**Instructor**
Dr. Christopher Leslie  
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5 MetroTech Center (Dibner Building), LC 131

**Office Hours**
I’ll be available from 12:30-1:30 pm on Tuesdays and 4:30 to 5:30 pm on Wednesdays. If these times are not convenient, contact me to make an appointment.

**Course Description**
What is Science and Technology Studies (STS)? What are some of the ways in which the field can be used to gain insight into the practice of science, engineering, and medicine? This introductory course seeks to provide a starting point for answering these questions based on discussion of relevant case studies. This course introduces contemporary topics in Science and Technology Studies, emphasizing the relations among science, technology and society from philosophical, historical, and sociological points of view. This course is required for STS majors and satisfies an HuSS General Education Elective for all other majors.

**Objectives**
This semester you will learn about:
- The field of Science and Technology Studies, considered from interdisciplinary, multidisciplinary, and cross-disciplinary approaches.
- Various approaches that can be used to conduct an STS analysis.
- Debates concerning science and engineering in the 20th and 21st century.
- Fundamental topics in Science and Technology Studies, such as social constructivism, feminism, actor-network theory, and various determinisms (technical, scientific, biological, etc.).
- Using databases and reference works to prepare for an STS research project.

**Structure**
Most class time is devoted to lectures about course topics, discussion of the reading assignments, and in-class analysis of primary source material and other hands-on exercises. Although a portion of our class is devoted to discussion, this discussion is guided and you should consider the content to be just as important as a lecture. **Please note:** due to the condensed schedule, each class meeting is almost the equivalent of a week during the regular semester. This impacts pacing, assignments, and attendance.

**Readings**
Reading assignments will be found online and in NYU Classes (http://newclasses.nyu.edu). Please let me know well in advance of class if you have any trouble locating a required reading.
Grading

Class components are weighted as follows:

- Quizzes: 20%
- Presentation: 10%
- Personal statement and résumé: 10%
- Responses (20% each): 60%

Letter grade equivalents are:

- A: 90–100 (90–94 = A-)
- B: 80–89 (87–89 = B+, 80–82 = B-)
- C: 70–79 (77–79 = C+, 70–73 = C-)
- D: 60–69 (67–69 = D+); F: <60

Requirements

Accommodations: If you are a student with a disability who is requesting accommodations, please contact New York University’s Moses Center for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at http://www.nyu.edu/csd/. The Moses Center is located at 726 Broadway on the 2nd floor.

Attendance: On-time attendance for the entire class period is mandatory; students who earn an absence score higher than 4 automatically fail. Please note that, due to the accelerated summer schedule, each class meeting is close to an entire week of class meetings during the regular semester. The portion of class before the break and the portion after the break are counted separately for the purposes of attendance. Each time you are absent for one of these, you add one to your absence score, so that missing two days of class will cause you to fail the course. Missing fewer than twenty minutes of one of the halves counts as one-third of an absence (arriving late, departing early, leaving the room). Missing more than twenty minutes counts as an absence. Doctor’s notes are not necessary.

Attentiveness: Please pay attention during class and avoid behaviors that distract others. Do not eat, drink, or sleep during class. You should not use electronic devices, such as cell phones or laptops, at all. Do not hold side conversations; if someone tries to talk to you during class, tell him or her to speak to you after class. Do not bring visitors without advance permission.

Fishbowl Discussion: Each Tuesday, a group of 3-4 students will provide a recap of the previous week’s discussion. The participants will be asked: (1) which one or two key terms were most important? (2) which example was the most captivating? (3) how can the ideas from the previous week be applied to another area of the presenter’s personal interest? Class members will be invited to ask their own questions. The grade is based on the degree of preparation evident in each student’s presentation.

Honesty: Please be advised that I take the University policy about academic dishonesty seriously and will punish cheating or plagiarism (passing off other people’s ideas as your own) by assigning a grade of “F” for the course and referring cases to Student Affairs for further action.

Preparation: According to New York State guidelines, a student should spend at least two hours to prepare for each hour in class. Thus, for this course, you can expect to spend at least nine hours per week outside of class getting ready for class. Please plan accordingly so that you can read thoroughly, write carefully, and reflect thoughtfully.

Quizzes: Starting in the second week, there will be quizzes on the reading assignments and class discussions every Thursday. If you miss a quiz due to lateness or absence, you shall receive a zero. The quizzes will ask both specific (identification-style) questions as well as open-ended questions.

