The members of our prize committees found themselves grappling with difficult boundary questions: Is this “really” a SKAT paper? Or is it a social movements paper, or a cultural sociology paper, or a race and ethnicity paper? And what’s at stake in making such determinations? How much should we care about policing the borders? To be sure, as the prize committee members considered each nominee, they were diligent in asking the important question: Does this work fundamentally advance scholarship in studies of science, knowledge, and technology? Beyond these tokens of the productive character of work in our area, which were welcome but not a big surprise, I was struck by the way in which scholarship spilled across the divides that traditionally have separated the recognized sociological subfields.

The members of our prize committees found themselves grappling with difficult boundary questions: Is this “really” a SKAT paper? Or is it a social movements paper, or a cultural sociology paper, or a race and ethnicity paper? And what’s at stake in making such determinations? How much should we care about policing the borders? To be sure, as the prize committee members considered each nominee, they were diligent in asking the important question: Does this work fundamentally advance scholarship in studies of science, knowledge, and technology? Yet I think we all noticed how often it was that submissions coming from somewhat further afield nonetheless engaged with STS concepts and literature so substantially that they were at least plausible candidates for our awards. My sense is that this was most true in the case of the graduate student papers, which may suggest something about the future of the field. Perhaps, as SKAT develops, we’ll see an ever more fruitful synergy between “purism” and “hybridity”—between the growth of science/knowledge/technology studies as an arena in itself and the partial “SKAT-ification” of various other sociological subfields.

If so, I think such a development provides a telling response to those who worry about balkanization within U.S. sociology. The ASA section count is now up to 52. (SKAT was the 27th section to form, making us surprisingly well established, if not exactly a senior citizen.) Some see the proliferation of sections as evidence that sociology has lost its “center”—by which they usually mean to refer to whatever they themselves consider truly important. Yet most of us belong to many sections and have learned to think across their respective concerns, and some of the newest sections are among the most vibrant. I think the more that SKAT becomes a touchstone, even for work primarily situated elsewhere—the more our concepts and theories travel—the less we need to worry about the
future of our section, and the less we're at risk of any insularity or marginalization.

The sessions sponsored by our section in San Francisco this past August bore out this vision. The topics—“big data,” science and morality, and the sociology of worth—were every bit as much “SKAT topics” as they were concerns that spread beyond our “borders” (whatever those may be). These three excellent sessions, plus nine tables at the roundtables, were well attended, and I want to thank the session organizers, Ben Sims, Scott Frickel, Sydney Halpern, Kelly Moore, and Andy Lakoff.

The sense of solidarity in our section was also palpable in the terrific reception that we held at a local bar, Swig. Once again we put on one of the best receptions at ASA: lively, with good food and drink, in a fun locale, but one where conversation was possible. I’m happy that the event had two local co-sponsors, whose support we appreciate: the Center for Science, Technology, Medicine, & Society at UC-Berkeley and the Department of Social & Behavioral Sciences at UCSF.

In addition, the professional socialization event organized by our mentoring committee was a big success, with 28 graduate students and early career faculty members in attendance. Many thanks to the organizers, Mathieu Albert, Casey Oberlin, and Elizabeth Sweeney, and to our panelists, Marion Fourcade, Kelly Joyce, Aaron Panofsky, and Benjamin Sims.

In San Francisco we also welcomed several new SKAT officers, including our new Secretary-Treasurer, Jennifer Fishman, and new Council members Mary Frank Fox and Laura Stark. And we thanked our departing Secretary-Treasurer, Daniel Breslau, for his diligent service, as well as our departing Council members, Marion Fourcade and Aaron Panofsky, for all their hard work.

Now, as we prepare to enter the section’s 25th anniversary year, I’m looking forward to the events in Chicago in August 2015—not least of which is our “SKAT 25” mini-conference on August 21 (the day before ASA begins). See the blurb elsewhere in this issue, and be on the lookout for the call for papers and additional information very soon!

AN INTERVIEW WITH KELLY JOYCE

In early November, Patrick Grzanka (University of Tennessee) spoke to Kelly Joyce, Director of the Center for Science, Technology, & Society at Drexel University, about her experiences creating the Center and building a strong STS community at a rapidly changing institution. Below is an edited transcript of their conversation, in which they discuss the best practices in STS education, as well as Dr. Joyce’s philosophy about the place of STS in the contemporary research university.

Patrick Grzanka: Why was the job at Drexel initially appealing to you, and what exactly were you charged with in taking over the STS program?

