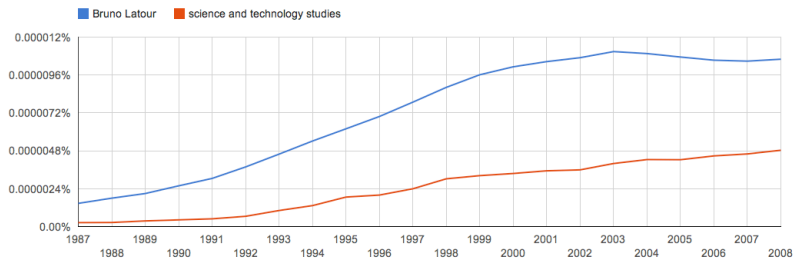
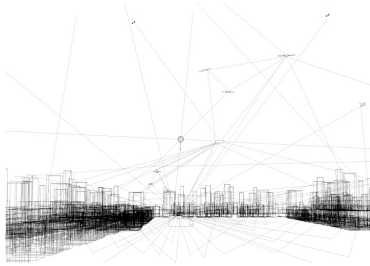


# Seminar on Bruno Latour and STS



EDCP 501.031

University of British Columbia

Winter 1 2013 (Thursdays, 13.00-16.00)

## Course Description:

This seminar focuses on recent work of Bruno Latour, arguably *the* most creative and challenging scholar of Science & Technology Studies (STS). Latour's reputation and scholarship traverses an extremely wide range of disciplines in addition to STS (e.g., anthropology, art, education, environmental studies, geography, history, law, philosophy, political science, sociology, theology, etc.). Following a survey of Latour's work and the postsecular turn in STS, we will focus on three new texts: *An Inquiry into Modes of Existence* (2013), *Rejoicing or the Torments of Religious Speech* (2013), and *On the Modern Cult of the Factish Gods* (2010). The seminar is interdisciplinary and inviting, and students from any and all disciplines are encouraged to enroll. We will work systematically through these texts to closely examine Latour's strategies for doing STS.

**Professor:** Dr. Stephen Petrina

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**Office Hours:** By appointment

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## Valued Ends of the Course:

My intention is to help you develop a background and a depth of expertise for understanding and interpreting Bruno Latour's work in Science and Technology Studies and various additional disciplines.

## Texts (Required):

1. Bruno Latour, *An Inquiry into Modes of Existence* trans. Catherine Porter (Cambridge, MA: Harvard University Press, 2012/2013).
2. Bruno Latour, *Rejoicing or the Torments of Religious Speech* trans. Julie Rose (Cambridge, UK: Polity, 2002/2013).
3. Bruno Latour, *On the Modern Cult of the Factish Gods* trans. Catherine Porter & Heather MacLean (Durham, NC: Duke University Press, 2010).

## Assessment (for details, see below):

1. Participation in Seminar & Research Activities (P/F)
2. Discourse Leadership (groups of 2-3) (P/F)
3. Scholarly Essay (P/F)

## Deadline:

Ongoing  
Ongoing  
6 Dec

- **Academic Honesty and Standards, and Academic Freedom: Please refer to *UBC Calendar***
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>

- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 [www.universitycounsel.ubc.ca/policies/policy73.pdf](http://www.universitycounsel.ubc.ca/policies/policy73.pdf)).

### Participation:

Participation is valued at 20% of the P-F system. We refer to the scholarly level of participation as **academic conversation**, which entails a variety of things including academic conversation, articulation and presentation. Participation is interdependent with **preparation** for each week, which involves **reading** (highlighting, pagination post-its, margin notes, comments & questions, etc.), **writing** (posting to discussions, note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, podcasting, exposition, etc.), **organizing** (documenting, labelling, ordering, archiving, filing, sequencing events, chronicling, etc.), **reflecting** (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and **speaking** (discussing, podcasting, corresponding with peers, chat, etc.). One goal of preparation is to sustain increasingly sophisticated academic conversations or engagement with the readings, course and peers. A second goal is to develop systematic approaches for engaging with the readings and your peers (i.e., developing reading, speaking, writing, organizing, and reflection form(at)s and styles that are effective). **Read for Meaning along with Purpose...**

| <b>Participation</b>  |           |
|---|-----------|
| Low-----  | -----High |
| Appropriately and accurately articulates key constructs and themes in readings, etc.                              | F-----P   |
| Reveals an attempt to synthesize knowledge of media and technology in education (readings, etc.).                 | F-----P   |
| Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course | F-----P   |
| <b>Total: F / P</b>   |           |

**Scholarly Essay (60%)**— Choose a topic or problem in STS and write a scholarly paper exploring Latour's work. The topic can be one that you are already working through. The essay should provide a clear, cogent, concise exploration or case study of STS and Latour. Take a position (state a thesis or argument) and provide evidence, through examples and narrative, to support the position. **At the mid-point of the course, please also bring a \*one page hard copy outline\* of your paper as a work in progress. Outline = outline form. This includes the:**