Papers: You will write three response papers of at least 750 words (two full pages) each for this class (you do not have to write a paper for the unit you make a presentation). All must be uploaded to NYU Classes and scanned by Turnitin before 10 am the day after the deadline; no late papers will be accepted. You must document your sources in MLA or Chicago author-date style, both in the text of the paper and at the end in your works cited section. Note that, according to NYU policy, I cannot accept papers emailed to me; for this reason, leave plenty of time before a deadline. If you are having trouble uploading your paper to Turnitin, contact the Help Desk at (212) 998-3333 for assistance.
How to Do Well

1. **Be on time.** At the start of class, you will notice that I provide a preview of what is coming up and also answer questions. If you regularly miss these first minutes, you will start to feel the uncomfortable sensation that you do not know what is going on. Keep in mind that trains, subways and busses usually take much longer than they “should,” so plan accordingly. Being late once is ok; it happens to everyone. If you are always late, then you are doing something wrong.

2. **Ask questions.** Please raise your hand at the beginning of class or during a presentation. It does little good to whisper to the person next to you; instead, feel free to ask me for clarification. Also, use office hours or write an e-mail message for additional information.

3. **Take notes,** even if I am not writing on the board. Taking notes helps you stay focused on the material we are studying. Note taking also serves another purpose: it helps you to get used to writing about the course materials in your own words. Since the evaluation in this course is written, taking notes is valuable practice (and good exercise for your writing muscles!). There is no need to write down everything I say, but make sure you take down interesting ideas and connections to the course themes. Go over your notes after class to fill in the gaps.

4. **Read actively.** Prepare by reading the assignment for the day carefully before class. Mark key phrases and passages that have to do with the ideas in the course. Take notes like you are preparing a laboratory notebook – write down what you think is important, with examples, and prepare questions you want to ask.

5. **Work proactively.** Start an assignment when it is assigned, not when the deadline is looming. It sometimes takes a little bit of time wondering about an assignment before you make progress, and there are often times that you need guidance. If you wait until the last moment to get started, you cannot negotiate these hurdles adequately.

6. **Prepare for emergencies.** Things often go wrong during the semester; there are always computer problems and unfortunately there are family emergencies as well. It is important to plan for the unexpected by making backup copies and to be ready to hand in a paper or assignment well in advance of the deadline in case there is an unexpected calamity that will prevent you from using the last days before a deadline.

Bibliography

I may refer to these standard reference books during the semester.


### Tentative Assignment Schedule

#### Part 1: Determinism and Constructivism

**Tuesday, July 5**

Course introduction and in-class exercise

**Thursday, July 7**


*Please also read the syllabus before class.*

**Tuesday, July 12**

Ian Hacking, “Rocks.”

Dorothy Roberts, “Medical Stereotyping” from *Fatal Invention*.

#### Part 2: Diversity and Inclusion in STEM

**Thursday, July 14**

*Fishbowl discussion on determinism and constructivism. Paper due from those not in the fishbowl.*

Kristen Intemann, “Why Diversity Matters.”

**Tuesday, July 19**

Londa Schiebinger and M. Schraudner, “Interdisciplinary Approaches to Achieving Gendered Innovations.”

Claude M. Steele, “Threat in the Air.”

**Thursday, July 21**


*First draft of résumé and personal statement due.*
Part 3: Invention and Entrepreneurship

**Tuesday, July 26**

*Fishbowl discussion on diversity and inclusion in STEM. Paper due from those not in the fishbowl.*


**Thursday, July 28**


*Revised personal statement and résumé due.*

**Tuesday, August 2**


Andrew Russell. “‘Rough Consensus and Running Code’ and the Internet-OSI Standards War.”

Part 4: Ethnography

**Thursday, August 4**

*Fishbowl discussion on invention and entrepreneurship. Paper due from those not in the fishbowl.*

Bruno Latour. Excerpt from *Laboratory Life.*

**Tuesday, August 9**

Eva Hayward, “FINGEREYES: Impressions of Cup Corals.”

Hélène Mialet. Excerpt from *Hawking Incorporated.*

*Final personal statement and résumé due.*

**Thursday, August 11**

*Conclusions*

*Fishbowl discussion on ethnography. Paper due from those not in the fishbowl.*

C. P. Snow, excerpt from *Two Cultures.*