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Mondays 6:20-9:05; CPR 355

HUM 6814: Introduction to Cultural Studies

This course is designed as an introduction to graduate study here at USF. We will start with some general essays on the history and nature of cultural studies and then move on to issues in research and writing, using material from a specific area of cultural studies, namely science studies. We will focus specifically on the practice of textual analysis and analytical writing. This will require quite a bit of reading!

Course Goals

- To introduce and begin developing graduate-level skills in textual analysis and analytical writing
- To produce several short pieces of analytical writing
- To familiarize students with the nature of graduate work, USF as a graduate research university, and the specifics of the department's program.

Required Texts

David Rosenwasser and Jill Stephen, *Writing Analytically*, 6th edition
Sergio Sismondo, *An Introduction to Science and Technology Studies*, 2nd edition
Various PDF readings available through Canvas

Assignments and Grades

Grading scale

100-93% A	<93-90% A-	<90-87% B+	<87-83.1% B	<83-80% B-
<80-77% C+	<77-73% C	<73-70% C-	<70-67% D+	<67-63% D
<63-60% D-	< 60% F			

1. Attendance and Participation (10%)

Participation requires that each student come to class prepared, having done the readings, and having **one written out question concerning the science studies material prepared for discussion**.

2. Three Analytical Writing Assignments (60%)

Three ~900-word formal analysis papers, with each essay focusing narrowly on a textual explanation and analysis corresponding to each of the three units of the class: Demarcation, Challenges, Values.

1. DUE SEPTEMBER 29
   a. For first assignment, you must analyze the idea of 'science' and the issue of demarcation between science and pseudo-science in the piece you have chosen to examine. You can pick any sort of scientific article or popular science, from newspaper articles to websites to blog posts, but the most straightforward would involve editorials or similar discussions of, for instance, evolution vs. intelligent design or those advocating against vaccines.
   b. Example:
      i. NOVA episode on the Dover trial (http://www.pbs.org/wgbh/nova/evolution/intelligent-design-trial.html)

2. DUE NOVEMBER 3
   a. For the second assignment, you must analyze your chosen piece in terms of one of the challenges discussed in the second unit, for instance, in terms of the role of scientific authority or of gender. You are free to choose any sort of scientific article or popular science, including a movie or television show, visual art work, or musical performance.
   b. Example:
      Neil Degrasse Tyson on GMOs (http://youtu.be/1ecT2CaL7NA)
3. DUE DECEMBER 1
   a. For the third assignment, you must analyze your chosen piece in terms of the ways in which values affect the material under discussion. You are free to choose any sort of scientific article or popular science, including a movie or television show, visual art work, or musical performance.
   b. Example:
      i. Time Magazine article on fMRI machines as lie detectors:
         (http://content.time.com/time/health/article/0,8599,1911546,00.html)

The papers must employ one or more of the techniques described in Writing Analytically (e.g. 10 on 1, Notice & Focus, the Method). These techniques will help you produce the evidence needed for such a lengthy focused analysis.

3. Class Presentations (10%)

TAKES PLACE ON NOVEMBER 24.

Each student will present one of their first two papers to the class. The purpose is to present your text and explain your analytical procedures and insights step-by-step.

4. Brief Literature Review & Form to Context (20%)

DUE DECEMBER 5

~1200 words in two parts

Part I: Choose one of your analytical assignments. You will now research and write a literature review for your topic. After researching as thoroughly as you can all the academic literature on the topic, write a synthetic account of your research that critically appraises the extant writing on your artifact/text. Try to extract from your research the primary themes, topic, and scholarly preoccupations of the literature. Try to focus on key works that get cited repeatedly. Some questions to consider:

What do scholars focus on when writing about this topic?
What ideas or aspects seem to most preoccupy or trouble or fascinate researchers?

This is not a blow-by-blow summary of each account you find, but a synthesis that reflects your own knowledge and critical engagement.

You should assess the field: are scholars focused on the right things? The wrong things?
What areas of investigation are being ignored?

Finally include a bibliography (formatted in Chicago Manual of Style). The bibliography, 2 pages minimum, should include as many of the texts as you could find, not just the ones you talked about in the essay.

Be sure to look at book reviews available on JSTOR, Project Muse and other scholarly databases. These, if done well, provide both a survey of the content of the text as well as a discussion situating it in the larger scholarly conversation.

Part II: Combining your literature review with your analysis, add a brief section (about 600 words) discussing the larger, contextual implications of your analysis. This means situating your analysis in the larger conversation, and explaining how your analysis connects up to larger historical, philosophical, cultural, or psychological or sociological issues. The goal here is to see what your specific analysis might say about a much larger issue, such as the meaning and definition in modern America, or the nature of value judgments in research on gender, etc.