Kelly Joyce: STS had been a small part of a larger department that was focused on history and political science. I was charged with taking it out of that department and turning it into a research center, which is what we’ve done. By becoming a center, we’ve been able to engage faculty across the university. The Center for Science, Technology, & Society (www.drexel.edu/sts) has been a fantastic space to create and promote re-
search teams, invite guest speakers and lecturers, and connect faculty and graduate students from multiple programs and departments. I took the job because this is exactly what I wanted to do. I wanted to build something and collaborate with colleagues from a variety of disciplines. We’ve got strong connections with the School of Public Health and environmental scientists across campus, and our STS faculty and affiliates are also well networked with the engineering community at Drexel. For next steps, I’m looking forward to building connections between our STS faculty and students who focus on medicine and health with researchers in the College of Nursing and Health Professions and Drexel’s Medical School. We are also exploring the possibility of an STS Ph.D. program.

PG: How did you go about setting an agenda for the growth and reinvigoration of the program? What were and are your strategic goals? What’s the future of STS at Drexel?

KJ: With any position like this, you start setting the agenda when you negotiate your initial contract. Based on what I heard during my interview and my review of resources, I negotiated lines and a budget to help actualize the Center. Once I got to Drexel, I initiated a broader, more in-depth listening tour. I asked, “Who does this kind of stuff?” I talked to everyone I could; I looked through all of Drexel’s websites to see who’s out there. I met with our key constituencies. I met with all the graduate students in the master’s program, as well as our affiliated faculty to find out what they liked and what they thought was needed. The graduate students told me that they felt like there was no graduate student culture, and the faculty (similarly) felt disconnected – like there was no “there” there. When I looked at the curriculum, I didn’t find that it reflected the best practices in STS education. So we went from there. We hired two new tenure-track faculty in the first year, who are doing amazing research and teaching. We thought about how we could make STS more visible on campus and in the greater Philadelphia area. We started holding events on campus and high profile lectures, which was all about helping people understand that we’re here and this is what we – STS at Drexel – do. These are our research questions, these are our methods, this is what we bring to the table.

It’s difficult to raise the visibility of STS in Philadelphia for a number of reasons: Most people don’t know what STS is, and people also don’t think of Drexel as a place to go to do this kind of work. For example, we did an alumni event recently at the Mutter Museum, which is a medical museum in Philly; 130 people came, and everybody said, “We had no idea Drexel had this!” Everyone thinks of Temple and Penn for innovative work in the humanities and social sciences, so we’re in the process of changing people’s minds. Our faculty are really valuable – both the new hires and the existing faculty. They are public intellectuals, so they’re prepared and want to do talks in a wide variety of venues.

I found that when I came here, people were really enthusiastic about affiliating with STS, but there wasn’t a person who had the dedicated time needed to go out and make the connections with people. Now, I’m that person. Drexel is a great place for an STS program because it’s focused on scientific innovation and community-based research, but it didn’t yet have a coordinated and integrated humanities and social science perspective on all of this. Drexel has strong institutional support for thinking about technical systems, but the institutional support for investigating socio-technical systems has not historically been here. That has changed. There is now support for investigating the social dimensions of science and technology all the way up.

In less than three years, we’ve done all this, but there’s much more to do. We want to continue to work more with the Academy of Natural Sciences – they do wonderful environmental science work – and they have been great collaborators, especially as resources for our students. We want to continue to enhance faculty and students’ research capacities. As part of this effort, we’re helping the grad students get hands-on research experience at the master’s level by working with faculty on their research projects. Students have been involved in survey research on environmental contamination in Philly. They have also conducted fieldwork and interviews for qualitative research projects. The students feel good. They’re leaving with research skills, and they understand what they know and why it matters. As another example, STS faculty and students wanted informal presentations of works-in-progress. So we started the STS free lunch where, once a month, we have presentations from one graduate student and one faculty member on works-in-progress. It’s awesome. During
the academic year with all of our service demands, sometimes it feels like – as faculty – we so rarely get to wear our research hats. With these works-in-progress events, we all put on our research hats. We think through problems together and offer our feedback. I should say also that I’m especially proud that we’ve created a true “works-in-progress” series where people can throw out their ideas and be vulnerable and get substantive, supportive feedback.

We also joined STGlobal (www.stglobal.org), a graduate student run organization that organizes and hosts a graduate student conference each year. If your university does not belong, I highly recommend considering joining. Our students are part of the organizing committee, which has given them good professional experience. The grad students – on their own – started what they call the “STS Collective.” On the last Friday of every month, students and faculty get together and discuss an STS reading at a local spot. Cumulatively, these collaborative efforts have helped cultivate the kind of graduate student culture they thought was missing in the program.

**PG:** Where do you see the STS program fitting into the larger goals of the university? How can STS programs better leverage themselves as critical components of 21st century universities?

