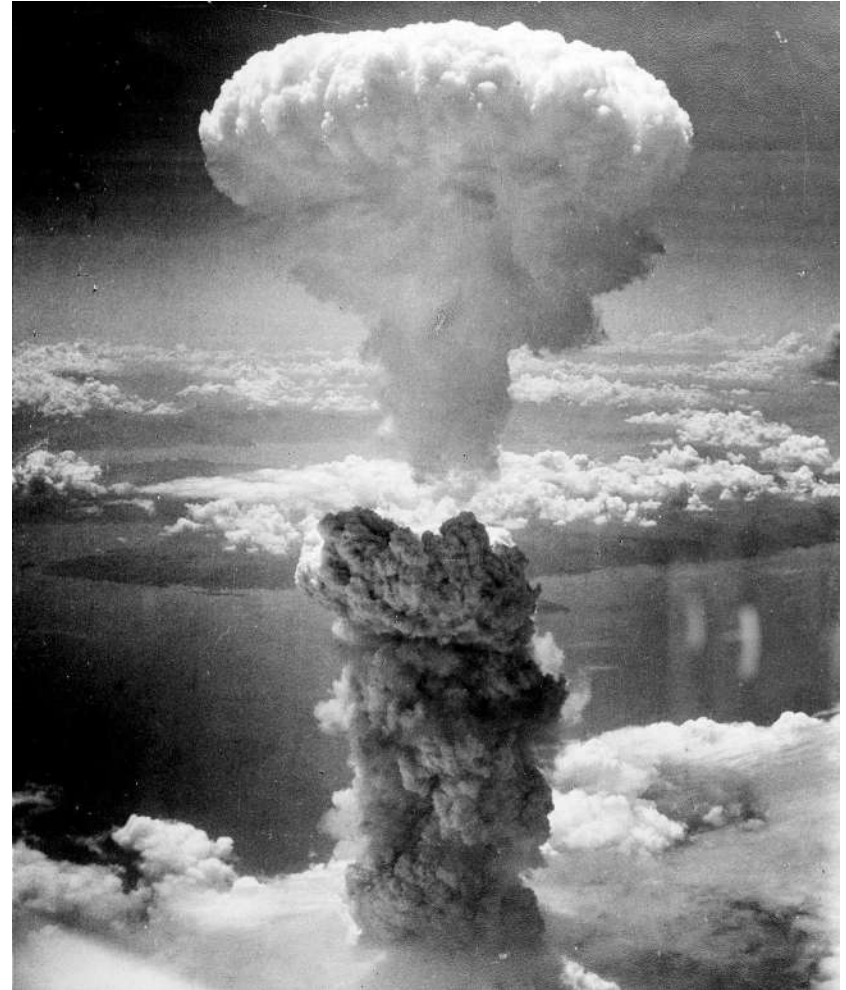


Course themes

revisited

Theme 1: *Scientific outcomes are social*

- ⋮ The discoveries, inventions, publications, and ideas produced by scientists are *not outside* of society.
- ⋮ Scientific discoveries are guided by social processes.
- ⋮ Scientific discoveries have social implications.
- ⋮ The meaning and implications of scientific ideas depends on social context.



Mushroom cloud over Nagasaki resulting from atomic bomb dropped by the U.S. in 1945

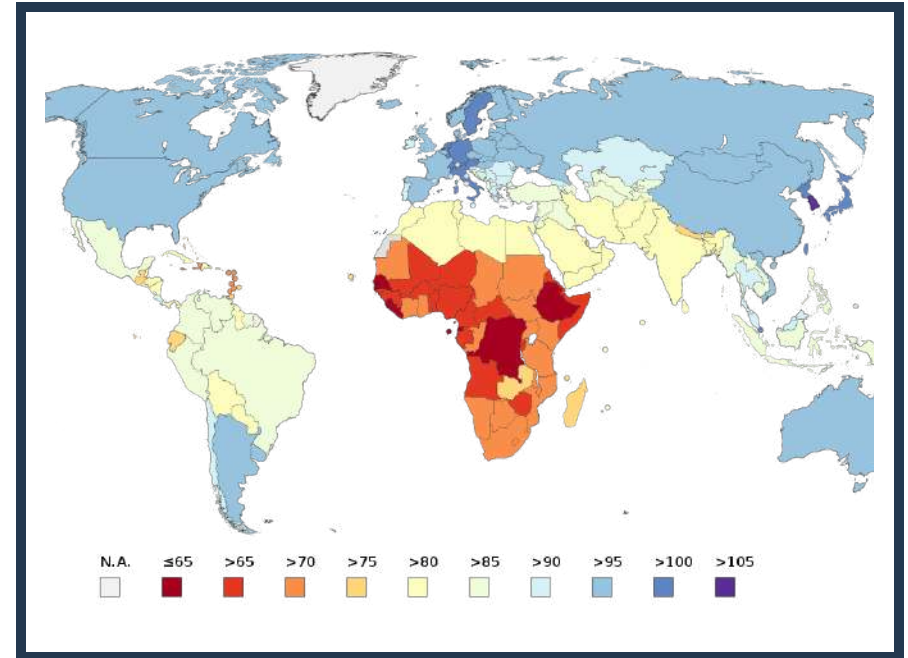
Theme 2: *Scientific practice is social*

- ‡ Science is done *by scientists* in social settings.
- ‡ Scientists live in diverse social contexts that influence their behavior, expectations, beliefs, ideals, ...
- ‡ Laboratories and other research institutions are themselves social settings.
- ‡ ***Doing science*** involves interacting with other scientists, funding agencies, political entities, and non-scientists.



Theme 3: *Science aligns with power*

- Science is *not neutral*.
- Scientific questions, practices, and findings tend to align with prevailing power structures.
- The veneer of objectivity in science can reinforce oppressive dynamics along racial, gender, economic, disability, and geographic lines.



Map of "IQ estimates" from Richard Lynn and Tatu Vanhanen (2006). (*note that this representation has been thoroughly debunked*)

Theme 4: *The history of science is a social history*

- ⋮ The meaning of 'science' has changed over time, and those changes trace historical patterns.
- ⋮ The history of Western science is inextricable from the European enlightenment and European colonialism.
- ⋮ Contemporary science reflects our current historical moment.



In person



Form groups of 4–5

- ⋮ At tables or outside of the classroom. Join a Teams room for your table

Online



Form groups of 4–5

- ⋮ Choose a "discussion room" channel on Teams

Small-group discussions:

- ⋮ Choose **one facilitator** who will keep the discussion focused and make sure everyone is able to participate.
- ⋮ Choose **one secretary** who will take notes and summarize the group's responses for submission.
- ⋮ Download Word Doc (linked from syllabus) and type your names/roles at the top
- ⋮ Type your responses directly in the document and submit one document per group

Notes:

- ⋮ You do not need to reach consensus on the questions. Your write-up should mention the different points your group thought were relevant. **One or two paragraphs** worth of text per question should be sufficient.
Please avoid bullet-point format.
- ⋮ You can discuss the questions in **any order** you like, and you do *not* need to respond to all of them. Read over them before you begin!

Scientific norms through a functionalist lens

| Required reading

⋮ **Merton (1942)**

The Normative Structure of Science

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Still from *American Psycho* (2000) via [imgflip](#)

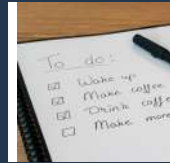


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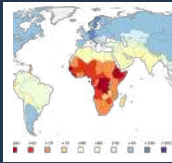


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