

Agenda

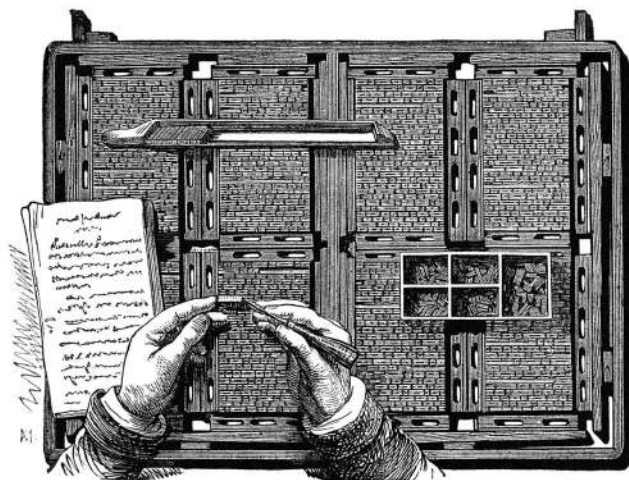
Midterm review

1. Administrative
2. Midterm structure
3. Midterm content
4. Study tips

Feedback on worksheets
| : Tomorrow!

Short essays

- ∴ Three prompts, **pick two to respond to**
- ∴ Limited to 500 words, but **aim for around 300 words**
- ∴ Each response must meaningfully **reference at least two course readings**





Cheatsheet

- ⋮ Templates in your group folder
- ⋮ Will be printed black and white
- ⋮ Minimum 9pt font
- ⋮ Stay within margins (1cm)
- ⋮ Include group name and student names

Exam day

- ⋮ I will print the sheets and distribute them with exam
- ⋮ Turn them in with the exam

All required readings (Sept 1 – Oct 20)

- ∴ Hird (2011), *Science, Technology, and the Sociological Imagination* (due Sep 4)
- ∴ Benjamin (2019), *Engineered Inequity: Are Robots Racist?*
- ∴ Goodyear (2016), *The Stem-Cell Scandal*
- ∴ Gould (1981), *Measuring Heads*
- ∴ Wolfe (2018), *Freedom's Laboratory (Introduction)*
- ∴ Merton (1973), *The normative structure of science*
- ∴ Kuhn (1970), *Anomaly and the Emergence of Scientific Discoveries and Crisis and the Emergence of Scientific Theories*
- ∴ van den Brink and Benschop (2012), *Gender practices in the construction of academic excellence: Sheep with five legs*
- ∴ Sismondo (2009), *Chapter 6: The social construction of scientific and technical realities*
- ∴ Bloor (1991), *The strong programme in the sociology of knowledge*
- ∴ Haraway (1988), *Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective*
- ∴ Martin (1991), *The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles*
- ∴ Hacking (1983), *What is scientific realism? and Building and Causing*

- ∴ All readings and lecture material are fair game
- ∴ Essay prompts will focus on big ideas, not details of names and dates
- ∴ Essay prompts will engage with the relationships between texts and between ideas
- ∴ Assessment will follow the same rubric as worksheets:
 - Clear understanding of the reading(s) (40%)
 - In-depth engagement with prompts (40%)
 - Insight/creativity (20%)

Focus on big ideas

- ⋮ What were the 2–3 main points from each day?
- ⋮ What were the authors trying to say? How did they justify it?

Consider the course structure

- ⋮ Look at the syllabus!
- ⋮ How does each reading and topic fit into the course? How does it follow the preceding day's content? How does it fit into its section?

For each reading/lecture

- ⋮ *What was the main idea/argument?*
- ⋮ *What is different about this approach?*
- ⋮ *What is the same about this approach?*
- ⋮ *How does it relate to the four course themes?*