**KJ:** In terms of Drexel, STS can comment on all the key areas of the Drexel strategic plan: health, environment, and computing. On our campus, the scientists and engineers get that you can build a technology, but that doesn't mean that anyone will use it. They get that and want to work with social scientists and humanities scholars. Drexel is also committed to community-based partnerships, and it remains committed to that even as Philly, Pennsylvania, and Drexel are changing. In these terms, STS is a perfect fit for this university.

In terms of making sure that STS as a field plays a key role in university cultures, it’s important to remember that major grant funding agencies understand that you can’t just have technical solutions to problems. Many agencies require social scientists to be on grants. Sometimes, it’s just as an add-on or after-thought. But I think we’re [STS] showing what it means to be central to those kinds of questions and projects.

The potential downside of any sociology or STS program is to be disconnected – either within the university or the larger communities. No navel gazing. We try to work on this with our students: don’t just talk about your research, explain why it matters.

**PG:** Describe the master's program curriculum. What are its strengths? What are the advantages of master's level training in STS, and where are you seeing your graduates wind up?

**KJ:** Our students are passionate about science, technology, medicine, and the environment, but they’re not all interested in the same aspect of science and technology. In terms of where they end up after graduation: If they're interested in health, they might work in a department of health or a hospital; if they're interested in environment, they might work for a non-profit or a state or federal agency. They're all getting jobs that speak to their interests, and some are applying to Ph.D. programs. Drexel has a strong graduate career office, which includes its counselors, that serves as another great resource for students. What is interesting is that the students get along, despite being across the board in terms of age and particular interests. They’re an unusual assortment of people. STS programs are for “out of the box” people. Most people don’t know what STS is, so enrolling in an STS program involves some risk.

I ask all my students, why did you pick STS? The ones who pick it understand that the social dimensions of science, technology, and the environment matter, and they didn’t get that training in their undergraduate degree programs, which were too narrow and traditional. They also want to accumulate critical thinking and methodology skills to be able to handle complex socio-technical issues in nuanced ways, not just anecdotally. One student told me that she talked to her dad, who is in corporate leadership, about STS, and he said: get an STS degree, because then you'll understand the social dimensions of science and technology and then anyone will want to hire you. I loved that story, because he was so right. She is getting the training to understand and
systematically investigate the implications of new technologies or policies and can help organizations make smarter decisions. That said, STS is definitely not for the faint of heart. It’s not for the people who want everything to be easily recognizable.

PG: Where do you see Drexel STS doing the most innovative work? What makes a program a trendsetter in STS? And what are the most important currents in STS training today?

KJ: When we revised the curriculum, we added both methods and theory classes. The theory helps people ask good questions. Students also get sound methodological training built across two research methods classes. Students can also work with faculty on research. Our approach brings some of the best things about sociology to the Center: a strong focus on theory and methods as well as serious attention to inequality and privilege.

For example, we have an “STS Lab” class where the students work together on a project about something that’s important, typically in Philly. What I think has been missing in my experience of teaching sociology, and most of the STS I know, is teaching people how to work together in teams. This lab course is a baby step in that direction: socially important problems combined with training about how to work in research teams. As a field, we’re moving toward – and we have already seen it – more collaborative writing and collaborative teamwork; the next step is to integrate this into the curriculum.

People need to know how to ask a good question and design a rigorous study. That’s the sociologist in me. That’s not to say that this approach is perfect, or that it somehow produces the “whole” truth or the only way of understanding a situation. That said, it is our obligation to provide students with serious training. We’re helping the grad students get hands-on research experience at the master’s level. The students are learning new ways of thinking about and studying issues, and they feel good about it. They’re leaving with practical skills, and they understand what they know and why it matters. We are lucky, because we study the most important issues of our time...and if you can’t make that relevant to broader constituencies!? 

I am teaching the intro to STS seminar, and I am always shocked when we review the literature where key policy makers continue to treat major world problems, such as energy transitions, as solely technical problems. And then there’s STS, ready to contribute. We need to prepare our students to contribute to and be a part of these conversations in substantive, critical ways. STS has so much to offer in terms of asking big questions and solving the really tough problems. Drexel STS’s edge is emphasizing research skills and having power and inequality front and center.

Kelly Joyce, PhD, is a Professor in the Department of History & Politics and Director of the Center for Science, Technology, and Society at Drexel University. Her research investigates the cultural, institutional, and political dimensions of medical knowledge and clinical practice, as well as recent innovations in aging, science, and technology. She teaches courses on the social dimensions of health and illness as well as courses on the values embedded in technological design and use.
PROFESSIONAL ACCOMPLISHMENTS

**Alondra Nelson** has been appointed Dean of Social Sciences at Columbia University. Dean Nelson has been at Columbia since 2009 and has served as professor of sociology and Director of the Institute for Research on Women, Gender, and Sexuality at Columbia.