Emergency Notifications

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Learning Disabilities/Personal Problems

If you feel that you are dealing with an issue that is in any way affecting your college experience, please come talk with me. Anything we discuss will be private, and we will do our best to offer solutions and to help you work through any problems that you may have.

If you have a learning disability that requires special accommodations or affects your contribution to or performance in class, please speak with one of us privately and contact the office of Disabled Student Academic Services in SVC 2043 (974-4309) so that they can help accommodate your needs. The Tutoring (http://lib.usf.edu/tutoring/subjects/) and Writing Center (http://www.lib.usf.edu/writing/) are all great resources that I encourage you to use, but please remember that it fills up fast, so please make an appointment!

Course Schedule (subject to change)

Aug 25—Introduction

What is culture? What is science? How do we study these things?
Close Reading and Writing.
What do you want from the course?

Sept 1—NO CLASS, LABOR DAY –

UNIT I: Disciplinary Identity and Demarcation

In this unit we will consider the nature of science as a discipline, how we demarcate it from other types of inquiry, as well as our own identity as those who study science itself.

Sept 8—Studying Culture and Science

1. *Writing Analytically* - Ch. 1-4
2. Stephen Greenblatt - *Culture*, PDF on Canvas
3. James Clifford – *Partial Truths,* PDF on Canvas
4. Sergio Sismondo - *An Introduction to Science and Technology Studies*, Ch. 1

You may also want to read: Lawrence Grossberg, *Future Tense,* PDF on Canvas

Sept 15—Demarcating Science

1. *Writing Analytically* - Ch. 5-7
2. Derksen – *Seven sins of pseudoscience* PDF on Canvas
3. Paul Churchland – *How parapsychology could become a science* PDF on Canvas
4. Susan Haack – *Trial and Error* PDF on Canvas

You may also want to read: Peter Godfrey Smith – *On Popper* PDF on Canvas

Sept 22—Science as Process and Practice

1. *Writing Analytically* - Ch. 8-12
2. Peter Medawar – *Is the Scientific Paper a Fraud*? PDF on Canvas
3. Goldstein and Goldstein – *Snow on Cholera* PDF on Canvas
4. Henke and Gieryn – *Sites of Scientific Practice* PDF on Canvas
5. *Introduction to STS* – Ch.10, 13

UNIT II: Challenging Science

In this unit we will consider various historical and contemporary challenges made to science, its methods, and its authority, as well as consider the nature of such challenges themselves.

Sept 29—Scientists are Dogmatic

1. Thomas Kuhn – *Function of Dogma* PDF on Canvas
2. *Introduction to STS* – Ch. 2-4
   PAPER 1 DUE

Oct 6—Induction

1. David Hume – *Induction* PDF on Canvas
2. Karl Popper – *The Problem of Induction* PDF on Canvas

Oct 13—Underdetermination, Construction, and Observation

1. Pierre Duhem – *Theory and Experiment* PDF on Canvas
2. Norwood Russell Hanson – *Observation* PDF on Canvas
3. Latour – *Laboratories* PDF on Canvas
4. Burri and Dumit – *STS of Scientific Imaging* PDF on Canvas
5. *Introduction to STS*—Ch. 5-6

Oct 20—Science and Feminist Critique

1. Sarah Hrdy – *Myth of the Coy Female* PDF on Canvas
2. Longino – *Can there be a Feminist Science?* PDF on Canvas
3. Elisabeth Lloyd – *Pretheoretical Assumptions about Female Sexuality* PDF on Canvas
4. *Introduction to STS*—Ch. 7

Oct 27—Science, Society, and Authority

1. Paul Feyerabend – *How to defend Society against Science* PDF on Canvas
2. Kamil Ahsan – *The New Scientism* PDF on Canvas
3. Evans and Collins – *Expertise* PDF on Canvas
4. *Introduction to STS* – Ch. 14-17

UNIT III: The Role of Values in Science

In this unit we will consider how values—both moral and epistemic—affect science and scientific knowledge.

Nov 3—Scientists make Value Judgments

1. Richard Rudner - *The Scientist Qua Scientist Makes Value Judgments* PDF on Canvas
2. Carl Hempel - *Science and Human Values* PDF on Canvas

PAPER 2 DUE

Nov 10—Science is Insulated from Value Judgments

1. Thomas S. Kuhn - Objectivity, Value Judgment, and Theory Choice PDF on Canvas
2. Ernan McMullin - Values in Science PDF on Canvas

Nov 17—Values and Objectivity

1. Elizabeth Anderson - *Uses of Value Judgments in Science: A General Argument, with Lessons from a Case Study of Feminist Research on Divorce* PDF on Canvas
2. Helen Longino – *Values and Objectivity* PDF on Canvas
3. *Intro to STS* – Ch.12

Nov 24—PRESENTATIONS

Dec 1—Professional Development and CVs.

PAPER 3 DUE