1. Topic / Conceptual Dimensions
2. Theme and argument
  - a. The argument or thesis
  - b. The background
3. Primary and Secondary sources for insight into the topic
  - a. Issues to be addressed
  - b. Literature to be consulted
4. Provisional conclusions drawn from the argument & issues or data
5. Structure / sections of the paper

**Assessment: (Limit to 10-15, tight well-written double-spaced pages including title page (limit to 3000 words + references).**

1. Clarity of communication / writing
  - a. Is the writing clear and concise?
  - b. Are the ideas focused and organized?
2. Development of argument / thesis
  - a. Is the argument coherent? Thoughtful? Analytical? Critical? Sophisticated?
3. Exploration of content and theory
  - a. Is there evidence of critically and theoretically exploring the issues?
  - b. Are the ideas theorized, synthesized, extended or applied?
4. Examples
  - a. Are examples sufficient? Do examples ground the paper?
  - b. Are there narrative examples?
5. Grammar & Style
  - a. Organization, sentence structure, paragraphs, spelling
  - b. APA or Chicago Style (format, references)

### Scholarly Essay

| Low-----Avg-----High                                      |
|---|
| Clarity of communication / writing<br>F-----P             |
| Development of argument / thesis<br>F-----P               |
| Exploration of content and theory<br>F-----P              |
| Provision of effective and sufficient examples<br>F-----P |
| Grammar & Style<br>F-----P                                |
| <b>Total: F / P</b>                                       |

**Seminar Leadership (20%)**— (Groups of 2-3) Choose one book on the schedule and coordinate the discussions for two weeks. It will be your responsibility to clearly re/present the readings, and to move the discussions through the book. Please draw on the approach indicated below. For the discussion that you lead, please prepare to:

1. Outline the chapters and book.
2. Distribute key published reviews of the books for contextual readings.
3. Define key terms or methodological and theoretical concepts that are challenging.
4. Provide handouts, discussion questions and presentation media for clarifying the readings.
5. Provide one published review of the book to share with the group.
6. Moderate and bring closure to the readings.

## EDCP 501 Course Schedule & Readings

Each session will generally consist of discussion based on readings. Each session will also be supplemented with image and sound resources and some primary sources.

| Date   | SLG | Assignments        | Readings  |
|--|-----|--------------------|---|
| Week 1<br>5 Sept                                     |     | Course Intro       | Course introduction / History of STS  |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| Week 2<br>12 Sept                                    |     | Readings           | <i>An Inquiry into Modes of Existence</i> (Intro + Part One)  |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| Week 3<br>19 Sept                                    | #1  | Readings & SLG     | <i>An Inquiry into Modes of Existence</i> (Part One)  |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| Week 4<br>26 Sept                                    | #1  | Readings & SLG     | <i>An Inquiry into Modes of Existence</i> (Part One + Two)  |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| Week 5<br>3 Oct                                      | #2  | Readings & SLG     | <i>An Inquiry into Modes of Existence</i> (Part Two)  |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| Week 6<br>10 Oct                                     | #2  | Readings & SLG     | <i>An Inquiry into Modes of Existence</i> (Part Three)  |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| <b>(Week 7) 17 – 23 Oct Reading Break</b>            |     |                    |   |
| <i>An Inquiry into Modes of Existence</i>            |     |                    |   |
| Week 8<br>24 Oct                                     | #3  | Readings & SLG     | <i>An Inquiry into Modes of Existence</i> (Part Three + Conclusion)   |
| <i>On the Modern Cult of the Factish Gods</i>        |     |                    |   |
| Week 9<br>31 Oct                                     | #3  | Essay Proposal due | <i>On the Modern Cult of the Factish Gods</i> (Chapter One)   |
| <i>On the Modern Cult of the Factish Gods</i>        |     |                    |   |
| Week 10<br>7 Nov                                     | #4  | Readings & SLG     | <i>On the Modern Cult of the Factish Gods</i> (Chapter Two)   |
| <i>Rejoicing or the Torments of Religious Speech</i> |     |                    |   |
| Week 11<br>14 Nov                                    | #4  | Readings & SLG     | <i>On the Modern Cult of the Factish Gods</i> (Chapter Three) + <i>Rejoicing or the Torments of Religious Speech</i> (pp. 1-60) |
| <i>Rejoicing or the Torments of Religious Speech</i> |     |                    |   |
| Week 12<br>21 Nov                                    |     | Readings & SLG     | <i>Rejoicing or the Torments of Religious Speech</i> (pp. 61-120)   |
| <i>Rejoicing or the Torments of Religious Speech</i> |     |                    |   |
| Week 13<br>28 Nov                                    |     | Essay Due 6 Dec.   | <i>Rejoicing or the Torments of Religious Speech</i> (pp. 121-174)  |