**Catherine Bliss**, Assistant Professor of Sociology at the University of California, San Francisco, has been awarded the 2014 Oliver Cromwell Cox Book Award by ASA’s Section on Racial and Ethnic Minorities for her book, *Race Decoded: The Genomic Fight for Social Justice* (Stanford University Press).

**Gary T. Marx**, a Visiting Professor in the interdisciplinary research group, *Law, Science, Technology, & Society* (LSTS), at Vrije Universiteit in Brussels, has received the inaugural Surveillance Studies Network Outstanding Achievement Award. Presented at the 6th Biannual Surveillance and Society conference in Barcelona this past April, the award recognizes Marx's achievements as a scholar whose 1988 monograph, *Undercover*, set the standard for police surveillance studies.

NEW ARTICLES


Almost everything we do is based on our knowledge of the world around us: how we dress in the morning, how we go about our work, how we interact with other people—all these things rest on our understanding of how we know life. Knowledge might be seen as the most central as well as the most under-researched trait of social life: we mainly think of knowledge as either technical (scientific knowledge) or formal (as bestowed by academic education). The things that we know are obscured in our everyday routines, not revealing their true status as "known" - until critical moments demand it. This book establishes a fundamentally social understanding of knowledge. Knowledge is re-embedded into the discussion of how we, as individuals and groups, and as a modern society, produce and reproduce knowledge as the foundation of our lives. Knowledge is approached as a societal phenomenon, as we uncover the ingredients and settings in which knowledge is produced and put to use.

La compétition entre les institutions, les scientifiques, les universitaires et les étudiants devient de plus en plus importante. Cet ouvrage trace les liens entre le néolibéralisme et la restructuration des universités et des instituts de recherche. Après avoir abordé les nombreuses crises auxquelles l'enseignement supérieur et la recherche doivent faire face, l'auteur montre la façon dont la version néolibérale des sciences économiques a été mise en œuvre pour modifier les moyens d'entreprendre et d'évaluer la recherche, l'enseignement et l'engagement publics. Il décrit les transformations qui s'ensuivent et leur oppose sa propre position dans ce débat complexe. Enfin, après avoir porté une attention particulière aux voies qui n'ont pas été empruntées, il conclut : pour qui et pourquoi avons-nous besoin de connaissances ? Quel genre de société future souhaitons-nous ? Comment pourrions-nous y parvenir ?

The relationships between knowledge, technologies, and legal processes are central to the constitution of contemporary societies. As such, they have come to provide the focus for a range of academic projects, across interdisciplinary legal studies and the social sciences. This book charts the important interface between studies of law, science, and society, as explored from the perspectives of socio-legal studies and the increasingly influential field of science and technology studies. It brings together scholars from both areas to interrogate the joint roles of law and science in the construction and stabilization of socio-technical networks, objects, and standards, as well as their place in the production of contemporary social realities and subjectivities.
Over the last decade or so, the field of science and technology studies (STS) has become an intellectually dynamic interdisciplinary arena. Concepts, methods, and theoretical perspectives are being drawn both from long-established and relatively young disciplines. From its origins in philosophical and political debates about the creation and use of scientific knowledge, STS has become a wide and deep space for the consideration of the place of science and technology in the world, past and present. The Routledge Handbook of Science, Technology, and Society seeks to capture the dynamism and breadth of the field by presenting work that pushes the reader to think about science and technology and their intersections with social life in new ways. The interdisciplinary contributions by international experts in this handbook are organized around six topic areas: embodiment, consuming technoscience, digitization, environments, science as work, and rules and standards. This volume highlights a range of theoretical and empirical approaches to some of the persistent – and new – questions in the field. It will be useful for students and scholars throughout the social sciences and humanities, including in science and technology studies, history, geography, critical race studies, sociology, communications, women's and gender studies, anthropology, and political science.


Many baby boomers still recall crouching under their grade-school desks in frequent bomb drills during the Cuban Missile Crisis—a clear representation of how terrified the United States was of nuclear war. Thus far, we have succeeded in preventing such catastrophe, and this is partly due to the various treaties signed in the 1960s forsaking the use of nuclear technology for military purposes. In Fallout, Grégoire Mallard seeks to understand why some nations agreed to these limitations of their sovereign will—and why others decidedly did not. He builds his investigation around the 1968 signing of the Nuclear Nonproliferation Treaty (NPT), which, though binding in nature, wasn’t adhered to consistently by all signatory nations. Mallard looks at Europe’s observance of treaty rules in contrast to the three holdouts in the global nonproliferation regime: Israel, India, and Pakistan. He seeks to find reasons for these discrepancies, and makes the compelling case that who wrote the treaty and how the rules were written—whether transparently, ambiguously, or opaquely—had major significance in how the rules were interpreted and whether they were then followed or dismissed as regimes changed. In honing in on this important piece of the story, Mallard not only provides a new perspective on our diplomatic history, but, more significantly, draws important conclusions about potential conditions that could facilitate the inclusion of the remaining NPT holdouts. Fallout is an important and timely book sure to be of interest to policy makers, activists, and concerned citizens alike.

In *Pressed for Time,* Judy Wajcman explains why we immediately interpret our experiences with digital technology as inexorably accelerating everyday life. She argues that we are not mere hostages to communication devices, and the sense of always being rushed is the result of the priorities and parameters we ourselves set rather than the machines that help us set them. Indeed, being busy and having action-packed lives has become valorized by our productivity-driven culture. Wajcman offers a bracing historical perspective, exploring the commodification of clock time, and how the speed of the industrial age became identified with progress. She also delves into the ways time use differs for diverse groups in modern societies, showing how changes in work patterns, family arrangements, and parenting all affect time stress. Bringing together empirical research on time use and theoretical debates about dramatic digital developments, this accessible and engaging book will leave readers better versed in how to use technology to navigate life's fast lane.

**SKAT SECTION ELECTION RESULTS**

Congratulations to the SKAT section’s newly elected officers! The new officers’ three-year terms began at the end of this year’s ASA meeting in San Francisco.

**Secretary-Treasurer:** Jennifer Fishman (McGill University)

**Council Member:** Mary Frank Fox (Georgia Institute of Technology)

**Council Member:** Laura Stark (Vanderbilt University)

**ANNOUNCING OUR NEW SKAT WEBMASTER!**

The section’s long search for a webmaster has finally succeeded! Thanks goes to Monica Casper for identifying one of her students, David Lucero, at the University of Arizona and putting him in touch with publications chair, Elizabeth Sweeney. Working towards a degree in computer science, David has experience with typography and graphic design. The publications committee will be working with him in the coming months to design and provide content for our new website. As always, suggestions for the website are welcome and may be sent to elizabethsweeney@comcast.net.
SKAT BUSINESS MEETING NOTES
SAN FRANCISCO, AUGUST 19, 2014

Section Chair, Steve Epstein, brought the business meeting to order with 45 persons in attendance.

PRESENTATION OF AWARDS

Committee chair Daniel Breslau presented the Hacker-Mullins Graduate Student Paper Award to Kelly Kistner, a PhD candidate in sociology at the University of Washington, for her paper, “‘A Word Factory Was Wanted’: Organizational Objectivity in the Making of the Oxford English Dictionary” (published in Social Studies of Science in 2013).

Committee chair Marion Fourcade presented the Star-Nelkin Paper Award to Carol Heimer, Professor of Sociology at Northwestern University, for her paper, “Inert Facts and the Illusion of Knowledge: Strategic Uses of Ignorance in HIV Clinics,” which was published in Economy and Society in 2012.

Committee chair Jill Fisher presented the Robert K. Merton Book Award to Sara Shostak, Associate Professor of Sociology at Brandeis University, for her book, Exposed Science: Genes, the Environment, and the Politics of Population Health.

Congratulations to the recipients of the 2014 SKAT awards!

Carol Heimer and Marion Fourcade  
Jill Fisher and Sara Shostak
CHAIR’S REPORT

Noting that next year will mark the 25th anniversary of the section, Chair Steve Epstein highlighted the following achievements and promising signs for the section:

• Growth in section membership;
• High quality sessions at the ASA meeting including the session on big data; the open submission session; section roundtables; and two additional invited sessions, one on Morality and Science and one on Valuation Devices: Sociology of Worth;
• The planning for the mini-conference to take place immediately prior to the ASA 2015 meeting in Chicago; and
• The successful mentoring/professionalization session, attended by 28 people.

Before concluding his report, Epstein noted one area in need of improvement – the section website. To address this need, Epstein prioritized hiring a webmaster and having a fully functioning website by the end of this academic year. (For an update on the search for a webmaster, see page 9)

SECRETARY/TREASURER’S REPORT

Daniel Breslau reported that the section’s year-end balance is up roughly $500 from last year. Improved membership numbers have increased the section’s income while expenses were reduced this year due to sharing the expenses of the reception with two San Francisco Bay area programs. The section’s balance was $2,815 as of the last (June) report, but should be higher when fourth quarter memberships are included.

MEMBERSHIP REPORT

Membership committee chair Aaron Panofsky reported that the section saw a 20% growth in membership last year. This year membership has already increased by 7%, in advance of final figures for the year. SKAT is the third fastest growing section in the ASA. Next year, because the section will not be scheduled on the last day of the meeting, as it was this year, there will be one fewer session. However, if membership can be increased to 600, the section will get an additional session.

Recruiting initiatives this year consisted mainly of a campaign to ask lapsed section members to rejoin. Current members have also been asked to enlist their colleagues to join. Additional suggestions for increasing membership were presented at the meeting, which included requesting incoming doctoral students to join, providing them free membership for the coming year, and recruiting members through related organizations. The final count, on which session allocation is based, takes place on September 30. (For an update on the section’s membership numbers, see page 13)
PUBLICATIONS REPORT

Publications committee chair Elizabeth Sweeney reported on the continuing progress made towards the long-term goal of adding more original content to the section newsletter, including the highlighting of members’ expertise. To improve upon and streamline their preparation, in addition to providing a more routine, regular update of SKAT news to members, the newsletters are now prepared and distributed on a scheduled basis – every four months – on December 1st, April 1st, and August 1st. One exception was the issue scheduled for this past August 1st, which was cancelled due to the illness of a committee member.

New content over the past year included an interview with Adele Clarke, a discussion piece on teaching the sociology of knowledge to undergraduates, and a Q&A piece on the sociology of knowledge with four scholars who work in this area. Future plans for content include a graduate student column highlighting graduate student research; listings of recent National Science Foundation grant awardees; a blog-like piece about SKAT-related current topics; and features written by SKAT members about topics such as the latest research trends in STS, news items of interest to SKAT members, or a SKAT-related topic of their choosing.

Sweeney also reported on the other primary component of SKAT publications—the section’s web/social media presence. Although SKAT’s web presence currently consists of Facebook, Twitter, and a website, the lack of a webmaster for the past two years has resulted in website content that is incomplete and outdated. The number of “likes” on SKAT’s Facebook page increased from 48 the previous year to 68 as of last count, demonstrating the need to further develop, as well as better promote, these social media platforms. Indeed, as noted earlier, one of the top priorities for the publications committee in the upcoming year is to significantly increase SKAT’s web presence, with possibly hiring a webmaster proposed as an option to address this need.

MENTORING REPORT

Committee chair Mathieu Albert reported that the SKAT professionalization event, “Navigating the Sociology/STS Job Market,” held on Monday, August 18, exceeded expectations, with 28 graduate students and early career faculty members in attendance. The panelists (pictured below) were Aaron Panofsky, Marion Fourcade, Kelly Joyce, and Benjamin Sims. Scott Frickel will take over as chair of the committee this upcoming year.
MINI-CONFERENCE IN 2015

Steve Epstein described plans for the “SKAT 25, New Directions” mini-conference, to be held in Chicago on August 21, 2015, at the downtown campus of Northwestern University, close to the ASA conference hotels. Representing the first conference for the section, its emphasis will be on new directions in the Sociology of Science, Knowledge, and Technology. Emphasizing that the mini-conference is an opportunity to take stock of the range of work of SKAT members, Epstein noted that it would include scholars at a variety of career stages and represent a range of new research directions. Work is in progress on planning the conference format, which may include poster sessions. The conference will be revenue-neutral, and financial support has already been promised by local institutions: Northwestern University and the University of Chicago. (For updated information on the mini-conference, see page 19)

The final order of business was the discussion of potential ASA 2015 session ideas. (For the finalized list of SKAT sessions, see pages 17-18)

Thanks to Daniel Breslau for reporting on the business meeting and to Jennifer Fishman for providing the meeting minutes.

UPDATE ON SKAT MEMBERSHIP NUMBERS

From Aaron Panofsky, Chair of the SKAT Membership Committee:

The SKAT section has experienced fantastic growth over the last several years. At the end of 2012, we had 492 members, and in 2013, we had 535. By the end of this year (the membership year closes on Sept 30), we had 582 members (335 regular, 215 student, and 32 “low income”). Our section experienced the third highest growth in a year at a time when almost 60% of other ASA sections shrank. We didn’t quite reach our goal of 600 members, but if everyone continues their strong work in maintaining their memberships and encouraging their students and colleagues to join, we should easily do so next year. The main payoff will be an additional session at the ASA meeting. As someone who has organized sessions in the past, I know that there are many worthy papers turned away each year, so an extra session will help alleviate that problem. Please continue your support of the SKAT section, and please remember to renew your ASA and SKAT memberships come January.
Once again, our section held one of the best receptions at ASA! We are grateful to our two organizational co-sponsors, the Center for Science, Knowledge, Technology, and Society at UC Berkeley and the Department of Social and Behavioral Sciences at UCSF.
SKAT SECTION CALL FOR AWARDS 2015

HACKER-MULLINS STUDENT PAPER AWARD

DEADLINE: MARCH 15, 2015

The Science, Knowledge and Technology Section invites submissions for the 2015 Hacker-Mullins Graduate Student Paper Award. The winner will be honored at the ASA meetings in Chicago (August 22-25, 2015) and will receive a plaque. The award also comes with a $350 prize. The deadline for submissions is March 15, 2015. Self-nominations are welcome. To be eligible, an author must be a student at the time of submission. Published and unpublished papers are accepted; if published, the article must have been published no earlier than 2013. This year’s committee members are Jill Fisher (Chair), Laura Stark, Elise Paradis, Mariana Craciun, and Steven Epstein. Please send the nominated paper and a brief nominating statement in one PDF document, via email, to Jill Fisher at jill.fisher@unc.edu.

STAR-NELKIN PAPER AWARD

DEADLINE: MARCH 15, 2015

The Science, Knowledge, and Technology Section invites nominations for the 2015 Star-Nelkin Paper Award. In 2011, our newest award was renamed in memory of Susan Leigh Star and Dorothy Nelkin, each of whom contributed in numerous ways to our field. SKAT welcomes nominations of published articles that advance the field of sociology of science, knowledge, and technology. To be eligible, an article’s earliest date of publication in a scholarly journal (whether online or in print) must have been in 2013 or 2014. The winner will be honored at the ASA meetings in Chicago (August 22-25, 2015) and will receive a plaque. Self-nominations are welcome. Nominated articles must be received no later than March 15, 2015. Please send brief nominating statements and copies of nominated articles in PDF format to all members of the selection committee, listed below, via email:

James Evans, Chair (jevans@uchicago.edu)
Carol Heimer (c-heimer@northwestern.edu)
Daniel Breslau (dbreslau@vt.edu)
Janet Vertesi (jvertesi@princeton.edu)
Steven Epstein (ex officio) (s-epstein@northwestern.edu)
The Science, Knowledge, and Technology Section invites nominations (including self-nominations) for the 2015 Robert K. Merton Book Award. The award is given annually in recognition of an outstanding book on science, knowledge, and/or technology published during the preceding three years (2014, 2013, or 2012). Single or multi-authored works are eligible, but not edited volumes. The winner, who should be a member of SKAT during the year in which the award is given, will be honored at the ASA Annual Meetings in Chicago (August 22-25, 2015) and will receive a plaque. The deadline for nominations is **February 1, 2015**. Books should be received from authors or publishers no later than **March 1, 2015**. The committee members and their mailing addresses are listed below. Nominations or requests for more information should be sent to the committee chair, Jennifer Fishman, at jennifer.fishman@mcgill.ca.

Copies of nominated books should be received by **all** committee members by **March 1, 2015**:

**Jennifer Fishman**  
Biomedical Ethics Unit  
3647 Peel Street #307  
Montreal, QC H3A 1X1  
Canada

**Mary Frank Fox**  
Advance Professor  
School of Public Policy  
Georgia Institute of Technology  
685 Cherry Street  
Atlanta, Georgia 30332-0345

**Sara Shostak**  
c/o Department of Sociology  
Harvard University  
675 William James Hall  
33 Kirkland Street  
Cambridge, MA 02138

**Benjamin Sims**  
Statistical Sciences Group  
Mailstop F600  
Los Alamos National Laboratory  
Los Alamos, NM 87545

**Steven Epstein (ex officio)**  
Northwestern University  
Department of Sociology  
1810 Chicago Ave  
Evanston, IL 60208
SKAT SESSIONS AT ASA 2015

We are pleased to announce the three sessions, plus roundtables, that our section will be organizing for the ASA meeting in Chicago in August 2015. Note that one of these is an invited session, while the others will be open for submissions. Please watch for the program call later this fall. We are also delighted that one of these sessions is co-organized with the Body and Embodiment section. This collaboration was proposed at the section's business meeting in San Francisco. The session's focus on bodies and sexualities is meant to align with the overall theme of next year’s ASA meeting, “Sexualities in the Social World.”

OPEN SESSIONS

TOPICS IN SCIENCE, KNOWLEDGE, AND TECHNOLOGY STUDIES

Organizer: Jill A. Fisher, University of North Carolina (jill.fisher@unc.edu)

Submissions to this added session will advance sociological approaches to the study of science, knowledge, and/or technology, regardless of empirical focus. We are excited to see novel contributions from any and all areas and styles (e.g. economic and biomedical knowledge; qualitative and quantitative approaches; etc.), to sample from the most exciting and newly emerging areas in SKAT.

BODIES AND SEXUALITIES IN SCIENCE AND TECHNOLOGY STUDIES

Co-sponsored with the Section on Sociology of the Body and Embodiment

Organizers: Katie Ann Hasson, University of Southern California (khasson@usc.edu)
Elise Paradis, University of Toronto (elise.paradise@utoronto.ca)

We invite submissions that examine how science and technology are central to the everyday expression of sexuality as embodied practice. How has scientific research shaped social understandings and embodied experiences of sexualities? How have technologies (medical, communication, surveillance, “camouflaged”) been used to organize, facilitate, enhance, track, or prevent sexual practices? Overall, what does the study of science and technology bring to the study of bodies and sexualities?
INVITED SESSIONS

THE POLITICS OF KNOWLEDGE:
TECHNOSCIENTIFIC DIMENSIONS OF POLITICAL LIFE
Organizer: Steven Epstein, Northwestern University (s-epstein@northwestern.edu)

Knowledge, expertise, and technologies are built into the inner workings of modern political processes, including practices of governance and modes of activist resistance. At the same time, scientific and technological developments are often the source and object of heated political controversies. Presentations by invited panelists in this session treat the “politics of knowledge” as a key component of everyday political life.

KNOWLEDGE FROM THE MARGINS CONFERENCE:
SOCIAL JUSTICE AND SUSTAINABILITY

AUGUST 18TH & 19TH, EAST LANSING, MI

With the SKAT section’s 25th anniversary mini-conference on August 21st leading up to the ASA annual meeting in Chicago (see information on next page), the Knowledge from the Margins conference might be considered a pre-pre-conference. It will interest sociologists who are participating in interdisciplinary conversations with other science studies scholars on the production and/or consumption of science, knowledge, and technology under conditions of asymmetric power between the elite and the marginalized (i.e. peoples or institutions).

There will be a mix of plenaries and panels organized around four emerging themes in the STS literature. First, Participation and Innovation by the Marginalized, helps us think about laypersons who are challenging expert standards, policies, and regulations and becoming empowered; Second, Objectivity from the Margins, allows a discussion of the sciences and how they are conducted, by whom, and by what; Third, Marginal Differences, explores the small differences between people who become exceptional and/or stigmatized within different cultural contexts, and how the development of scientific knowledge and technologies is inflected by the politics of exception and/or stigma. And, fourth, Production of Ignorance and Marginality, highlights the new wave of work on agnotology, or the study of ignorance or doubt.

The preliminary program is available online (http://lbc.msu.edu/KFM/). Later, on August 20th, there will also be a "Green Tour" for learning more about community perspectives on social and environmental justice initiatives in Lansing and Detroit.
SKAT 25:

New Directions after a Quarter-Century of the Sociology of Science, Knowledge, and Technology

A mini-conference organized by the Science, Knowledge, and Technology Section of the American Sociological Association

MARK YOUR CALENDAR:

AUGUST 21, 2015

CHICAGO

Watch for the call for proposals for the open-submission sessions—coming soon!

On August 21, 2015—in our section’s 25th anniversary year, and on the eve of the ASA’s annual meeting in Chicago—the SKAT section will hold a one-day mini-conference (its first ever) on the downtown Chicago campus of Northwestern University. The mini-conference is open to SKAT members and all others interested in science, knowledge, and technology studies. Because the SKAT “section day” in 2015 is the first day of the annual meeting (August 22), ASA members who attend the mini-conference will have the chance to enjoy two back-to-back days of focused activities, including the sessions sponsored by the section on August 22. We therefore encourage section members to arrive in Chicago a day early. The mini-conference venue is a short distance from the ASA conference hotels and is easily accessible from them by public transportation or taxi.

At the mini-conference, as we celebrate our 25th birthday, we will take stock of our past and also look forward. Activities at the mini-conference will include:

• Plenary panels featuring invited speakers
• Open submission sessions (run in parallel) at which attendees can present their work
• Lunchtime informal workgroup meetings at which small groups of attendees can discuss specific topics, approaches, theoretical directions, or methodologies
• A poster session for the presentation of specific projects and initiatives.

Further details—including names of plenary speakers and instructions on how to submit proposals for the open submission sessions—will be forthcoming soon.
SKAT OFFICERS, 2014-15

Chair:
Steven Epstein, Northwestern University
s-epstein@northwestern.edu

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scott_frickel@brown.edu

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Casey Oberlin
Elizabeth Sweeney

Merton Book Award:
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Laura Stark
Sara Shostak
Ben Sims
Steve Epstein (ex-officio)

Star-Nelkin Article Award:
James Evans, Chair (jevans@uchicago.edu)
Carol Heimer
Daniel Breslau
Janet Vertesi
Steve Epstein (ex-officio)

Hacker-Mullins Student Paper Award:
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Mary Frank Fox
Elise Paradis
Mariana Craciun
Steve Epstein (ex-officio)

SKAT 25 Mini-Conference Organizing Committee:
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